I. Course Description

The course is a content course that surveys the field of educational psychology. Educational psychology is the application of empirical psychological principles and research to the field of education. Psychology, as defined as the science of behavior, relies heavily on basic and applied research for its applications to education. Students should find the material relevant to good teaching practice and an aid to preparation for the TExES. The content of this class is consistent with the main thrust of NCLB that teachers and schools utilize in effective practices that are consistent with scientific experimental findings.

II. Intended Learning Outcomes/Goals/Objectives

This course reflects the following core values of the College of Education:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community.

The mission of the College of Education prepares competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

The goals of this course are closely aligned to those of the College of Education (COE), which is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. As a preliminary step in this process the knowledge obtained in this course will enable candidates to develop the requisite knowledge, skills, and dispositions necessary for admission into the COE Teacher Certification Program.
This course also supports the mission of the Human Services Department.

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

Core Curriculum Assessment Exemplary Educational Objectives

Objective 1: To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition
Objective 2: To use and critique alternative explanatory systems or theories.
Objective 3: To develop and communicate alternative explanations or solutions for contemporary social issues.
Objective 4: To analyze the effects of historical, social, political, economic, cultural and global forces on the area under study.
Objective 5: To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
Objective 6: To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
Objective 7: To identify and understand differences and commonalities within diverse cultures.

Student Learning Outcomes

Outcome 1: Students will be able to identify educational psychology research methods including laboratory and field experiments, as well as descriptive and correlational research.
Outcome 2: Students will be able to recognize the elements of various development and learning theories and to identify criticisms of each one.
Outcome 3: Students will be able to compare and contrast the effectiveness of instruction in American to that of other nations and make suggestions as to how American education can be improved.
Outcome 4: Students will be able to identify social, political, economic, and cultural forces on public education.
Outcome 5: Students will be able to interpret assessment data related to academic achievement as reported in assessment reports.
Outcome 6: Students will be able to identify the characteristics of research-based educational methods.
Outcome 7: Students will be able to identify factors related to academic achievement among diverse populations.
Course Objectives and Outcomes

STANDARDS

I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate instruction.

III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

The following objectives pertain to Standards I and III:

A. Describe and provide examples of the impact of environmental factors on learning.
B. Describe and provide examples of basic learning processes.
C. Identify the different stages of development consistent with theory and domain.
D. Describe and provide examples of how a student’s current development impacts learning in a specified domain.
E. Identify and provide examples of pedagogy based on basic learning processes.
F. Assemble lessons for students based on their development in specified domains.
G. Develop a lesson plan.
H. Identify and provide examples of naturalistic pedagogy and cooperative learning.
I. Identify specific formal and informal assessment measures
J. Construct teacher-made assessment instrument for specific academic areas.
K. Recognize the strengths and weaknesses of different assessment instruments
L. Define validity, reliability, test bias and standard error of measurement
M. Construct lessons based on test scores
N. Discriminate between different types of test scores (t-score, z-score, standard score, percentile, grade level, age level).

STANDARD

II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.

A. Structure an academic environment to promote learning
B. Implement research-based methods to promote student motivation.
C. Describe and provide examples of how diverse students are impacted by Instructional and cultural variables
D. Identify strategies for assembling lessons that effectively teach diverse children.
E. Assemble lessons that enhance all children’s’ understanding of society and
establishes respect for individual diversity.

**STANDARD**

**IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.**

A. The student knows of the laws governing education.
B. The student knows that teachers have specific ethical responsibilities.
C. The teacher knows the roles teachers play in schools.

**Course Outcomes**

1. To demonstrate knowledge of the basic processes of the science of human behavior and learning, and the empirically valid instructional and assessment processes resulting from behavioral science.
2. To demonstrate skills in defining what is to be taught, arrange sequences of instruction in the form of a lesson plan that assess prerequisites and uses adequate prerequisite knowledge as a starting point for the lesson.
3. To demonstrate skills in writing worthwhile instructional objectives corresponding to the six levels of cognitive objectives from Bloom’s Taxonomy and designing assessments that would accurately measure the performances specified in each objective.

