

# *The University of Texas at Dallas*

## *Course Syllabus*

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### **Course Information**

*Course number:* PSY/CLDP 3339.0u1

*Course title:* **EDUCATIONAL PSYCHOLOGY**

*Term:* Summer 2014

*Meeting times:* **Mondays & Wednesdays 1-3:15pm, GR 4.428**

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### **Professor Contact Information**

*Professor's name:* Dr. Huxtable-Jester

*Phone number:* 972-883-6434 (I can return calls to local numbers only)

*Email:* [drkarenhj@utdallas.edu](mailto:drkarenhj@utdallas.edu) (twitter @drkarenhj #edpsy)

*Office location:* JO 3.116

*Office hours:* <http://drkarenhj.youcanbook.me/>

Use this link to make an appointment any time. This adds your appointment directly to my calendar and sends you a reminder message. I am always in my office for two hours before class, and you are welcome to stop by without an appointment.

*Other information:* Email is the fastest and best way to reach me. **Please put the course name in your subject line [ED] and use your UTD email account, or use the eLearning mail system.**

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### **Course Pre-requisites, Co-requisites, and/or Other Restrictions**

*Required prior knowledge or skills:* none

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### **Course Description**

In this study of teaching, learning, and the teaching-learning process we will examine the development of cognitive functions, language and personality, gender and cultural differences, and research on teaching, tests, measurement and evaluation. Concepts to be covered in the course include learning theories, developmental theories, motivation, measurement and assessment, including the concept of intelligence, guidance and discipline, role of the teacher, teaching and learning and how they interrelate, teaching and learning styles (and how we know there is no evidence to support the idea of learning styles), issues of gender, special needs, and diversity. This class is expected to be beneficial to students in psychology, education, and other professions involving teaching and learning.

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### **Student Learning Objectives/Outcomes**

Specific Competencies of the TExES addressed—not *how* but *why*:

*Competency 001:* The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivates students and is responsive to their developmental characteristics and needs.

*Competency 002:* The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

*Competency 003:* The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

*Competency 004:* The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

*Competency 005:* The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

*Competency 006:* The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

*Competency 007:* The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

*Competency 008:* The teacher provides appropriate instruction that actively engages students in the learning process.

*Competency 0010:* The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

*Competency 0011:* The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

*Competency 0012:* The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

### School of Behavioral and Brain Sciences Student Learning Objectives/Outcomes

My job is to guide your learning activity by giving you credit for engaging in the behaviors that will help you learn.

This chart shows how the assignments will help you to achieve the course objectives.

After completing the course, students will have achieved the following objectives:

Student learning objectives/outcomes		Method of assessing achievement of objectives		
		Exams	Reflection Papers	Participation
1.1	Describe and explain the nature of Educational psychology as a scientific discipline.	X		
1.2	Describe and analyze major theoretical perspectives and overarching themes of Educational psychology and their historical development.	X	X	
1.3	Describe, apply, and analyze five selected content areas within Educational psychology.	X	X	X
2.1	Identify and explain different research methods used by Educational psychologists.	X		X
2.5	Use critical thinking to evaluate popular media, scholarly literature, and empirical reports.	X	X	X
3.1	Apply ethical standards to evaluate Educational psychology science and practice.	X		X
3.2	Demonstrate how psychological principles can explain and inform clinical issues, social issues, organizational issues, and public policy.	X	X	
4.1	Demonstrate effective writing skills in various formats (e.g., summaries, integrations, critiques, technical reports in APA style) and for various purposes (e.g., informing, teaching, explaining, defending, persuading, arguing).		X	
4.2	Demonstrate effective oral communication skills in various contexts (e.g., group discussion, debate, lecture) and for various purposes (e.g., informing, teaching, explaining, defending, persuading, arguing).			X
5.1	Demonstrate professional behavior by meeting deadlines and with conscientious completion of responsibilities	X	X	X
5.3	Develop meaningful professional direction for life after graduation		X	

