

The University of Texas at Dallas
Course Syllabus

Course Information

Course number: PSY/CLDP 3339.001
Course title: **EDUCATIONAL PSYCHOLOGY**
Term: Spring 2015
Meeting times: **Tuesdays & Thursdays 10-11:15am, GR 4.428**

Professor Contact Information

Professor's name: Dr. Huxtable
Phone number: 972-883-6434 (I can return calls to local numbers only)
Email: drkarenhj@utdallas.edu (twitter @drkarenhj #edpsy – I'll follow back on request)
Office location: JO 3.116
Office hours: Tuesdays and Thursdays 11:30-12:30 & 2:30-3:30, Wednesdays 4:30-6:30
Or, you may use this link to make an appointment: <http://drkarenhj.youcanbook.me/>.
This adds your appointment directly to my calendar and sends you a reminder message.
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.**

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

Required prior knowledge or skills: none

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.

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		
*program-level objectives		Exams	Discussion Board Participation	Clicker 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* (7th 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. 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.
 3. Pick up 5 *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.
 4. We will be using the eLearning system throughout the semester for recording your grades, for participation in online discussions, and for providing supplemental readings and handouts. 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 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. 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.
 3. Brown, P. C., Roediger III, H. L., & McDaniel, M. A. (2014). *Make it stick: The science of successful learning*. Cambridge, MA: Harvard University Press.
 4. Dweck, C. S. (2000). *Self-theories: Their role in motivation, personality, and development*. Philadelphia, PA: Psychology Press.
 5. Fine, C. (2010). *Delusions of gender: How our minds, society, and neurosexism create difference*. New York: W. W. Norton.
 6. LaVoie, R. (2007). *The motivation breakthrough: 6 secrets to turning on the tuned-out child*. New York: Touchstone.
 7. 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.
 8. 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.

Assignments & Academic Calendar

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

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.

PSY/CLDP 3339.001 ♦ EDUCATIONAL PSYCHOLOGY ♦ Spring 2015

TUES	THURS
<u>JAN 13</u> Course Overview Introduction to the psychology of education	<u>JAN 15</u> FINAL EXAM: Chs. 1-15
<u>JAN 20</u> Ch. 1: Education research and its uses <i>Chs 2-4 Discussions now available</i>	<u>JAN 22</u> CLICKERS NEEDED AS OF TODAY Ch. 2: Piaget's theory of cognitive development [clicker]
<u>JAN 27</u> Ch. 2: Other theories of cognitive development <i>Ch 2 Discussion post due in eLearning before 9am</i> [clicker]	<u>SEPT 29</u> Ch. 3: Personality and social development [clicker]
<u>FEB 3</u> Ch. 3: Personality and social development <i>Ch 3 Discussion post due in eLearning before 9am</i> [clicker]	<u>FEB 5</u> Ch. 4: Group differences [clicker]
<u>FEB 10</u> <i>Ch 4 Discussion post due in eLearning before 9am</i> EXAM 1: Chs. 1-4	<u>FEB 12</u> Clicker Review highlights of Exam 1 Ch. 5: Students with special educational needs <i>Chs 5-8 Discussions now available</i>
<u>FEB 17</u> Ch. 5: Students with special educational needs <i>Ch 5 Discussion post due in eLearning before 9am</i> [clicker]	<u>FEB 19</u> Ch. 6: Learning and cognitive processes [clicker]
<u>FEB 24</u> Ch. 6: Learning and cognitive processes <i>Ch 6 Discussion post due in eLearning before 9am</i> [clicker]	<u>FEB 26</u> Ch. 7: Knowledge construction [clicker]
<u>MARCH 3</u> Ch. 8: Higher-level thinking skills <i>Ch 7 & Ch 8 Discussion posts due in eLearning before 9am</i> [clicker]	<u>MARCH 5</u> EXAM 2: Chs. 5-8
<u>MARCH 10</u> Clicker Review highlights of Exam 2 <i>Chs 9, 10, 11, 13 Discussions now available</i>	<u>MARCH 12</u> Ch. 9: Behaviorist views of learning [clicker]

