



# MIDWESTERN

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## STATE UNIVERSITY

Gordon T. & Ellen West College of Education

Fall 2019

### **Course Syllabus**

EPSY 3153 101 Educational Psychology/EDUC 6023 101 Learning and Assessment/EPY 3803 Human Development, Behavior and Learning Theory

Class Meets: 9:30-10:50 Tuesdays and Thursdays  
FE 303

### **Contact Information**

Instructor: Dr. Christina Janise McIntyre

Office: FE 302C

Office hours: By appointment only during the hours of Tues 11:00 AM-2:30PM, Wed 9:30 AM-12:30PM Thurs 11:00AM-2:30PM

Office phone: (940) 397-4528

E-mail: [christina.mcintyre@msutexas.edu](mailto:christina.mcintyre@msutexas.edu)

### **Course Description**

Concepts of learning theory and applications, motivation, and measurement and evaluation.

#### **Textbook & Instructional Materials**

Durwin, C. C., & Reese-Webber, M. (2018). *EdPsych: Modules*. (3<sup>rd</sup>) Sage: Los Angeles, CA.

### **Required Technology**

All students must have Internet access and the following technology applications: video recording capability, Word Processing software, and a microphone.

### **Student Handbook**

Refer to: [Student Handbook 2017-18](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Student Handbook 2017-18](#)

### Course Objectives/Standards

Objectives	TExES Competencies	Pedagogy Prof. Respons.	Assessment/Assignment
Students recognize, understand, and address in both writing and discussion the implications of the many <u>developmental phenomena</u> associated with teaching and learning	001, 002	1.1k, 1.2k, 4k	Midterm, Final, Quizzes Case Studies Learning Strategies Portfolio
Students recognize, understand, and address both in writing and discussion the implications of the many <u>cognitive and behavioral phenomena</u> associated with teaching and learning	001, 005	2.4k, 2.5k,	Midterm, Final, Quizzes Case Studies Learning Strategies Portfolio
Students recognize, understand, and address in writing and discussion, the many aspects of developing a <u>culture for learning and a positive environment of respect and rapport</u> . Specifically, candidates will verbally discuss and write about factors affecting children’s learning, including candidates’ understanding of the school community, students’ developmental level, students’ racial, cultural, and gender diversity, and the needs of special populations.	001, 002, 004, 005	2.1k, 2.2k, 2.3k, 2.4k,	Midterm, Final, Quizzes Case Studies Brochure Mini-Lesson
Diversity: Students will develop a vision of learning that promotes the success of all students based on relevant knowledge and theories, including but not limited to an understanding of the <u>diversity of learners and learners’ needs</u> , and schools as interactive, social, and cultural systems. Specifically, candidates will read, discuss, and write about students from diverse social, ethnic, and cultural systems.	002	2.1k	Midterm, Final, Quizzes Case Studies Learning Strategies Portfolio Mini-Lesson
Students recognize, understand, and address in writing and discussion the nature and implications of both <u>student-centered and teacher-centered approaches to teaching</u> and learning. Specifically, candidates will analyze instructional techniques that influence student learning.	001, 005	2.17k	Midterm, Final, Quizzes Case Studies Mini-Lesson Learning Strategies Portfolio Brochure

Objectives	TEXES Competencies	Pedagogy Prof. Respons.	Assessment/Assignment
Students learn and practice <u>reflective habits</u> while in the classroom.	001, 002, 004	4.12k, 5.2k	Midterm, Final, Quizzes Case Studies; Dispositions Self-Assess Mini-Lesson
<p>Students will recognize children at-risk of suicide.</p> <p>Students will recognize children who are, or may be the victims, or who engage in bullying.</p> <p>Students will recognize children displaying early warning signs and a possible need for early mental health or substance abuse intervention, which warning signs may include declining academic performance, depression, anxiety, isolation, unexplained changes in sleep or eating habits, and destructive behavior toward self or others.</p>	TEC Section 21.451		Trainings
Students will learn strategies and the appropriate action to take to intervene effectively with children at-risk or with early warning signs.			Trainings

### WCoE Philosophy & Conceptual Framework Overview

The West College of Education believes that learning changes both the individual and society. Developing resiliency and tolerance enhances an individual's potential. The individual becomes a critical thinker and an effective problem solver. Individuals with a cause beyond self contribute to an informed, democratic, and synergistic society. We will establish a reflective and collaborative community to enhance the potential of both the learner and society.