**"Learning is not the product of teaching. Learning is the product of the activity of the learners."**

**—John Holt**

## Required Textbooks and Materials

### ***NO LAPTOPS OR OTHER ELECTRONIC DEVICES***

1. Ormrod, J. E. (2011). *Educational psychology: Developing learners* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice-Hall, ISBN 978-0-13-700114-9. A copy of the textbook is available on reserve in the library.
2. An online **STUDY GUIDE** designed to accompany this text is available. The website appears at <http://www.myeducationlab.com/>.
3. You will respond to in-class activities using a response clicker, the Response Card RF-LCD made by Turning Point. These can be purchased in bookstores on and off campus.
4. Additional chapters, journal articles, and other readings may be assigned. Details will be discussed in class.
5. Pick up 4 *Exam System II* #229630 answer sheets for Exams, available free at the off-campus bookstore. You must bring your answer sheet (and your #2 pencils, of course) to each scheduled exam.
6. We will be using the eLearning system throughout the semester for recording your grades and for providing supplemental readings and handouts.
7. You will need access to a working printer throughout this course.

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If you experience any problems with eLearning, please call the eLearning Helpdesk at 866-588-3192. If you experience any problems with your UT Dallas account you may email [assist@utdallas.edu](mailto:assist@utdallas.edu) or call the UT Dallas Computer Help Desk at 972-883-2911.

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### **Recommended optional readings:**

1. Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
2. Bain, K. (2012). *What the best college students do*. Cambridge, MA: Harvard University Press.
3. Bennett, T. (2013). *Teacher proof: Why research in education doesn't always mean what it claims, and what you can do about it*. New York: Routledge.
4. Bowen, J. A., (2014). *Teaching naked: How moving technology out of your college classroom will improve student learning*. San Francisco, CA: Jossey-Bass.
5. Brown, P. C., Roediger III, H. L., & McDaniel, M. A. (2014). *Make it stick: The science of successful learning*. Cambridge, MA: Harvard University Press.
6. Dweck, C. S. (2000). *Self-theories: Their role in motivation, personality, and development*. Philadelphia, PA: Psychology Press.
7. Fine, C. (2010). *Delusions of gender: How our minds, society, and neurosexism create difference*. New York: W. W. Norton.
8. Lang, J. M. (2013). *Cheating lessons: Learning from academic dishonesty*. Cambridge, MA: Harvard University Press.
9. LaVoie, R. (2007). *The motivation breakthrough: 6 secrets to turning on the tuned-out child*. New York: Touchstone.
10. Willingham, D. T. (2009). *Why don't students like school? A cognitive scientist answers questions about how the mind works and what it means for the classroom*. San Francisco: Jossey-Bass.
11. Willingham, D. T. (2012). *When can you trust the experts? How to tell good science from bad in education*. San Francisco: Jossey-Bass.

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### **Undergraduate Teaching Internship Opportunity**

If you decide that you have enjoyed this course, if you have done well (an A is nice, but a B+ might be OK too), and if you would like to gain experience helping others succeed, please apply for a position as an undergraduate teaching intern. This experience is listed on your transcript as a 3-credit course, PSY 4V96.015. Applications are collected and reviewed around registration time each semester. Stop by to see me with questions or for an application.

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## Assignments & Academic Calendar

*Topics, Reading Assignments, Due Dates, Exam Dates:* See course calendar.

Special note regarding timing of the first three weeks of the semester: At some point between May 28 and June 11, I may need to be absent from a class with little advance notice. I have arranged an extra day in our schedule to allow for the possibility that I could be away on May 28, June 2, June 4, June 9, or June 11. If I have to miss a class, our TA will lead a study session on that day. This means that Journal entries due on that day will be accepted at the following class session, and the timing of Exam 1 will not change. Clickers will not be needed on the day I am away.

**IMPORTANT:** I want to help you do well in this class! To get the most benefit from your time in this class, read the material to be discussed *before* we discuss it in class. You will find classes to be much more interesting and involving if you *come prepared* to discuss each day's topic.