<u>MARCH 16-19</u> No classes—enjoy your spring break!	
<u>MARCH 24</u> Ch. 10: Social cognitive views of learning <i>Ch 9 Discussion post due in eLearning before 9am</i> [clicker]	<u>MARCH 26</u> Ch. 11: Affective factors in motivation [clicker]
<u>MARCH 31</u> Ch. 11: Affective factors in motivation <i>Ch 10 & Ch 11 Discussion posts due in eLearning before 9am</i> [clicker]	<u>APRIL 2</u> Ch. 13: Classroom management [clicker]
<u>APRIL 7</u> <i>Ch 13 Discussion post due in eLearning before 9am</i> EXAM 3: Chs. 9, 10, 11, 13	<u>APRIL 9</u> Clicker Review highlights of Exam 3 Ch. 12: Instructional strategies <i>Chs 12, 13, 14 Discussions now available</i>
<u>APRIL 14</u> Ch. 12: Instructional strategies <i>Ch 12 Discussion post due in eLearning before 9am</i> [clicker]	<u>APRIL 16</u> Ch. 14: Classroom assessment strategies [clicker]
<u>APRIL 21</u> Ch. 14: Classroom assessment strategies <i>Ch 14 Discussion post due in eLearning before 9am</i> [clicker]	<u>APRIL 23</u> Ch. 15: Effective use of assessment [clicker]
<u>APRIL 28</u> Ch. 15: Effective use of assessment <i>Ch 15 Discussion post due in eLearning before 9am</i> [clicker] Please check your UTD email this week for the link to complete course evaluations.	<u>APRIL 30</u> EXAM 4: Chs. 12, 14, 15
<u>FINALS WEEK: May 5-May 11</u> The final exam schedule is decided by the Office of the Registrar, http://www.utdallas.edu/registrar/final-exam-assignments/# . Our tentatively assigned date is Thursday, May 7 11:00am-1:45pm. This will be confirmed after Jan 28.	

Grading Policy

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

	Points	% of final grade
Exams (4 @ 50 pts each)	200	60%
Final Exam (100 items @ .75 pts each)	75	22%
Class Participation (20 @ 1.5 pts each, 16 min.)	30	9%
Discussion Board (14 @ 1 or 3 pts each)	30	9%
TOTAL	335	100%

Assignment of letter grades is as follows:

Points earned	Percent	Letter grade
310-335	93-100%	A
300-309	90-92%	A-
294-299	88-89%	B+
277-293	83-87%	B
267-276	80-82%	B-
260-266	78-79%	C+
243-259	73-77%	C
233-242	70-72%	C-
227-232	68-69%	D+
217-226	65-67%	D
0-216	0-64%	F

I want to help you be successful in this course in every way I can BEFORE the end of the semester. Aside from the exams and assignments listed here, 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.

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.

Late work: All assignments must be completed before the deadlines indicated in the course calendar. **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. Disruptive behavior during class also will result in losing participation points for that day.

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.*

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.

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.

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.

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.

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.

Detailed Descriptions of Course Assignments

Midterm Exams & Cumulative Final Exam

1. **Four midterm exams and a 100-item Final Exam** 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. The midterm exams will consist of 50 multiple-choice items worth 1 point each. The final exam will consist of 100 multiple-choice items worth .75 points each.
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. All pages of relevant chapters will be included.
5. The final exam will include content from the entire course. Half of the items on the final exam will be nearly the same items you saw on the exam completed during the second class session.

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!*

You will have 20 opportunities to earn participation credit using your clicker. A minimum of 16 opportunities must be attempted in order to earn any participation credit (e.g., you can't earn half credit by attending only 10 classes).

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 two classes (*this does not mean you are "allowed" to miss 2 classes*). There are no unexcused absences, because this leeway is sufficient to take into account that you might be ill, have a religious holiday, etc. Thus, if you miss one class for any reason, your overall grade is unlikely to be affected. If you miss three or more classes for any reason, your overall grade will be affected—no points for participation may be earned. I am not going to keep track of the reasons for any absences or decide which are and which are not valid. This includes religious observances, illness, etc.

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.

Discussion Board Participation

The course includes 15 graded discussions, each worth 3 points. Overall, you may earn up to 30 points (9% of your grade) for participation in discussions. Although classified as a "discussion," the first discussion assignment actually involves introducing yourself to your classmates, and is automatically worth 3 points. The remaining 14 discussions, one per chapter 2-15, all involve giving an example from your own observations or experiences that relates to a key concept from the chapter. *Please do not give a definition of the concept or copy an example from some other source—use a real-life example from your own observations or experiences.* You will generate an example of a concept, offer and explain your perspective on issues related to the application of the concept, and engage in meaningful discussion of your own and other's ideas about the concept.