Our philosophy broadens the scope of the learning potential beyond the individual and into society. John Dewey firmly believed in the power of young minds in both learning the values of democracy and tackling its problems. Opportunities for "cause beyond self" are modeled by faculty and provided in their coursework. For example, MSU participates in the American Democracy Project sponsored by AACSU, and many of our syllabi reflect required service learning components. Giving back to the community is another way of opening doors. The

outcomes for graduates and undergraduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- Learning Differences - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

## Grading

Table 1: Assignments and Points

Assignments	Points
Tests (mid-term and final 100 pts each)	200
Learning Strategies Portfolio Draft	25
Learning Strategies Portfolio	50
Motivation and Engagement Project (Brochure)	50
Participation/Attendance/Case Studies	145

Assignments	Points
Quizzes (10 @ 10 points each)	100
Training Modules	60
Mini Lesson/Presentation	50
Total Points	680

Table 2: Total points for final grade.

Grade	Points
A 90-100%	612 or Greater
B 80-89%	544-611
C 70-79%	476-543
D 60-69%	408-475
F 0-59%	Less than 408

## Assignments

### Participation and Reading

Read all assignments carefully. Take notes during reading and any related lecture and /or discussion. Whether or not it is discussed in class, you are responsible for the content of **all assigned reading**. Take notes over your reading and review these after each class. You will be engaging in numerous in-class activities as individuals and in groups. Participation is very important and contributes to the quality of your learning experience. You are expected to participate in all class activities; therefore, attendance is crucial. Class participation in activities such as the in-class case study analyses cannot be made up. Showing up to class does not guarantee that you receive participation points- you must engage in all class activities.

### Motivation and Engagement Project: Brochure

As a classroom teacher, you will likely have parents and students come to you to ask for help in improving their motivation and engagement in the classroom. You are to create a brochure that you would distribute to parents or students to provide them with suggestions to increase their motivation and engagement in your classroom. You could also choose to feature something helpful for parents to know or do at home with their children. Either way you must ground your brochure in theory.

You may choose the grade level and subject area for your brochure and create suggestions based on any of the theories we have discussed in class. Some possible topics may include, but are not limited to:

Increase learning and memory of materials

Improve study skills and understanding through information processing

Promote cognitive development through Piagetian principles

Increase interest through social and moral developmental theories

Requirements:

The brochure must include the following:

- At least four recommendations supported by motivational theories from our class readings (i.e. Do *not* discuss a specific time for studying; instead explain *how* studying should be done.) with explanations;
- Eight to ten pictures or clip art with at least one of yourself;
- At least one graphic organizer/chart/graph to represent some of the material in an organized way ;
- At least one theorist or theory and how the research supports your recommendations ;
- Good balance between text, pictures, and white space and correctly laid out with front cover, inside flap, and back ;
- No errors in grammar, spelling, and punctuation and avoid language that is directly from the textbook. Instead, you should put it in layman's terms (i.e. the word "engagement" would be "participation"). Also, your recommendations should be simple and to the point, avoiding textbook language. Then, be sure to explain each recommendation in your own words.
- Be sure that it looks like a tri-fold brochure, including a cover page, a back, and an inside flap. If you were to print it out, it would be a complete brochure.