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## Grading Policy

The basis for assigning grades in this course will be as follows:

	<u>Points</u>	<u>% of final grade</u>
Exams (4 @ 50 pts each)	200	80%
Class Participation	20	8%
<u>Reflection Papers</u>	<u>30</u>	<u>12%</u>
TOTAL	250	100%

Assignment of letter grades is as follows:

<u>Points earned</u>	<u>Percent</u>	<u>Letter grade</u>
232-250	93-100%	A
224-231	90-92%	A-
219-223	88-89%	B+
207-218	83-87%	B
199-206	80-82%	B-
194-198	78-79%	C+
182-193	73-77%	C
174-181	70-72%	C-
169-173	68-69%	D+
162-168	65-67%	D
0-161	0-64%	F

*I want to help you be successful in this course in every way I can BEFORE the end of the semester. After Exam 4, the course is over. At that point, I simply cannot give you extra points or additional assignments. I can help you if you ask me "what can I do to improve my grade?" on the first day, not the last day.*

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## PSY/CLDP 3339.0U1 ♦ EDUCATIONAL PSYCHOLOGY ♦ SUMMER 2014

*Note: clickers are needed every day from June 9-Aug 6*

DATE	TOPIC	TEXTBOOK READING	ASSIGNMENT DUE <i>in class</i> at 1pm
May 28	Course overview: Introduction to the psychology of education; Education research and its uses	Chapter 1	
June 2	Theories of cognitive development	Chapter 2	Ch. 2 Journal
June 4	Personality and social development	Chapter 3	Ch. 3 Journal
June 9	<b>CLICKERS NEEDED AS OF TODAY—register your clicker in eLearning</b> Ch. 4: Group differences	Chapter 4	Ch. 4 Journal
June 11	<i>Today we catch up.</i>		
June 16	<b>1-2:20 EXAM 1</b> 2:30-3 Review Exam		
June 18	How students differ; students with special educational needs	Chapter 5 (skip pp. 138-142)	Ch. 5 Journal
June 23	Learning and cognitive processes	Chapter 6	Ch. 6 Journal
June 25	Knowledge construction	Chapter 7	Ch. 7 Journal
June 30	Higher-level thinking skills	Chapter 8	Ch. 8 Journal
July 2	<b>1-2:20 EXAM 2</b> 2:30-3 Review Exam		
July 7	Behaviorist views of learning	Chapter 9	Ch. 9 Journal
July 9	Social cognitive views of learning	Chapter 10	Ch. 10 Journal
July 14	Affective and cognitive factors in motivation	Chapter 11	Ch. 11 Journal
July 16	Classroom management: from prevention to intervention	<i>Chapter 13</i>	Ch. 13 Journal
July 21	<b>1-2:20 EXAM 3</b> 2:30-3 Review Exam		
July 23	Instructional strategies	<i>Chapter 12</i>	Ch. 12 Journal
July 28	Classroom assessment strategies	Chapter 14	Ch. 14 Journal
July 30	Effective use of assessment Check UTD email for link to course evaluations.	Chapter 15 (skip pp. 556-559)	Ch. 15 Journal
Aug 4	<i>Today we catch up.</i>		
Aug 6	<b>1-2:20 EXAM 4</b> 2:30-3 Review Exam		

Note: Final course grades will be viewable in Orion by August 13.

## Course & Instructor Policies

**NO LAPTOPS** or other electronic devices (e.g., cell phones, netbooks, voice recorders, etc.) **will be allowed to be used during class time.** I have received an increasing number of complaints from students about other students making distracting use of laptops and cell phone texting during class time. In addition, research evidence indicates that taking notes on a laptop results in reduced learning and lower grades than taking handwritten notes.

*Extra credit:* Please note that absolutely no individualized extra credit will be available. If you are concerned about your grades, come see me. I am always available to answer questions about grades and assignments. Please come to see me early to clear up points of confusion rather than waiting, which may simply add to your frustration and decrease your learning efficiency.

*Late work:* All assignments must be completed before class begins on the day they are due. **Late assignments will not be accepted.**

*Class participation:* **Class participation is required**, and is assessed by your participation throughout each class period. Because participation will be assessed using clickers, you must remember to bring your clicker to every class session. Not having your clicker, arriving late, or leaving early all result in losing participation points for that day. Class attendance and participation are an important indication of your commitment and professionalism, and are critical to your success in this course. Classes will consist of lectures and discussions, and frequently will cover content not found in the textbook.

NOTE: Please be sure to acquire missed lecture notes, assignments, handouts, and announcements **from a classmate—NOT from me.** You are responsible for **all** information given in class. *This includes any changes to the syllabus, content and format of exams, and details given regarding assignments. Please see me for help any time!*

*Etc.:* Course requirements are described in detail later in this syllabus. You are responsible for all of the information included here.

