**Educational Psychology-CEPD 4101-02D**

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester/Year</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>Time/Location</td>
<td>Mondays, 2:00 pm-4:30 pm, Room 204, Education Center</td>
</tr>
<tr>
<td>Instructor</td>
<td>Yan Yang, PhD</td>
</tr>
<tr>
<td>Office Location</td>
<td>149 Education Annex</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Mondays, 12:00-2:00 pm &amp; Wednesdays, 1:00 pm-5:00 pm (online); Thursdays, 1:00 pm-5:00 pm</td>
</tr>
</tbody>
</table>
| Telephone             | Direct Line: 678-839-6133  
                          Department Line: 678-839-5259 |
| Email                 | yyang@westga.edu |
| Fax                   | 678-839-6097 |
| Online Support        | D2L Home Page  
                          [https://westga2.view.usg.edu/](https://westga2.view.usg.edu/)  
                          Course Wiki Home Page  
                          CourseDen Help & Troubleshooting  
                          [http://www.westga.edu/~distance/webct1/help](http://www.westga.edu/~distance/webct1/help)  
                          UWG Distance Learning  
                          [http://distance.westga.edu/](http://distance.westga.edu/)  
                          UWG On-Line Connection  
                          [http://www.westga.edu/~online/](http://www.westga.edu/~online/)  
                          Distance Learning Library Services  
                          Ingram Library Services  
                          [http://westga.edu/~library/info/library.shtml](http://westga.edu/~library/info/library.shtml)  
                          University Bookstore  
                          [http://www.bookstore.westga.edu/](http://www.bookstore.westga.edu/) |
COURSE DESCRIPTION

Prerequisites: Admission to Teacher Education. An introduction to psychological theories and principles applied to the classroom, the course will include aspects of learning, motivation, classroom management, and assessment. Emphasis will be placed on developmentally designed instruction for all students.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Developing Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National and state standards (INTASC, NBPTS, Learned Societies), insert applicable professional associations that guide your program, e.g. ASHA, PSC) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

Various pedagogical methods used for this class include: Interactive technology, e.g., YouTube video, online discussion & chat, small group discussion, lecture, guest speaker, etc.

This course will be delivered approximately 67% online. This requires the online equivalent of 1508 minutes of instruction (seat-time) and an additional 3015 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion posts</td>
<td>400 minutes</td>
</tr>
<tr>
<td>Audio/video/Text instruction</td>
<td>508 minutes</td>
</tr>
<tr>
<td>Online assignments</td>
<td>600 minutes</td>
</tr>
</tbody>
</table>

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

COURSE OBJECTIVES
At the end of the course students will be able to do the following:

1. define educational psychology and explain its significance for teaching and learning (Pollard & Anderson, 2008; Snowman & McCown, 2012) (Knowledgeable; Reflective; INTASC 1, 2);

2. compare and contrast behavioral theories of learning and discuss their implications for teaching and learning (Baum, 2011; Snowman & McCown, 2012) (Leading, Inquisitive; Knowledgeable; Reflective; INTASC 2, 4);

3. compare and contrast cognitive theories of learning and discuss the implications of each for teaching and learning (Ardila, Rosselli, Matute, & Inozemtseva, 2011; Bandura, 2001; Berman, 2011; Mitchell, Croy, Spicer, Frankel, & Emde, 2011; Snowman & McCown, 2012; Willis, 2009) (Leading, Inquisitive; Knowledgeable; Reflective; INTASC 1, 2, 4);

4. identify strategies for encouraging the achievement of all students, focusing especially on multicultural diversity and students with special needs (Gong, Chow, & Ahlstrom, 2011; Hallam & Ireson, 2007; Jupp & Slattery, 2010; Konan, Chatard, Selimbegovic, & Mugny, 2010; Maehler & Schuchardt, 2011; McCoach, O’Connell, & Levitt, 2006; Singh, Williams, & Spears, 2002; Snowman & McCown, 2012; Worthy, 2010) (Proactive, Adaptive; Culturally Sensitive; Empathetic; INTASC 3, 4);

5. identify effective classroom management strategies (Cushman, 2003; Cushman & Rogers, 2008; Snowman & McCown, 2012; Weinstein & Mignano, 2007) (Decisive; Adaptive; Knowledgeable; Reflective; INTASC 1);

6. compare and contrast theories of motivation and discuss their implications for teaching and learning (Barry & Wentzel, 2006; Riggs & Gholar, 2009; Snowman & McCown, 2012) (Knowledgeable; Reflective; INTASC 3, 4, 5); and

7. compare and contrast methods of assessment and develop skill in the interpretation of standardized test scores (Anderson et al., 2000; Buck, Ritter, Jensen, & Rose, 2010; Gronlund & Brookhart, 2008; Mager, 2005; Popham, 2010; Snowman & McCown, 2012) (Adaptive; Culturally Sensitive; Knowledgeable; Reflective; INTASC 8).