**TExES COMPETENCIES:**

TExES Pedagogy and Professional Responsibilities (EC-4) Standards and Preparation Manuals can be found at the following WebSite: [http://www.sbec.state.tx.us/](http://www.sbec.state.tx.us/)

**III. Course Assignments, Activities, Instructional Strategies, use of Technology:**

**Unit activities:** Two activities are required for the course. All activities should be e-mailed to me through Blackboard mail. These will be graded pass/fail according to the correctness and completeness of the activity that has been submitted. Each will have its own due date. **Unit 3** has an activity that requires writing instructional objectives and test questions (assessments) for each to measure the accomplishment of the objective. **Unit 4** has an activity that requires making a directed instruction lesson plan for a class. Be sure to review the calendar carefully for deadlines.

There is a deadline for the original submission and for resubmission of revisions for all activities. Please submit all activities as you complete them. Waiting until the deadline to submit all of your completed activities at once creates a bottleneck of grading, delayed feedback and less time to resubmit should a revision be necessary. Assignments will not
be accepted after the deadline unless a student has obtained permission to do so for some extraordinary circumstance before the deadline has actually expired.

I prefer to get assignments in Blackboard email without an attachment because it is easier for me to provide feedback. Write your assignment in your word processing system and then paste it into a Blackboard email. I will only accept assignments as an attachment if the copy and paste feature will not work for your particular assignment. (Some people choose to include pictures, graphs, etc. with their Unit 3 assignment.)

IV. Evaluation and Assessments:

**Unit Quiz Exercises:** There are 8 unit quiz exercises which are taken online. Quiz exercises are meant to prepare students for the exams since the exams will have similar questions. Each quiz exercise has a 90% mastery criterion. Students who do not achieve 90% will receive no credit for the quiz exercise. Students achieving 90% or above will receive all of the possible points for the unit quiz exercise. Students can retake a failed unit quiz after a 2-hour hold period. The course is largely self-paced. If you procrastinate, you may find the unit quiz exercises to be more difficult than you anticipate. As a result you may not finish all the units by the deadline, thereby reducing your grade. Please be sure to review the syllabus calendar carefully for deadlines.

Some unit quiz exercises will have 10 questions; others will have 20 questions. Please answer all of the questions before submitting them. After submission, students will be able to review the quiz and receive feedback for missed questions. Any unanswered questions will be scored as incorrect, and no feedback will be given for those questions.

The unit quiz exercises will open and close in blocks that coordinate with the exams. Quiz exercises for Units 1 and 2 will open together (after the syllabus quiz is taken and passed with 100%) and will close the night before the first exam deadline. Quiz exercises for Units 3, 4 and 5 will open after the first exam and will remain open for students to take until the night before the second exam deadline. Quiz exercises for Units 6, 7 and 8 will open after the second exam and will close the Sunday before Dead Week. You may work on any quiz exercise that is open at any time, and you may take the quiz exercises AS MANY TIMES as you want. There is a 2-hour hold after taking each quiz exercise for a particular unit, but you may work on a quiz exercise from another unit immediately after.

Each quiz exercise is worth 5 points. If you do not achieve the 90% criteria for a unit quiz exercise, you will not receive the points for that unit.
Syllabus Quiz: Before you can take any of the quiz exercises, you must first pass the syllabus quiz with a perfect score. The syllabus quiz does not earn you course points; it is a "ticket" of admission to the unit quiz exercises.

Semester Exams and Final Exam: There will be 3 noncumulative exams for this class. You will have a choice to take these on campus at a scheduled time to be determined or to arrange to take these exams at an approved testing center that provides proctored testing services. If will be up to the student to make the arrangements for the proctored exams. You may schedule to take the exam at a testing center any day during the week the exam is scheduled – exam deadlines are on Fridays. If you live in Nacogdoches or the surrounding area, you will need to come to a scheduled exam time on campus. This means that you will have to make the necessary arrangements with your employer and families to attend. Proctored exams average around $25. You will need to notify the instructor with information regarding the proctor and testing center. For those of you taking the exam on campus, the exams will be given at 10:00 am. You will have a maximum of 2 hours for each exam – although you will probably finish within an hour.

Feb. 25 HSTC Room 321 10:00 am
Apr. 8 HSTC Room 321 10:00 am
May 9 HSTC Room 321 10:00 am

To be ready for the exams, you should have read all textbook chapters and other course materials as you worked through the course. Proper preparation on the individual units will go a long way in preparing you for each exam.