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*Because your learning is my principal concern, I may make changes to this syllabus—assignments, exams, timelines, etc.—if it will facilitate your learning. All changes will be discussed in class.*

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## UT Dallas Syllabus Policies and Procedures

You are responsible for understanding the University Policies that may be seen at:  
<http://go.utdallas.edu/syllabus-policies>

Field Trip Policies  
Student Conduct & Discipline  
Email Use  
Withdrawal from Class

Student Grievance Procedures  
Incomplete Grade Policy  
Services for Students with Special Needs  
Religious Holy Days

Also, please be sure that you understand the following Course & Instructor Policies:

### Academic Integrity

I expect from you—and from myself and every member of the academic community—a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion, and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

**Plagiarism, especially from the web, from any textbook, from portions of papers for other classes, and from any other source (including your own work for other past or current classes) is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details).** This course will use the resources (among others) of turnitin.com, which searches the web for possible plagiarism and is over 90% effective. Instances of plagiarism that are not detected by turnitin.com are also subject to review by the Office of Judicial Affairs.

Using the work of another student or providing your own work to another student, currently or at any point in the future is considered unacceptable and also will be treated as plagiarism and/or collusion in this or any other course.

Please note that academic integrity means more than just avoiding plagiarism or cheating. It also involves doing your own reading and studying. It includes regular class attendance, careful consideration of all class materials, and engagement with the class and each other. Academic integrity is the core of our common goal: to create an intellectually honest and rigorous academic community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I am asking you to join me in supporting the culture of academic honor in this class and at this university.

To signify endorsement of academic integrity and a promise to behave with integrity, all students will sign the following Honor Pledge that will be attached to and submitted with each exam:

I pledge that I have not given, received, or used any unauthorized assistance  
In preparing for or completing this exam, and that the work presented herein is entirely  
my own.

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#### **Video, audio, or other recording in class**

No instructional materials or any type of recording made in class may be reproduced or disseminated by students except for the exclusive use of students enrolled in the course in which such materials have been provided. In particular, course materials may not be posted on the Internet without express written permission. Violations are subject to civil penalties or criminal prosecution under the federal Copyright Act of 1976, as amended. In addition, students who violate this rule regarding copyright infringement are subject to disciplinary action. It is a condition of a student's enrollment that he or she respect the copyrights of others and adhere to this copyright ruling.

Please do not make video and/or audio recordings of class sessions without my explicit permission. Video and/or audio recordings of class sessions made with or without permission may not be distributed in any way. This includes but is not limited to postings on the internet, websites, eLearning, or email.

Note: It is a copyright violation for students to post this syllabus or any course materials (lecture notes, etc.) on any websites (other than eLearning), including notehall.com, scribd.com, and the like.

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#### **Official University Course Evaluations:**

Please note that all students in the UT System are now required to complete online evaluations of every course that has an enrollment of five or more students. Course evaluations help faculty improve their courses and their teaching, affect faculty professional development, and influence overall evaluations of faculty at the institutional level. By order of the UT System Regents, students who complete course

evaluations will have priority access to course grades, once grades have been officially submitted to the registrar. Students who do not complete course evaluations will not have access to course grades until the "Final Grades Viewable Online" date listed in the academic calendar.

Toward the end of the semester, you will receive an official university email that will contain links you may use to complete the evaluation forms for each of your classes. You also can log in to Course Lookup to complete the course evaluations.

You will be asked the extent which you agree or disagree with each of the following statements:

1. The instructor clearly defined and explained the course objectives and expectations.
2. The instructor was prepared for each instructional activity.
3. The instructor communicated information effectively.
4. The instructor encouraged me to take an active role in my own learning.
5. The instructor was available to students either electronically or in person.