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text

CourseMate access:
1. Purchase CourseMate access code associated with the textbook at UWG bookstore or online.
2. Visit the following website: http://poweron.cengage.com/magellan/TechSupport/ProductHelp.aspx?prodrowid=1-SXF0LJ. Once there, click the "Downloads" tab, then click the "Student Registration and
Enrollment Clickpath" tab, and, finally, click the "Download File" link. Follow the instructions and registration hyperlink in the file, enter your purchased access code, and enter the Course Key: CM-9781111827236-0000064

Suggested Text


**Required Instructional Resource:** Tk20 Subscription

These are available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do. If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu.

**Computer Access**

All students at UWG are required to have access to a computer with an Internet connection.

**Recommended Course Materials**

- A computer that meets the following minimum specifications:

<table>
<thead>
<tr>
<th>Computer Type</th>
<th>Operating System</th>
<th>RAM</th>
<th>Processor Speed</th>
<th>Internet Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC Computers</td>
<td>XP, Vista</td>
<td>256 MB</td>
<td>500 MHz Pentium Processor</td>
<td>Broadband Internet connection (DSL/Cable/LAN) for streaming media</td>
</tr>
<tr>
<td>MAC Computers</td>
<td>Mac OS X or later</td>
<td>256 MB</td>
<td>500MHz G3 processor or better</td>
<td></td>
</tr>
</tbody>
</table>

- Speakers, microphone.

- Microsoft Office 2003, 2007, or 2010 (available at no cost for students through University of West Georgia Student Technology Services – Front Campus Drive)
• Removable Disks - USB Flash/Jump Drive to store your files for the class. Be sure to back up your work constantly!

Course References


ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

ACTIVITIES AND ASSIGNMENTS

The following are general descriptions of the projects required for the course. A more detailed description will be provided with each project assignment as the class proceeds.

Class Orientation-Wikispace and D2L Techniques (50 points)
This project is intended to prepare you well in understanding the course requirement, working on projects through wiki and D2L, and communicating with your classmates and instructor through multiple channels.

(Objectives 1-7: knowledge, skills, dispositions)

Quiz Project (270 points)
To pace your learning over the semester, you will take a quiz during each online module through the online CourseMate. Each quiz has a deadline, and is worth 30 points. Your highest score for each quiz will be calculated toward your final grade. No makeup quiz is allowed if you miss the deadline.

(Objectives 1-7: knowledge, skills, dispositions)

Future Career in Action Project (160 points)
Depending on your current situation and career goal, you may choose either one of the following for this project:
**Service Learning:** Conduct 15 hours of voluntary service. Write a journal of service provided. Prepare an oral presentation that shows a connection between the service and your learning of educational psychology.

**Learning Observation:** Conduct 20 hours of learning observation. Write a journal of your observation. Prepare an oral presentation using power point that shows a connection between the observation and your learning of educational psychology.

As an application exercise to synthesize the information you will have learned in the class, you will create a power point presentation of effective practice in your future career as a teacher, coach, counselor, or therapist etc. The purpose of this project is for you to (a) grasp the developmental characteristics of your future population of interest, (b) create an engaging and collaborative future working environment, and (c) develop appropriate assessments to monitor progress and outcomes. Above all, you will learn to make connection between theory and practice in accomplishing this project. This project has three phase: Phase 1 signed agreement submission is worth 8 points, Phase 2 journal submission is worth 40 points, and Phase 3 project presentation is worth 112 points.

( Objectives 1-7: knowledge, skills, dispositions)

**Progress and Feedback Report (30 points)**
In order to monitor your learning progress in this course, you are required to submit your progress feedback periodically. You will also provide your course feedback in the middle and at the end of the semester to help improve the learning experience of current and future students.

**Research Participation (40 points)**
In order to pass this course you must pass the research component. You have two options for the participation. The first option is to participate in a research project to promote classroom learning and instruction. This process will help you understand research and develop critical thinking skills in your prospective teaching profession. The second option is to write a critique of three recent (published after 2007) peer reviewed research articles on a particular topic of your interest in educational psychology. If you choose the second option you will simply not participate in the research project. However, you will need to inform the instructor by January 14, 2013. Failure to do so will automatically opt you out of the second alternative, in which case you will be left without choices but to participate in the designated research study.

