



# PSYC 314 DL2, Educational Psychology COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the course to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

- 1. Participate in and complete the online orientation prior to your first online course.
- 2. Obtain the required course materials prior to the course start date.
- 3. Login and participate in your course a minimum of three times per week.
- 4. Complete all assignments to the best of your ability.
- 5. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.
- 6. If you have any technical difficulties, you must contact the Office of Distance Education immediately at ubonline@bridgeport.edu.

If you cannot perform these six expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.

Course No. & Title: PSYC 314 DL2, Educational Psychology

Semester and Term: Summer 2014

Day and Dates: 7/7/2014 – 8/23/2014 (7 week format for Summer 2014)

**Time**: Online

Campus Location: Distance Learning

## **Course Description:**

Application to the teaching-learning process of psychological concepts, principles, theory, and research results. Focus on growth and development, adjustment and personality, learning, measurement, and evaluation.

Prerequisite Course: PSYC 103 and 201 or 202

Course Code: HS-PE, LA, PSY-PE, SsC, PSY-M, HSM, DM-PPR

Instructor & contact information: Josephine Hauer, Ed.D.

Email: hauer@bridgeport.edu also: josiehauer@optimum.net

(203) 610-4496 (cell)

## Required Textbook:

Slavin, R. <u>Educational Psychology: Theory into practice</u>, (10th ed.). Boston: Allyn and Bacon. ISBN-10: 0137034350 or ISBN-13: 9780137034352

To order textbooks, go to the bookstore website at http://bridgeport.textbooktech.com/ Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

## **Learning Outcomes:**

Upon completion of this course the student should be able to:

- 1. Name and discuss the major domains that have been studied in educational psychology in an attempt to answer the question "Why do some students learn more than others?" and critically think about these in the form of a model of the teaching/ learning process.
- 2. Name and discuss the major components and techniques of classroom planning, management and instruction that have been addressed in the study of the teaching/learning process as well as how these general techniques can be modified to address individual differences.
- 3. Define learning and compare and contrast the factors that cognitive, behavioral, and humanistic theorists believe influence the learning process, giving specific examples of how these principles could be used in the classroom.
- 4. Write effective instructional objectives that are useful across learning platforms including classroom, conference presentations, trainings, etc.
- 5. Apply critical concepts from constructivist theory to learning opportunities in the family, community and professional contexts.
- 6. Articulate the importance of brain research to learning theory and instructional practice.
- 7. Demonstrate knowledge about the components of an effective lesson plan, presentation and/or learning activity.
- 8. Demonstrate understanding of identifying appropriate peer-reviewed sources for research papers.

## First Assignment Prior to the First Class:

- Read Ch. 1 and 2 of Educational Psychology
- Review syllabus, class policies and the APA formatted sample paper
- Post a brief bio about yourself ONLINE and include your ideas on how this course might be helpful to your future career plans or personal life.

## **Assignments:**

Refer to the table below describing weekly assignments and due dates.

	Total Possible Points	
Weekly Discussion Questions 28		
Course Participation	5 (Overall score given in week 7)	
Individual Bio	1	
3 Tests (20 pts each)	60	
Reflection Paper	6	
Total Possible Points	100	

## **Description of Weekly Sessions:**

You are expected to complete the weekly reading assignments, review the Power point presentation and other resources, post your 200 word DQs first and then respond to classmates on 3 days of the week with substantial comments.

## **Grading Criteria:**

You are awarded points for each of the assignments – see the descriptions in the weekly table below. The assignments are assessed according to the criteria described for each one.

## **Letter Grading Scale:**

%	6 of Points Earned	Letter Grade
	100-94	Α
	93-90	A-
	89-87	B+
	86-84	В
	83-80	B-
	79-77	C+

% of Points Earned	Letter Grade
76-74	С
73-70	C-
69-67	D+
66-64	D
63-60	D-
Below 60	F

## **Weekly Assignments**

## Each online week starts on Monday and ends on Sunday evening at 11:59 pm

Week One: Introduction to Educational Psychology and Cognitive, Language and Literacy Development			
July 7-13, 2014		Due	Points
Reading	Read Ch. 1 and 2 of Educational Psychology	Sunday	
Reading	Review Instructor's posts and syllabus	All week	
Participation Participate in class discussion by responding substantially to 3 days			