You may participate in as many of the 14 discussion forums as you wish, earning up to 3 points for each, until you have your full 30 points.

Reflection on an event that illustrates a chapter concept should contain these elements, in no less than the equivalent of ½ page, double-spaced and no more than one page in length:

- 1. Key concept, indicated clearly at the beginning of the post**
- 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**

Grading rubric:

0 points = no discussion submitted or was submitted late, or does not meet minimal expectations

1 point = discussion submitted before deadline but contains definition of concept, example appears in textbook, less than equivalent of ½ double-spaced page in length, or contains grammatical and spelling errors

3 points = discussion submitted before deadline, key concept indicated clearly, with fully explained example

The instructions in eLearning will look like this:

Choose one of the major, specific concepts from the assigned chapter of your textbook. Using that concept as the subject, create a thread for discussion of that concept or join someone else's thread. Give an example of the concept from your own observations of or experience with teaching or learning. Describe the example and explain how it illustrates the concept. You will find it helpful to use these learning strategies:

1. Elaboration: How does this concept relate to other concepts?
2. Distinctiveness: How is this concept different from other concepts?
3. Personal Relevance: How can I relate this information to my personal experience?
4. Appropriate Retrieval and Application: How can I use or apply this concept?

The objective of these discussions is to develop meaningful understanding of key concepts.

Two important final notes:

1. You only need to contribute to the discussion once for your work can be considered for grading. You may submit multiple contributions to the discussion, however, as you use the discussions to develop your understanding of the concepts.
2. Please remember to save and submit your contributions to the discussions. If you click on the "save as draft" option your work will be saved for you to edit and submit later, but if you do not log back in and submit before the deadline, your draft will not be submitted automatically. Drafts do not appear in the grading queue.

Choose your subject line from this list of concepts for each chapter:

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.

Chapter 2: <ul style="list-style-type: none">• Assimilation & accommodation• Disequilibrium & equilibration• Sociocognitive conflict• Cognitive tool• Self-talk & inner speech• Internalization• Zone of proximal development & level of potential development• Scaffolding, cognitive apprenticeship, guided participation• Pragmatics• Metalinguistic awareness	Chapter 3: <ul style="list-style-type: none">• Authoritative, authoritarian, permissive, neglectful parenting styles• Temperament & goodness of fit in teaching• Sense of self and implications for behavior• Self-efficacy• Imaginary audience & personal fable• Ethnic identity• Peer pressure & self-socialization• Cliques & crowds• Gangs & subculture• Recursive thinking & social information processing
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<ul style="list-style-type: none"> • Subtractive bilingualism 	<ul style="list-style-type: none"> • Physical, relational, social aggression • Proactive & reactive aggression • Induction of empathy and empathy-based guilt • Service learning
Chapter 4: <ul style="list-style-type: none"> • Culture shock (from Ch 3) & cultural mismatch • Acculturation • Worldview • Culturally responsive teaching • Stereotypes 	Chapter 5: <ul style="list-style-type: none"> • Distributed intelligence • Inclusion, LRE, IEP • Accommodations & adaptation of instruction with regard to specific categories of needs
Chapter 6: <ul style="list-style-type: none"> • Construction or constructivism • Encoding, storage, & retrieval • Human memory system: sensory register, working memory, long term memory • Central executive • Declarative, procedural, conditional knowledge • Explicit and implicit knowledge • Rote learning, rehearsal • Meaningful learning • Elaboration • Organization • Knowledge base, prior knowledge activation • Meaningful learning set • Mnemonic techniques • Situated learning, situated cognition • Hot cognition • Automaticity • Recognition versus recall tasks • Interference • Reconstruction error 	Chapter 7: <ul style="list-style-type: none"> • Construction • Reconstruction error • Individual constructivism • Social constructivism • Distributed cognition • Undergeneralization and overgeneralization of concepts • Schema and script • Worldview • Conceptual understanding • Authentic activity • Problem-based learning • Project-based learning • Service learning • Community of learners • Misconception and conceptual change • Confirmation bias
Chapter 8: <ul style="list-style-type: none"> • Lower-level thinking • Higher-level thinking • Metacognition • Learning strategies • Comprehension monitoring • Illusion of knowing • Epistemic belief • Positive and negative transfer • Specific and general transfer • Convergent and divergent thinking • Critical thinking • Higher-level questions 	Chapter 9: <ul style="list-style-type: none"> • Importance of contiguity • Generalization and discrimination • Extinction • Classical conditioning • Instrumental (operant) conditioning • Extrinsic and intrinsic reinforcers • Logical consequences • Positive-practice overcorrection • Time-out • Group contingency • Extinction in instrumental conditioning • Intermittent reinforcement • Shaping • Reinforcement of incompatible behavior
Chapter 10: <ul style="list-style-type: none"> • Self-efficacy • Reciprocal causation • Self-regulation 	Chapter 11: <ul style="list-style-type: none"> • Situated motivation • Extrinsic and intrinsic motivation • Need for arousal