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## Detailed Descriptions of Course Assignments: Exams, In-Class Reflection Papers, and Class Participation

### Exams

1. **Four semi-cumulative exams** will be given to assess your mastery of the material in each section of the course. Exam format will be multiple-choice, based on material from the readings, lectures, videos, and class discussions.
  2. See me or a TA early if you need help preparing for an Exam. It is helpful (but not required) to study first, and then come with a list of specific questions or areas of concern. Also, if you feel that you worked hard studying for an Exam, but received a much lower grade than you anticipated, come see me so that we can diagnose where your study strategies went wrong and discuss how you should prepare differently in the future.
  3. Preparing for an Exam is an important part of the learning process—it takes *weeks* of preparation, not days or hours. Learning and understanding the material are the best preparation for the Exams. Keeping up with the readings is essential. **Plan to spend at least 9 hours per week outside of class on reading and writing assignments for this course (12 hours per week for summer courses).**
  4. **Make-up Exams: You must be present for Exams.** If you might miss an Exam, notify me by EMAIL or at 972-883-6434 IMMEDIATELY. I must hear from you **before** the scheduled time of the Exam. If you wait to talk to me at the next class meeting, you will not be able to make up the Exam. Make-up Exams will be given only if: (a) you were seriously ill and have verifiable documentation from a physician, or (b) you were detained the day and time of the Exam (and have appropriate verifiable documentation), or (c) you made arrangements prior to the Exam to attend an urgent event supported by verifiable documentation. In any of these cases, you must notify me in advance of the scheduled time of the Exam (call and leave a voice-mail message if you can do nothing else). Otherwise, you will receive 0 points. It is your responsibility to make sure that the Exam is made up **before the next class** session or within one week. If you do not show up for your makeup Exam at the scheduled time, you will receive 0 points. Beware, make-up Exams are designed to be more difficult to compensate for having more study time.
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### Clickers and Class Participation

This course will require the use of a clicker. A clicker is a student response device that resembles a small calculator. This allows you to provide real-time feedback to your instructor during class. Class summary results are displayed graphically, providing students and the instructor a gauge as to how well the class is grasping the material. You can purchase (and sell back) your clicker at the bookstores. *Please remember to **register your clicker** in eLearning before the date indicated in the course calendar!*

Attending and being prepared for class earns you credit for class participation. Responses to clicker questions will make up the majority of your participation grade.

The in-class activities count toward the final course grade only if you miss all or part of no more than three classes (*this does not mean you are “allowed” to miss 3 classes*). There are no unexcused absences, because this leeway is sufficient to take into account that you might be ill, etc. Thus, if you miss one class for any reason, your overall grade is unlikely to be affected. If you miss more than three for any reason, your overall grade will be affected—no points for participation may be earned if you miss more than three classes. I am not going to keep track of the reasons for any absences or decide which are and which are not valid.

Quite often, we will use clicker questions to measure class opinions or perspectives, or to monitor comprehension of various concepts. Other times, clicker questions will be used to assess whether or not you have completed reading assignments before class or have paid attention to discussions during class. Clicker questions that have correct and incorrect answers are accountability questions. I will let you know which kind of question I am asking, but you should be prepared for both kinds in each class session. To earn credit for the accountability questions, you must come to class prepared and actively work to process course information effectively.

**Please note that this is a new system under development this semester. I'll notify you of any changes in class. These changes will be binding whether or not you were present for the notification.**

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### Reflection Journals (*Read this entire section carefully! It is meant to help you.*)

Note: These one-page papers must be **typed**, with your *name and the date due written on the back*. They will be submitted in class and graded anonymously.

1. You will have 14 opportunities to earn up to 30 points toward your final grade by submitting, *in person and on the day they are due*, a personal experience journal entry corresponding to each of the assigned readings. Each entry will demonstrate how some event from your personal experience with teaching or learning can be understood using a **specific theory or concept from the chapter**. BE SURE TO UNDERLINE THE CONCEPT (e.g., elaboration) IN YOUR PAPER THE FIRST TIME IT APPEARS.
2. Important Note: Select your target concept from the list provided, and discuss it as it is relevant to the main ideas of the chapter. These terms are defined in the margins of each chapter. Please do NOT write the definition in your paper.
3. The goal of the journal is to provide you with an opportunity to reflect on the relationship between chapter concepts and specific things that you have done in the past or that you might do in the future, as a teacher or learner. In the process of doing this you might *also* share your reactions to the reading material, critically evaluate an issue, or relate a personal concern or experience to course content. Journals will be graded on thoughtfulness and thoroughness, but not on the specific views you express. The equivalent of about one-half to one full page, double-spaced, will be sufficient—please do not write more than one page (or less than half). The quality of your writing DOES COUNT. Please use correct grammar and punctuation, and a clear, coherent writing style. You will lose points for failing to proof-read (and correct!) your work. A paper with errors cannot earn more than 1 point.