( Objectives 1-7: knowledge & skills)

Option 1 Research Study: Students will be asked to fill in a few survey questionnaires online at different times over the semester. Students will need to complete the survey questions to gain course credit. The availability, participation links and deadlines of each survey will be announced as the semester proceeds.

Option 2 Research Critiques: The critique paper should be typed, double-spaced, and 9 page long and it critiques three data-based research articles in the Journal of Educational Psychology published after 2007. The journal can be found at the UWG library. The format of the critique paper should follow the American Psychological Association (APA) Publication Manual (6th. ed.) style. The critique paper is by March 11, 2013 and will be graded on a satisfactory or
unsatisfactory basis. You must hand in a photocopy of the journal articles with your critique if you choose the second option.

The content of the critique includes:
1) Review of Articles (6 pages, approximately 2 pages for each article)
   1. Purpose of study, competing hypotheses;
   2. Description of the experiment(s);
   3. Results of experiment(s);
   4. Conclusions; implications for theory/practice

2) Analysis of the Articles (3 pages, approximately 1 page for each article)
   5. Discuss the quality of the article from your viewpoint;
   6. Discuss theoretical implications of findings with respect to class topics;
   7. Discuss instructional implications of findings from your viewpoint

**Mandatory Meetings and Professionalism (Possible Grade Reduction for Unprofessional Conduct) (50 points)**
There are five mandatory face-to-face class meetings in this course, with each full attendance worthy of 10 points. Students late for class or leaving prior to the end of the class will only earn partial credits. Students are expected to demonstrate professional attitude and behaviors throughout the course. They are expected to read the assigned material, actively participate in class activities, follow instruction, provide and accept feedback constructively, persist at assigned tasks, be respectful and courteous to others, and make significant contributions to the success of the class.
(Course Objectives 1-7: knowledge, skills, dispositions)

Please mark your calendar for the following face-to-face meeting days: 1/7, 1/14, 2/25, 4/8, 4/15.

**EVALUATION PROCEDURES & GRADING POLICY**

<table>
<thead>
<tr>
<th>Activities &amp; Assignments</th>
<th>Points Possible</th>
<th>Assessment Tools</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Orientation</td>
<td>50</td>
<td>Rubric</td>
<td>1/14</td>
</tr>
<tr>
<td>Quiz Project</td>
<td>270</td>
<td>Rubric</td>
<td>Weekly, see class outline</td>
</tr>
<tr>
<td>Future Career in Action</td>
<td>160</td>
<td>Checklist &amp; Rubric</td>
<td>1/21, 3/25, 4/8 or 4/15</td>
</tr>
<tr>
<td>Progress and Course Feedback</td>
<td>30</td>
<td>Checklist</td>
<td>2/25, 4/1, 4/22.</td>
</tr>
<tr>
<td>Professionalism/Participation</td>
<td>50</td>
<td>Checklist &amp; Observation</td>
<td>Throughout the semester</td>
</tr>
</tbody>
</table>

**Grading Scale**
Total points = 600; A = 540-600, B = 480-539, C = 420-479, D = 360-419, F = below 360.
CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Attendance and Assignments
Attendance will be taken every face-to-face class meeting. You are responsible for all information and changes in the course content that may occur in your absence. Communication from instructor to student will take place mainly through class meetings, announcements, and direct email correspondence. Therefore, it’s highly important that students attend the mandatory face-to-face class meeting as scheduled in the class outline and check class emails and D2L, and course wiki diligently. Tardiness to class or leaving prior to the end of class will not be tolerated and will result in a deduction of points from your final grade.

All assignments will be due at 11:59 pm EST on the scheduled due dates except for the Future Career in Action project which will be due prior to the designated presentation class meeting. Late submissions will not be accepted and will be assigned a score of zero. No make-up work will be allowed. Exceptions will apply only if the student notifies the instructor BEFORE, not after the due dates if encountering extenuating circumstances, which requires documentation.

Dual Submission
Work completed in another course may not be submitted for credit.

Extra Credit: Extra credit assignments will not be made.

Student Email Policy
University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information.

Very important course information is communicated to you either during class meetings, via class announcements on D2L, course wiki or email. It is crucial that you check the course sites and your email on a daily basis. To encourage peer interaction and networking, students are advised to read and respond to course-related questions through the designated discussion board before they post their questions to avoid repetition. If none of the peers have an answer to the question, students may then proceed to forward the question to the instructor via yyang@westga.edu. Mass class emails are strongly discouraged. Instead, you will be more likely to get a prompt response if you individualize your emails.