<ul style="list-style-type: none"> • Incentives • Cognitive modeling • Resilient self-efficacy • Collective self-efficacy • Effortful control 	<ul style="list-style-type: none"> • Self worth and self handicapping • Self determination • Need for relatedness and affiliation • Expectancy and value • Internalized motivation • Mastery and performance goals • Internal and external attributions • Incremental and entity views of intelligence • Mastery orientation and learned helplessness • Self-fulfilling prophecy • Cognitive dissonance • Facilitating and debilitating anxiety
Chapter 13: <ul style="list-style-type: none"> • What makes a well-managed classroom • Prevention of and intervention with misbehavior 	Chapter 12: <ul style="list-style-type: none"> • Teacher-directed and learner-directed instruction • Information literacy • Inquiry learning • Effectiveness/appropriateness of various strategies
Chapter 14: <ul style="list-style-type: none"> • Informal and formal assessment • Paper-pencil and performance assessment • Traditional and authentic assessment • Standardized and teacher-developed tests • Criterion-referenced and norm-referenced assessments • Formative and summative evaluations • RSVP characteristics of tests • Halo and horns effects (regarding assessment, <u>not</u> behavior!) 	Chapter 15: <ul style="list-style-type: none"> • Criterion-referenced and norm-referenced assessments • Effectiveness/appropriateness of various assessment tools and strategies

The *Independent Study* Course Enrichment Option

One of the most important skills you can develop as an undergraduate is your ability to write. However, many classes that students take are fairly large, and therefore do not often require in-depth writing projects. I would like to offer you an opportunity to develop your writing skills and your ability to develop a research question relevant to this course by gathering, evaluating, and integrating a body of research. You'll do this by signing up for one credit of Independent Study, PSY 4V99.015. Special permission is needed, so you will have to get a form from a BBS adviser and I will have to sign it.

To earn the Individual Study PSY 4199 credit, you will write an 8- to 10-page research paper on a topic that interests you in this course. You will have to agree to follow the step-by-step procedure that I have laid out. This is important because it means that different components of the project will be due on specified dates throughout the semester (because I cannot accept any papers completed in a rush at the end of the semester without the collaboration and feedback that are at the heart of this experience). You will work closely with me to select a topic, generate a list of at least 10 references (primary sources), develop an outline, and then write and revise 2-3 drafts of an 8-to 10-page literature review.

Because this is Independent Study credit, your grade for this project will have no bearing on your course grade. **WARNING:** You will have to make a decision about whether or not you wish to take on this challenge right away. The deadline for adding PSY 4199 to your course schedule is September 2. As with any course, you may withdraw, but all of the usual deadlines apply—the last day to drop without W is 9/10/14, last day to drop with WL is 10/30/14.

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- 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 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

Final Exam _____/75

Discussion Board _____/30

Participation _____/30

TOTAL _____/335 (see chart under Grading Policy, p 6)

Discussion Board grades (10 to 15 at 3 pts each with maximum 30 points):

Intro	_____	Ch. 5	_____	Ch. 9	_____	Ch. 12	_____
Ch. 2	_____	Ch. 6	_____	Ch. 10	_____	Ch. 14	_____
Ch. 3	_____	Ch. 7	_____	Ch. 11	_____	Ch. 15	_____
Ch. 4	_____	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.