4. **Each entry must be typed. Handwritten entries will receive zero credit** (part of the assignment is that you must plan ahead and type your entry in advance). Late (or early) entries, whether submitted in person or via e-mail, will receive NO credit (please don't try to e-mail me attached files—I can't download them). This is true for all late (or early) entries, regardless of the excellence of the reason why they were late (or early). This is why you only have to do 10 out of 14—that gives you more than enough opportunities to take into account any unavoidable delays. Turn them in IN CLASS, IN PERSON, ON TIME.
5. Note: Dropping off your paper at the beginning or end of class, but not staying for a full class period, also will receive zero credit. If you are late on the day that papers are accepted, your paper cannot be accepted for that day. To receive full credit for this assignment, you need to arrive for class prepared and on time—i.e., seated when I ask for journals to be turned in.
6. **These journal entries will be accepted at the beginning of the corresponding class period as indicated in the syllabus. You must submit your paper in person—no one can drop it off for you. Please do not email your papers to me or to your TA.** No journals will be accepted past the 1:00 p.m. deadline regardless of the excellence of the reason why they were late. This is why you only have to do 10 out of 14—that gives you more than enough opportunities to take into account any unavoidable delays.
7. I understand that sometimes, things happen that you cannot possibly predict or control. Because of this reality, you may skip up to 4 journal entries before your grade is affected.
8. **Journal entries cannot be accepted** if they are late, early, longer than one page, single-spaced, handwritten, typed in very large or very small font (use 12-point Times Roman or equivalent font), or in any way difficult to read.
9. Higher quality entries typically include critical thinking, which could incorporate any combination of the following elements:
  - Identifying values, biases, and assumptions;
  - Analyzing arguments and counterarguments;
  - Analyzing the kinds and quality of evidence;
  - Critical thinking about research, critical writing and reading;
  - Drawing conclusions.
10. You may submit as many journal entries as you wish until you have your full 30 points.

**Reflection Journal entries should contain four elements:**

1. **Key concept, written in CAPITAL LETTERS only the first time it is mentioned**
2. **Example of key concept from your own observations or experiences**
3. **Explanation of what makes the example a good illustration of the key concept**
4. **Further analysis, which is likely to be integrated with the explanation in higher quality papers, but can stand alone as well. In Ed Psych, the focus is on using the example as a vehicle for reflection on experiences in teaching or learning.**

**Reflection Journal Grading Rubric:**

- 3 points (check plus) = Excellent in every way: complete, organized, and demonstrates insight/critical thinking; one specific key term is CAPITALIZED once; example illustrates the selected term; explains how the example is an example of the term; no errors in grammar, spelling, etc.**
- 2 points (check) = adequate, but lacks depth; concept is applied correctly; no more than one or two minor grammatical or spelling errors**
- 1 points (check minus) = correct, but lacking organization, clarity, and/or focus; key term not underlined or too many underlined; some errors in grammar, spelling, punctuation, or any combination of these; ideas not fully developed, superficial (perhaps because term is too broad for the example provided, too obvious, etc.), perfunctory**
- 0 point = incomplete or incorrect application of selected concept; longer than one double-spaced page would be (or shorter than half of a double-spaced page would be); incomplete, inadequate; or many errors in grammar, spelling, punctuation, or any combination of these; term comes from a chapter other than the one assigned, or is otherwise far off topic**

**Concepts that may be selected for writing the Journal entries:**

Please remember to discuss each concept *in the context of the chapter*—reading just the paragraph in which the concept appears will not provide sufficient foundation for your analysis.