classmates during the week. Points for participation will be calculated at the end of the course. You can earn up to 5 points total for full participation in the course. Participation posts need to be substantive but this does not mean a minimum of 200 words. Consider 45 - 50 words a <b>basic minimum</b> for participation posts. More important are the content, evidence of critical thinking, examples and overall quality of your response to classmates to determine whether they are substantive or not. The minimum expectation is that you participate by posting at least once on 3 days of the week. DQ responses do not count as participation.			
Discussion Questions	Respond to weekly discussion questions. You must respond to 2 questions each week to meet DQ requirements. DQ responses are due by Sunday the final day of each week and should be at least 200 words in the body of the response NOT counting reference or signature line. You earn 2 points for each DQ posted by Sunday each week (4 points per week is possible.) If your DQ response is late by more than 5 hours and/or is less than the required 200 words, you will receive up to half credit ONLY.		4
Individual Bio and Reflection	<b>Write</b> a brief personal bio and explain why you are taking this class. What do you hope to gain from studying educational psychology?	Sunday	1
Week Two: Socio-me	oral Emotional Development and Student Diversity		
July 14-20, 2014	Details	Due	Points
Reading	Read Ch. 3 and 4 of Educational Psychology		
Reading	Review Instructor's posts		
Participation	See above.	3 days	
Discussion Questions	See above.		4
	Complete the test on Chapters 2-3. You have 75 minutes for each test and they can be taken ONLY ONCE.		20
Test #1		Sunday	
		Sunday	
	and they can be taken ONLY ONCE.	Due	Points
Week Three: Behavi	and they can be taken ONLY ONCE.  oral Theories of Learning and Applications		Points
Week Three: Behavi	and they can be taken ONLY ONCE.  oral Theories of Learning and Applications  Details	Due	Points
Week Three: Behavi July 21-27, 2014 Reading	and they can be taken ONLY ONCE.  oral Theories of Learning and Applications  Details  Read Ch. 5 of Educational Psychology	<b>Due</b> Sunday	Points
Week Three: Behaviorally 21-27, 2014 Reading Reading	and they can be taken ONLY ONCE.  oral Theories of Learning and Applications  Details  Read Ch. 5 of Educational Psychology  Review Instructor's posts	<b>Due</b> Sunday All week	Points 4
Week Three: Behavior July 21-27, 2014 Reading Reading Participation Discussion	and they can be taken ONLY ONCE.  oral Theories of Learning and Applications  Details  Read Ch. 5 of Educational Psychology  Review Instructor's posts  See above.	Due Sunday All week 3 days	
Week Three: Behavior July 21-27, 2014 Reading Reading Participation Discussion Questions Review	and they can be taken ONLY ONCE.  Poral Theories of Learning and Applications  Details  Read Ch. 5 of Educational Psychology  Review Instructor's posts  See above.  See above.  Review the test prep questions on Chapters 5 and 6 to prepare for Test	Due Sunday All week 3 days	
Week Three: Behavior July 21-27, 2014 Reading Reading Participation Discussion Questions Review	and they can be taken ONLY ONCE.  oral Theories of Learning and Applications  Details  Read Ch. 5 of Educational Psychology  Review Instructor's posts  See above.  See above.  Review the test prep questions on Chapters 5 and 6 to prepare for Test #2	Due Sunday All week 3 days	
Week Three: Behavior July 21-27, 2014 Reading Reading Participation Discussion Questions Review Week Four: Information	and they can be taken ONLY ONCE.  Oral Theories of Learning and Applications  Details  Read Ch. 5 of Educational Psychology  Review Instructor's posts  See above.  See above.  Review the test prep questions on Chapters 5 and 6 to prepare for Test #2  Fion Processing and Cognitive Theories of Learning	Due Sunday All week 3 days Sunday	4

Participation	See above.	3 days	
Discussion	See above.	Sunday	4
Questions Test #2	Complete the test on Chapters 5 and 6. You have 75 minutes for each test and they can be taken ONLY ONCE.	Sunday	20
Week Five: The Effe	·		
August 4-10, 2014	Details	Due	Points
Reading	Read Ch. 7 of Educational Psychology	Sunday	Tomes
Reading	Review Instructor's posts	All week	
Participation	See above.	3 days	
Discussion Questions	See above.	Sunday	4
Week Six: Construct	tivist Approaches to Instruction		
August 11-17, 2014	Details	Due	Points
Reading	Read Ch. 8 of Educational Psychology	Sunday	
Reading	Review Instructor's posts	All week	
Participation	See above.	3 days	
Discussion Questions			4
Review	Review the test prep questions on Chapters 8 and 10 to prepare for Test #3	Sunday	
Week Seven: Motiva	ting Students to Learn		
August 18-24, 2014	Details	Due	Points
Reading	Read Ch.10 of Educational Psychology	Sunday	
Reading	Review Instructor's posts	All week	
Participation	See above.	3 days	1
Discussion See above. Questions		Sunday	2
Test #3	Complete the test on Chapters 8 and 10. You have 75 minutes for each test and they can be taken ONLY ONCE.		20
Reflection Paper	Write and submit a 4-5 page double spaced reflection paper on a topic related to Educational Psychology that is personally meaningful to you. Choose a topic that you can discuss critically and include at least 2 academic references with at least 2 in-text citations. The goal of this reflection paper is to give you the opportunity to illustrate or make connections between theories or methods in the course to your professional or personal life experiences as an educator, teacher or parent.  Use APA format for all in-text citations and references. Use correct	No late papers accepted after the due date above.	6

grammar, punctuation and full sentences. Tips for writing an effective paper that presents your thinking and conclusions in the best way:

