Human Services
EPS 380.501 – Educational Psychology
Fall 2019

**Instructor:** Brittany Thomas, M.S.
**Office:** HSTC 220
**Credits:** 3 hours
**Supervisor:** Jillian Dawes, Ph.D., dawesj@sfasu.edu

**Course Time & Location:** Online
**Office Hours:** Monday, 1-2pm
**Email:** thomasb4@jacks.sfasu.edu

Emails will be answered within 48 hours except on weekends and holidays.

**PREREQUISITES – None**

**I. COURSE DESCRIPTION**

This course applies psychological principles to education. In addition, it introduces information, issues, theories and concepts related to the teaching profession. A prerequisite for admission to the Educator Certification Program (this course requires a C or better), the course provides a foundation of basic knowledge for EC-4, 4-8, 8-12 and EC-12 educators, and begins the process of preparation for the Texas Examinations of Educator Standards (TExES). This course introduces students to multiple theories, methods, and teaching strategies and is the first in a series of professional education courses.

**II. INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES (Programs/Student Learning Outcomes):**

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 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.
Program Learning Outcomes:

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

Student Learning Outcomes:

Objective 1 – The student should be able to employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.

Student Learning Outcome: Students will be able to identify educational psychology research methods including laboratory and field experiments, as well as descriptive and correlational research.

Objective 2 – The student should be able to use and critique alternative explanatory systems or theories.

Student Learning Outcome: Students will be able to recognize the elements of various developmental and learning theories and to identify strengths and criticisms of each one.

Objective 3 – The student should be able to analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.

Student Learning Outcome: Students will be able to identify social, political, economic, and cultural forces on public education.

Objective 4 – The student should be able to identify and understand differences and commonalities within diverse cultures.

Student Learning Outcome: Students will be able to identify factors related to academic achievement among diverse populations.

III. COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY

Quizzes: Quizzes will include 10 multiple choice and true/false questions. These questions will be derived from the required readings. Please be aware that you are responsible for all of the material in the chapters.

The tests will be administered on-line. Quizzes will be available for several days and will open by 8:00 am and stay available until 11:59 pm on last day of module availability for your convenience. You will get 12 minutes to take each quiz at which time it is over and any questions not answered are incorrect. You may take each quiz two times. Your score will be the highest attempt score. The questions will be similar, but different on each attempt. Be forewarned, you will want to take the
test in a place with strong internet access. Dial-up, satellite, or wireless can sometimes freeze and cause you to lose time during testing.

**Late Submission Policy and Make-up Quizzes/Exams:** All assignments must be turned in on or before the due date to receive full credit. Late assignments may not be accepted or will be docked points. Make-up quizzes/exams will be administered only in extreme circumstances and reasons for missing an exam should be documented. Students should contact me in advance of missing a quiz/exam. **By failing to complete the activity/quiz/exam by the recommended due date, you forfeit the opportunity to make-up the assignment.**

**Discussions/Activities:** Attendance and participation will be required through discussions and activities. These will occur throughout the semester. Initial discussion posts should be a **minimum of 150 words and should not exceed 3 paragraphs.** Each student is required to make one original post each week and 2 responses to peers. Discussions and responses to 2 peers should be posted by Sunday at 11:59pm of the week they are due. These should be thoughtful discussion and not simply statements of agreement.

Missed activities cannot be made up without documentation of a medical emergency and will result in a grade of zero. If you have a documented medical emergency, then you can make up an activity by **writing a minimum of three pages (double-spaced)** summarizing the information from the chapter that you found most interesting. This must be emailed to the professor prior to the final class day prior to final exam week.

**Projects:** Each student will complete two projects throughout the semester related to educational psychology in which you will seek and prepare information related to several methods and theories. You will be graded based on your accuracy, thoroughness, and professional writing. You will submit your assignment by uploading a file to the Dropbox. You can access Dropbox through the Course Tools section of this course.

**Final Exam:** The final exam will include 20 questions. The exam will cover content from the entire semester. Questions will come from the chapter quiz question pool and a practice exam will be available to help students become familiar with exam format. Students will have 25 minutes to complete the exam and may take the exam only one time. **The exam will open at 8:00am on December 2nd and close at 11:59 pm on December 8th.** It is strongly recommended that students complete the exam early enough to not encounter technical issues because no technical support will be available after this time. No late exams will be accepted.

**If you experience technical difficulties during a quiz, project, or activity in Desire 2 Learn:**

If you experience a technical problem during a quiz attempt, you must notify the professor of the problem prior to the last class day. If the problem can be verified using the quiz log (that shows quiz entry time as well as the time that each question is saved), then the attempt can be reset. If
you are having difficulty logging into D2L and cannot take the quiz online, then you must schedule a time to take the quiz in person prior to the last class day.

If you have difficulty completing or uploading a project, you must email your project to your course instructor before the deadline.