<b>Chapter 2:</b> <ul style="list-style-type: none"><li>• Assimilation &amp; accommodation</li><li>• Disequilibrium &amp; equilibration</li><li>• Sociocognitive conflict</li><li>• Cognitive tool</li><li>• Self-talk &amp; inner speech</li><li>• Internalization</li><li>• Zone of proximal development &amp; level of potential development</li><li>• Scaffolding, cognitive apprenticeship, guided participation</li><li>• Pragmatics</li><li>• Metalinguistic awareness</li><li>• Subtractive bilingualism</li></ul>	<b>Chapter 3:</b> <ul style="list-style-type: none"><li>• Authoritative, authoritarian, permissive, neglectful parenting styles</li><li>• Temperament &amp; goodness of fit in teaching</li><li>• Sense of self and implications for behavior</li><li>• Self-efficacy</li><li>• Imaginary audience &amp; personal fable</li><li>• Ethnic identity</li><li>• Peer pressure &amp; self-socialization</li><li>• Cliques &amp; crowds</li><li>• Gangs &amp; subculture</li><li>• Recursive thinking &amp; social information processing</li><li>• Physical, relational, social aggression</li><li>• Proactive &amp; reactive aggression</li><li>• Induction of empathy and empathy-based guilt</li><li>• Service learning</li></ul>
<b>Chapter 4:</b> <ul style="list-style-type: none"><li>• Culture shock (from Ch 3) &amp; cultural mismatch</li><li>• Acculturation</li><li>• Worldview</li><li>• Culturally responsive teaching</li><li>• Stereotypes</li></ul>	<b>Chapter 5:</b> <ul style="list-style-type: none"><li>• Distributed intelligence</li><li>• Inclusion, LRE, IEP</li><li>• Accommodations &amp; adaptation of instruction with regard to specific categories of needs</li></ul>
<b>Chapter 6:</b> <ul style="list-style-type: none"><li>• Construction or constructivism</li><li>• Encoding, storage, &amp; retrieval</li><li>• Human memory system: sensory register, working memory, long term memory</li><li>• Central executive</li><li>• Declarative, procedural, conditional knowledge</li><li>• Explicit and implicit knowledge</li><li>• Rote learning, rehearsal</li><li>• Meaningful learning</li><li>• Elaboration</li><li>• Organization</li><li>• Knowledge base, prior knowledge activation</li><li>• Meaningful learning set</li><li>• Mnemonic techniques</li><li>• Situated learning, situated cognition</li><li>• Hot cognition</li><li>• Automaticity</li><li>• Recognition versus recall tasks</li><li>• Interference</li><li>• Reconstruction error</li></ul>	<b>Chapter 7:</b> <ul style="list-style-type: none"><li>• Construction</li><li>• Reconstruction error</li><li>• Individual constructivism</li><li>• Social constructivism</li><li>• Distributed cognition</li><li>• Undergeneralization and overgeneralization of concepts</li><li>• Schema and script</li><li>• Worldview</li><li>• Conceptual understanding</li><li>• Authentic activity</li><li>• Problem-based learning</li><li>• Project-based learning</li><li>• Service learning</li><li>• Community of learners</li><li>• Misconception and conceptual change</li><li>• Confirmation bias</li></ul>