Unit Objectives: Each unit is accompanied by unit study objectives. Quiz exercises and exams are based on these unit objectives. The unit objectives will contain the relevant pages numbers from the textbook that the objective is based upon. Objectives from the Supplementary Readings will be followed by the symbol SR to indicate the source of the relevant material. A good study strategy is to use the objectives as you read the material. “Answer” the objectives as you read the material and use the objectives and your answers to study for quizzes and the final. Note “answering” the objectives is NOT an assignment. Therefore, you do NOT need to send me a copy of your “answers” should you take my study advice.

Discussion Participation: You will be required to post to the threaded discussions at least twenty-five times during the term. A problem or an issue will be posted on the discussion board. Each of you should make a comment regarding the problem. Comments should be about one paragraph (5 sentences but longer ones are probably better). Merely stating you agree or disagree is not sufficient to get credit. These will be graded pass/fail according to your understanding of the issue as it is related to course content. Relevant
comments or questions will receive full credit. A post counts as an original reply to the
topic or content OR a reply to another student’s post. You can chose where you post. You
may post all twenty-five in one discussion topic or spread out your posts across several
topics. I will be opening discussion topics and threads throughout the semester.

Student Evaluation/Grading:

Each student will be graded according to the following scale:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>24%</td>
<td>120</td>
</tr>
<tr>
<td>Exam 2</td>
<td>24%</td>
<td>120</td>
</tr>
<tr>
<td>Final Exam</td>
<td>24%</td>
<td>120</td>
</tr>
<tr>
<td>Activities</td>
<td>10%</td>
<td>50</td>
</tr>
<tr>
<td>Quiz Exercises</td>
<td>8%</td>
<td>40</td>
</tr>
<tr>
<td>Discussion</td>
<td>10%</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>500 points</strong></td>
</tr>
</tbody>
</table>

Grades:

- A = 450 and above
- B = 400-449
- C = 350-399
- D = 325-349
- F = 324 or below

In addition 5 bonus points are available for good participation.

V. Tentative Course Outline/Calendar:

- Jan. 20: Course opens
- Feb. 25: Exam 1 Deadline
- Mar 14-18: Spring Break Holiday
- Mar 27: Activity 3 Due
- Apr 08: Exam 2 Deadline
- Apr 17: Activity 4 Due
- Apr 21-22: Easter Holiday
- May 1: Discussions close
- May 9: Final

VI. Readings
Required Text


Unit Objectives: Each unit is accompanied by unit study objectives. All quiz exercises and exams are based on these unit objectives. The unit objectives will contain the relevant pages numbers from the textbook that the objective is based upon. Objectives from the Supplementary Readings will be followed by the symbol SR to indicate the source of the relevant material. If the unit has Instructor’s Notes, these should be treated as additional objectives. A good study strategy is to use the objectives as you read the material. “Answer” the objectives as you read the material and use the objectives and your answers to study for quizzes and the final. Note: “Answering” the objectives is NOT an assignment. Therefore, you do NOT need to send me a copy of your “answers” should you take my study advice.

Chapter/Unit Correspondence

Unit 1  Chapter 1
Unit 2  Chapter 5 & 6
Unit 3  Chapter 13 & 14
Unit 4  Chapter 7, 8 & 9
Unit 5  Chapter 10
Unit 6  Chapter 11
Unit 7  Chapter 4 & 12
Unit 8  Chapter 2 & 3

Supplementary Reading: All of the units will have additional readings that can be found online. The unit objectives will also have objectives for the supplementary readings. Test questions will be asked from these objectives as well as those from the textbook.

Instructor’s Notes: On your unit study objectives you will have references to instructor’s notes that are relevant to a particular study objective from the text. An Instructor’s Note may provide additional relevant information, correct an error in the text, provide additional examples or interpret material differently that the author of the text. Test Questions can come from Instructor’s Notes and should be treated as another objective.

VII. Course Evaluations

At the end of the semester, you will have the opportunity to complete a course/instructor evaluation on-line. In the College of Education, the course evaluation process has been simplified and is completed electronically through MYSFA. Course evaluations are confidential.

Students completing an evaluation will receive 2 course points as part of the participation bonus points.
VIII. Student Ethics and Other Policy Information:

Statement of Need for Modifications or Adaptations

Students with Disabilities—To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Wisely Hall, Room 104, 468-3004/468-1004 (TDD) as soon as possible. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided.

Academic Integrity: Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty: Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism include: (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

*It is the policy of Stephen F. Austin State University that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.*

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

Acceptable Student Behavior: Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This
program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.