Extra Credit: A fluency-based vocabulary quiz will be available to earn extra credit. This quiz will require you to quickly answer multiple choice questions concerning terms and definitions. You may earn 5 points of extra credit if you make 90% or better on this quiz. Scores below 90% correct will not earn extra credit. This quiz can be re-taken unlimited times until December 6th at 11:59pm. Your extra credit will be determined using your highest quiz score.

IV. EVALUATION & ASSESSMENTS (Grading):

<table>
<thead>
<tr>
<th>Quizzes (14)</th>
<th>140 points (10 points each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project 1</td>
<td>50 points</td>
</tr>
<tr>
<td>Project 2</td>
<td>50 points</td>
</tr>
<tr>
<td>Activities (10)</td>
<td>150 points (1 point each)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>60 points</td>
</tr>
<tr>
<td>Total</td>
<td>450 points</td>
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</tbody>
</table>

Grading scale  
A = 405-450 points  
B = 360-404 points  
C = 315-359 points  
D = 270-314 points  
F = fewer than 270 points

V. TENTATIVE COURSE OUTLINE/CALENDAR

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading</th>
<th>Topic(s)</th>
<th>Quizzes</th>
<th>Activities</th>
<th>Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 26-Sept 1</td>
<td>Chapter 1</td>
<td>Educational Psychology</td>
<td>Getting Started &amp; Chapter 1</td>
<td>Discussion 1</td>
</tr>
<tr>
<td>2</td>
<td>Sept 2-Sept 8</td>
<td>Chapter 3</td>
<td>Theories of Development &amp; Social Development</td>
<td>Chapter 2 &amp; Chapter 3</td>
<td>Discussion 2</td>
</tr>
<tr>
<td>3</td>
<td>Sept 9-Sept 15</td>
<td>Chapter 4</td>
<td>Diversity</td>
<td>Chapter 4</td>
<td>Discussion 3</td>
</tr>
<tr>
<td>4</td>
<td>Sept 16-Sept 22</td>
<td>Chapter 5</td>
<td>Behavioral Learning Theories</td>
<td>Chapter 5</td>
<td>Discussion 4</td>
</tr>
<tr>
<td>5</td>
<td>Sept 23-Sept 29</td>
<td>Chapter 6</td>
<td>Information Processing</td>
<td>Chapter 6</td>
<td>Discussion 5</td>
</tr>
<tr>
<td>6</td>
<td>Sept 30-Oct 6</td>
<td>Chapter 7</td>
<td>Effective Lesson</td>
<td>Chapter 7</td>
<td>Project 1</td>
</tr>
</tbody>
</table>
This Schedule is subject to change. Students will be notified of any changes.

VI. REQUIRED READINGS:

**Textbook:**


*If you are unable to purchase this textbook or need access to a textbook while you wait for yours to arrive in the mail, there is one copy of the 10th edition of this text available on reserve at SFA’s library. You may check the text out for a few hours at a time, but cannot take it out of the library. There are differences in the 10th and 11th editions. The quizzes will cover the 11th edition. So, it is recommended that you purchase the correct version of the text.

**FEM Statement:**

In this course you must purchase and enroll in the LiveText add-on Field Experience Module (FEM) PRIOR to your first day of field experience / clinical teaching. This can be purchased from [www.livetext.com](http://www.livetext.com) for a fee of $15.00. Failure to purchase and activate the account and/or submit the required assignment(s) could result in course failure.

**LiveText Statement:**

Upon your enrollment in this course, if you do not already have an existing LiveText account, you should receive an access code for a free LiveText account. LiveText is a data management system that you will use to submit designated assignments in this course. The access code will come to you directly from the LiveText system to your SFA email account. If you do not receive this code by the end of the first week of class, please check you junk e-mail. If you still do not have the message, please contact the SFA LiveText coordinator at
livetext@sfasu.edu. Once you have received the access code, it is YOUR responsibility to activate the account. Failure to activate the account and/or submit the required assignment(s) could result in course failure.

VII. COURSE EVALUATION:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. STUDENT ETHICS AND OTHER POLICY INFORMATION:

Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

Activities, projects, and quizzes are due each week of the semester. It is the student’s responsibility to log in to D2L in order to complete these requirements. Students should check D2L email daily.

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.
Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- 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 one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of
unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**Additional Information:**

**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

1. **Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check.** If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. **Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)).** YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. **Successfully complete state mandated a fingerprint background check.** If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

**For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.**

**IX. OTHER RELEVANT COURSE INFORMATION:**
Grade Appeals

If you believe there is an error in your grade, you must notify the professor in writing prior to the last class day.

If you are unable to resolve the problem with the professor, then you must follow the procedures for a formal academic appeal. The procedure for formal appeals is detailed in the Academic Appeals by Students Policy.

Syllabus Disclaimer:

While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provision herein with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be posted in d2l as a News page item for the course. It is the responsibility of each student to know what changes, if any, have been made to the provisions for this syllabus and to successfully complete the requirements for this course. Questions regarding information on the syllabus and course requirements need to be addressed by students when the syllabus is received.