<b>Chapter 8:</b> <ul style="list-style-type: none"> <li>• Lower-level thinking</li> <li>• Higher-level thinking</li> <li>• Metacognition</li> <li>• Learning strategies</li> <li>• Comprehension monitoring</li> <li>• Illusion of knowing</li> <li>• Epistemic belief</li> <li>• Positive and negative transfer</li> <li>• Specific and general transfer</li> <li>• Convergent and divergent thinking</li> <li>• Critical thinking</li> <li>• Higher-level questions</li> </ul>	<b>Chapter 9:</b> <ul style="list-style-type: none"> <li>• Importance of contiguity</li> <li>• Generalization and discrimination</li> <li>• Extinction</li> <li>• Classical conditioning</li> <li>• Instrumental (operant) conditioning</li> <li>• Extrinsic and intrinsic reinforcers</li> <li>• Logical consequences</li> <li>• Positive-practice overcorrection</li> <li>• Time-out</li> <li>• Group contingency</li> <li>• Extinction in instrumental conditioning</li> <li>• Intermittent reinforcement</li> <li>• Shaping</li> <li>• Reinforcement of incompatible behavior</li> </ul>
<b>Chapter 10:</b> <ul style="list-style-type: none"> <li>• Self-efficacy</li> <li>• Reciprocal causation</li> <li>• Self-regulation</li> <li>• Incentives</li> <li>• Cognitive modeling</li> <li>• Resilient self-efficacy</li> <li>• Collective self-efficacy</li> <li>• Effortful control</li> </ul>	<b>Chapter 11:</b> <ul style="list-style-type: none"> <li>• Situated motivation</li> <li>• Extrinsic and intrinsic motivation</li> <li>• Need for arousal</li> <li>• Self worth and self handicapping</li> <li>• Self determination</li> <li>• Need for relatedness and affiliation</li> <li>• Expectancy and value</li> <li>• Internalized motivation</li> <li>• Mastery and performance goals</li> <li>• Internal and external attributions</li> <li>• Incremental and entity views of intelligence</li> <li>• Mastery orientation and learned helplessness</li> <li>• Self-fulfilling prophecy</li> <li>• Cognitive dissonance</li> <li>• Facilitating and debilitating anxiety</li> </ul>
<b>Chapter 13:</b> <ul style="list-style-type: none"> <li>• What makes a well-managed classroom</li> <li>• Prevention of and intervention with misbehavior</li> </ul>	<b>Chapter 12:</b> <ul style="list-style-type: none"> <li>• Teacher-directed and learner-directed instruction</li> <li>• Information literacy</li> <li>• Inquiry learning</li> <li>• Effectiveness/appropriateness of various strategies</li> </ul>
<b>Chapter 14:</b> <ul style="list-style-type: none"> <li>• Informal and formal assessment</li> <li>• Paper-pencil and performance assessment</li> <li>• Traditional and authentic assessment</li> <li>• Standardized and teacher-developed tests</li> <li>• Criterion-referenced and norm-referenced assessments</li> <li>• Formative and summative evaluations</li> <li>• RSVP characteristics of tests</li> <li>• Halo and horns effects (re assessment not behavior)</li> </ul>	<b>Chapter 15:</b> <ul style="list-style-type: none"> <li>• Criterion-referenced and norm-referenced assessments</li> <li>• Effectiveness/appropriateness of various assessment tools and strategies</li> </ul>

## PSY/CLDP 3339.001 ♦ EDUCATIONAL PSYCHOLOGY ♦ Spring 2014

- The Graduate Teaching Assistant for this class will administer and score all exams, assist in grading written assignments, and in general facilitate your learning success.
- The Undergraduate Teaching Interns for this class will assist in proctoring exams, leading group study or tutoring sessions, assist in anonymous grading of written assignments, and in general facilitate your learning success.
- Names and contact information for the GTA and the UGTI will be posted in eLearning. Use the “mail” tool in eLearning and the Directory on the university’s main web page.

*It is your responsibility to keep track of your grades* so that you know where you stand at all times. Feel free to verify your grades with the TA or with me, at my office (not in class), any time until the last exam. I can help you more effectively if you check your grades in eLearning first, then come see me for any verification or clarification (or anything else).

\*\*\* Do not use eLearning to calculate your course grade! \*\*\*

You will notice that eLearning will show you a “total possible” that does not match reality. Ignore it. We can use eLearning only to record grades, but the calculations do not fit the way grades are actually calculated. Use the worksheet on this page and the chart on page 6.

You can record your grades here:

Exam 1	____/50
Exam 2	____/50
Exam 3	____/50
Exam 4	____/50
Reflection Papers	____/30
Participation	____/20
TOTAL	____/250 (see chart under Grading Policy, p 6)

Reflection Journal grades (up to 14 at 3 pts each with maximum 30 points):

Ch. 2	____	Ch. 5	____	Ch. 9	____	Ch. 12	____
Ch. 3	____	Ch. 6	____	Ch. 10	____	Ch. 14	____
Ch. 4	____	Ch. 7	____	Ch. 11	____	Ch. 15	____
		Ch. 8	____	Ch. 13	____		

Accuracy in assigning and recording grades is of utmost importance. I encourage you to keep track of your grades and let me know when you would like for me to check over the grading of any Exams or assignments within THREE WEEKS of when the grade was assigned. It becomes much more difficult to verify your grades as time goes on, so please do not wait until the semester is over.