- ✓ Do Plan well! It is important to schedule enough time to organize and write a clean, focused paper as this is critical to your academic growth.
- ✓ Avoid run-on sentences and long paragraphs.
- ✓ Do illustrate main ideas with specific examples and/or citations from academic sources.
- ✓ Do use APA standards for in-text citations and the format of the References page.
- ✓ Don't insert web site addresses into the text or the citation directly. Refer to APA standards for the proper way to format electronic resources (web sites, online articles, etc.).
- ✓ Do include an introductory paragraph and a concluding paragraph at the end of the paper.
- ✓ Do meet the page and formatting requirement for the assignment!
- ✓ Do keep the tense of the verbs consistent choose either present or past - either is fine.
- ✓ Do NOT use Wikipedia or other NON academic websites as sources for the paper. These are fine to review for general knowledge, but all citations should have a clear author and date.

## **ACADEMIC POLICIES**

## **Attendance Policy**

Course attendance via online participation is an integral part of the online academic experience; therefore, students are expected to be participative in all course activities and discussions. If an absence is unavoidable, the student should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments.

## **IMPORTANT:**

- An absence (lack of participation) in any week of the course, will drop the final grade by one letter grade (for example if a student earns a grade of "B" in the course, the final grade would be a "C").
- An absence of two or more weeks will be cause for a failing grade.

## **Drop Procedures**

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage: <a href="http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/">http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/</a>.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

#### **Cell Phones**

Cell phones must be turned off (or placed on "vibrate") while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

## **Academic Dishonesty**

The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called "research papers" without full recognition of the source. Presenting as one's own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn't have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site: <a href="http://www.indiana.edu/~istd/plagiarism\_test.html">http://www.indiana.edu/~istd/plagiarism\_test.html</a>

#### **Ethics Statement of Confidentiality**

An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

#### ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: <a href="http://www.bridgeport.edu/pages/2209.asp">http://www.bridgeport.edu/pages/2209.asp</a> The Center is located on the 5<sup>th</sup> Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: <a href="http://www.etutoring.org">www.etutoring.org</a>. To use this free service you must have a UBNet account.

## Obtaining a UBNet Account

Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account in which the University sends out information. Go to: <a href="http://www.bridgeport.edu/ubnet">http://www.bridgeport.edu/ubnet</a> - Click on "New UBNet Account" and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at:

http://www.bridgeport.edu/email and click on "forwards" at the top of the page. Follow the directions to forward email messages to your other account.

# **Learning Management System (LMS) - Canvas**

For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents.

Canvas Tutorial For Students: <a href="https://bridgeport.instructure.com/courses/985903">https://bridgeport.instructure.com/courses/985903</a>
For assistance contact the UB Help Desk at 203-576-4606 or email <a href="https://bridgeport.instructure.com/courses/829447/">https://bridgeport.instructure.com/courses/829447/</a>

## **Accessing Your Grades & Schedule Online**

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

## **Using the Library**

Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on "myEureka Digital Library." Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

#### **Using Computers**

Open access computer labs are available at three locations:

 Bridgeport – 1<sup>st</sup> floor of the Wahlstrom library. Check library hours of operation at: http://www.bridgeport.edu/library.

- Stamford Room D; Check open hours at: <a href="http://www.bridgeport.edu/stamford">http://www.bridgeport.edu/stamford</a>
- Waterbury Computer Lab; Check open hours at: <a href="http://www.bridgeport.edu/waterbury">http://www.bridgeport.edu/waterbury</a>

### **Course Cancellations**

Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under "Latest News" on the UB home page, (<a href="https://www.bridgeport.edu">www.bridgeport.edu</a>). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

#### IMPORTANT CONTACT INFORMATION

Office	Telephone	Email
Bridgeport Campus Security	(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	(203) 576-4692	bursar@bridgeport.edu
Cashier	(203) 576-4682	cashier@bridgeport.edu
Financial Aid	(203) 576-4568	sfs@bridgeport.edu
Registrar	(203) 576-4635	registrar@bridgeport.edu
Emergency Notification Phone	(203) 576-4159	
IDEAL Office	(203) 576-4800	idealinfo@bridgeport.edu

#### **CAMPUS CONTACT INFORMATION**

Campus	Address	Telephone	Email
Bridgeport	126 Park Avenue Bridgeport, CT 06604	(203) 576-4800	idealinfo@bridgeport.edu
Stamford	5 Riverbend Drive Stamford, CT 06750	(203) 358-0700	ubstamford@bridgeport.edu
Waterbury	84 Progress Lane Waterbury, CT 06705	(203) 573-8501	ubwaterbury@bridgeport.edu

Directions to IDEAL Campus locations	http://www.bridgeport.edu/pages/2260.asp
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To fill out your financial aid report to the Federal Government, please go online to <a href="www.fafsa.ed.gov">www.fafsa.ed.gov</a>. The school code for the University of Bridgeport is <a href="001416">001416</a>. Federal Student Aid Information: 1-800-433-3243