Formatting for all class emails: To enable everyone in the class to easily organize emails, please include the course number, section number, your name, and then the topic of your email in the subject line (e.g., 4101 02D Sarah Smith- Research Participation). If you do not include the course information or your name, it may be inadvertently overlooked and thus take a longer time to receive a response. To format the email body, please first state why you are sending this email, that is, the questions of your concern. In the second paragraph, state what you expect from the instructor. And in the closing paragraph of the email, briefly state anything else that’s crucial to your related subject.
Formatting your email subject line and the main body will save time both for yourself and the instructor for effective communication. Failure to do so will cause your emails to be returned to missing information, and hence a delayed response.

While I make every effort to respond within one business day (and usually much sooner), sometimes glitches cause the email to go awry, or my schedule gets too hectic to give your email immediate attention. Please do not assume I am ignoring you if you do not hear from me. Resend your email with Second Attempt in the subject line if it is urgent, so that I may respond to you sooner.

**Formatting File Names:** To avoid confusion incurred from assignment submissions, students are expected to name their files in the following format: Student’s Last Name, underscore, the first initials of student’s first name, underscore, and the first two key words of the assignment’s name. For example, Sarah Smith’s Future Career in Action journal notes file would be named as **Smith_S_Action Journal**, and Jack London’s ppt presentation file of Future Career in Action would be named as **London_J_Action Presentation**.

Failure to format the submitted files as instructed will lead to 5 point loss each time, and may mistakenly delete other students’ prior submissions, for which case the student who failed to format the file name will be held accountable.

**Course wiki:** You will be doing some of the major assignments on the course wiki under the designated sections. The wiki can be accessed at [http://cepd410102dsp13.wiki.westga.edu/](http://cepd410102dsp13.wiki.westga.edu/). More information about accessing and using the wiki will be provided in the Class Orientation Project.

**Student Web Publishing and Publicly Accessible Course Projects**
You will have a variety of projects that you will be completing in this course. It is strongly recommended that you use a wiki to house most of your projects because you will be learning how to build and populate your public professional profile using wiki spaces. In addition, you will still have access to your wiki and your projects long after you graduate from UWG. Should you use all the storage space in one wiki, you can simply open another one and link it to your original.

**On another very important note:** Some of your projects for this class will be posted in either the course wiki or your professional wiki or both. The course wiki is available to the world for the most part. This allows you to better understand the benefits of Web 2.0 technologies and the power of collaborating with others across the world. Students and scholars benefit from seeing the work that other students and scholars have contributed to the wiki. Meanwhile, it’s a great way to share your work, build your visibility as a processional, and promote professionalism via peer reviews and comments.

However, **IF YOU DO NOT WANT OTHERS TO HAVE ACCESS TO OR TO SEE YOUR WORK**, you may block access to your projects by creating your professional wiki and only allowing your instructor’s and classmates’ access to the wiki. However, if you choose to make your wiki private, you will be responsible for sending an invitation to the instructor to join your wiki-at email address yyang@westga.edu by the project deadlines. More importantly, you
are responsible to send an invitation email through your wiki space to all your fellow students in the class by the class orientation deadline if peer interaction is involved in the project. **Failure to do so will prevent you from getting the credit for what you may have done for your projects.** If you need more information, please notify me for options to maintain your privacy. *You may choose public access to the projects on an individual basis.*

Importantly, **your grades or comments that I may have for you on your projects WILL NOT be accessible to anyone except you through the gradebook component of D2L.** Making your work private will in no way impact your grade(s) in the course.

**Professionalism**

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. All students are expected to display a positive attitude. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a positive manner.
- Collaborating and working equitably with students in the class.
- Actively participating in class each week.
- Turning in assignments on time.
- Arriving to and leaving scheduled classroom sessions and/or other virtual classes punctually.
- Treating class members, professor, and colleagues with respect in and out of the classroom.
- Eliminating interruptions in class.

Students who display a lack of professionalism will be contacted by the instructor immediately and informed of the consequences (e.g., grade point deduction). If a second violation occurs, the student will meet with a departmental committee and may be dismissed from the program for at least one year.

**ACADEMIC HONESTY**

All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*.

**COE WRITING EXPECTATION AND RUBRIC**

Students will write in standard English, defined as using the rules and patterns of English associated with educated citizens. This includes writing with clarity, complexity, and good organization, using prescribed rules for syntax, grammar, usage, and punctuation, and adhering to appropriate formatting (APA).
## COE Writing Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>2</td>
<td>Emerging, Needs Improvement</td>
</tr>
<tr>
<td>3</td>
<td>Proficient</td>
</tr>
<tr>
<td>4</td>
<td>Exemplary</td>
</tr>
</tbody>
</table>

### DISABILITY STATEMENT
All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.