#### Instructional Presentation/ Mini Lesson

A sign-up sheet will be provided for students to choose a topic in which to conduct a 15- 20 minute mini lesson/presentation over the given topic. A pre-assessment, instructional input, learning activity, and a form of summative assessment is required to receive maximum points. You will be expected to provide an interesting, engaging, student-centered, fact-based presentation using good communication skills. Since most of you are planning on becoming educators, it is important to develop your lesson delivery skills, for everyone, presentation and communication skills are invaluable. You will receive feedback from me as well as your peers on your performance. Once the presentation/lesson is complete, you will need to turn in a short reflection addressing the following:

Overall, how effective was your presentation/mini lesson? What is the basis for your judgment? (Objective attainment, effectiveness of lesson engagement, procedure, and assessment; use evidence to support your conclusions- what does their pre-assessment and post-assessment tell you? )

What adjustments would you make if you did this presentation/lesson again? Why? (Use evidence to support your conclusions.)

How did you collaborate with your instructor and partner in preparing for this presentation/lesson? Include any recommendations for content, instructional strategies, assessment, and any other information important to the development of your lesson. How did you prepare for the lesson? What resources, websites, etc. did you use?

How did you plan for and address learner differences? How might you address this in the future? How would you reteach/teach the lesson if there were students who finished very

early? If everyone already knew everything about the topic? If students were struggling to understand your lesson?

## Quizzes

You will be quizzed on your reading assignments periodically throughout this course. Quiz items might be a combination of multiple choice, completion, and short essay questions. There will be 10 of these throughout the course and you will not be able to make these up if you miss for any reason. They will typically be at the beginning of class, **and if you are late and miss, you will not be able to make them up.**

## Mid-term and Final Exams

These will be in multiple choice format, and items will be drawn from class quiz topics, discussions, case studies, notes, and book readings. The questions will be primarily application questions so involvement in the case study analyses is crucial. You will need to bring a Scantron answer sheet for both of these exams. These exams will not be given early or given as a make-up.

## Learning Strategies Portfolio Draft and Final Project

Throughout the course, you will be creating a portfolio to keep track of instructional strategies learned in each chapter and how they will be applied to your future instruction. You will bring a draft version to class once during the semester and then a final portfolio will be uploaded to D2L at the end of the semester to demonstrate learning gained in the course. In order to get the full points for the draft it must be at least half-done and with you in class on that day. The copy may also be available on your laptop, but your phone is not acceptable for this draft assignment. The portfolio template, description, and example can be accessed in D2L/Brightspace and must be submitted and uploaded by the dates due.

## Training Modules

One of the requirements of the Texas Education Agency is that teacher candidates complete online trainings in substance abuse prevention, at-risk (youth suicide) prevention, and mental health awareness. In this course, you must complete all three to receive 60 points. For teacher candidates, you must submit your completed training certificates to TK20 by the due date, where they will be in your permanent file. (If you do not complete these trainings during this course, you will receive an Incomplete for the course and you will not be able to continue in the teacher ed program until the trainings and "I" are taken care of. The "I" will become an "F" two weeks after the course is complete if the trainings are not done). For those of you in EDUC 6023 Learning and Assessment who are already teaching, these trainings will benefit you if you work with children and young adults. You must still complete the trainings, and you will submit your certificates to the DropBox in D2L. If you have already done these through your district or Region IX, you may upload your certificates for verification. Only those with verification will receive points.

### **Late Work**

Assignments are expected to be turned in by the due date. Late work is not accepted so plan accordingly. If you do not show up for the mid-term or the final, you will receive a zero for those exams and will not be able to make them up. Additionally, quizzes you miss due to an absence or a tardy will not be made up.

### **Written Work**

All written work should be completed in a professional style. Using correct spelling and grammar are important writing skills you must know well because your students will learn from you. Therefore, all written assignments will have 10% -20% of the grade based on spelling and grammar. Expectations are for quality work.

### **Desire-to-Learn (D2L)/Brightspace**

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor. *All assignments must be submitted to D2L/BRIGHTSPACE for this course unless otherwise specified in the assignment guidelines.*

### **Attendance**

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. Also, see the Assignments section specifically quizzes and class participation and reading.

Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously.

### **Online Computer Requirements**

Taking this class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. **Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online class page can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).



### **Instructor Class Policies**

Students are expected to assist in maintaining a classroom environment which is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction—this includes, but is not limited to, pagers and cell phones.

Electronic communications devices will be turned off anytime the class member is in the school building—in our classroom or in a field experience classroom. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the student may receive an instructor drop with an "F" for the course.

An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10 week summer term, or the 11th class day of a 4 or 5 week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

### **Refund and Repayment Policy**

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

### **Services for Students with Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

### **Teacher Education Program Requirements**

Clinical experiences at the WCOE, including both initial clinical experiences (e.g. classroom observations) and clinical teaching, are an essential part of the professional preparation program. Clinical experiences vary across many WCOE undergraduate and graduate programs and are designed and implemented through collaboration with school district and community partners. WCOE teacher candidates gain essential knowledge, skills, and dispositions through observations and teaching opportunities in a wide variety of diverse

settings (e.g. urban/rural, SES, special needs, race/ethnicity). WCOE believes in gradual release of responsibilities and exposes and evaluates teacher candidates throughout the program so as to provide them with the best learning experience. Below are the assessments that are used across courses and programs to effectively monitor teacher candidates' progress.

### Dispositions

Candidates in the teacher education program are evaluated on their dispositions towards the 10 InTASC standards three times (beginning, middle, end) during their program in Educational Psychology, Professional Methods Block A, and Clinical Teaching in the following areas:

- Candidates respect learners' differing strengths and needs and are committed to using this information to further each learner's development.
- Candidates believe that all learners can achieve at high levels and persist in helping each learner reach his/her full potential.
- Candidates are committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- Candidates realize that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field.
- Candidates value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
- Candidates are committed to using multiple types of assessment processes to support, verify, and document learning.

Candidates respect learners' diverse strengths and needs and are committed to using this information to plan effective instruction.

- Candidates are committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
- Candidates take responsibility for student learning and use ongoing analysis and reflection to improve planning and practice.
- Candidates actively share responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

Candidates are evaluated by faculty in those courses at a developing, beginning, and mastery level of competency as determined by the academic committee on program quality. The evaluation is based upon evidence gathered through classroom participation, assignments, observed field experiences and unit planning.

### Data Literacy Assignment

Teacher candidates are expected to demonstrate the ability to interpret standardized test data and make instructional decisions based on the test data from students. At the conclusion of Classroom Assessment/Assessment in PE, students will develop an understanding of assessment practices that enable them to accurately read and interpret testing data. In addition, teacher candidates will apply concepts learned in the course to explain what the data means and what, if any, interventions should be implemented for targeting specific groups of students. By identifying weak areas of conceptual understanding of their students, teacher candidates can create appropriate instructional strategies that lead to greater student success.

## Lesson Planning

Teacher candidates must demonstrate the ability to plan, assess, and implement instruction. This begins in the Foundational block where the teacher candidates create and write lessons for effective teaching. Teacher candidates are required to develop lesson plans. The specific format can be adapted, but should always include the objectives (TEKS), procedures, materials/resources, and assessment. Student engagement is a key element in a good lesson with a goal of student learning/success is the ultimate goal.

Candidates must form an assessment strategy to determine the extent to which students are able to master learning of objectives. Candidates also describes the instructional delivery method addressing the following step-by-step procedures:

1. Questions and concerns listed in the directions given to you by your instructor
2. Setting purposes ("Today we will be...I want you to...because you will...")
3. Method(s) for engaging students in the lesson
4. Any questions asked during the lesson should be in bold
5. Higher order thinking reflected in questions
6. Instructional Strategies: Modeling, Discussion, "Hands-on", Inquiry, etc.
7. Grouping: when and how
8. Instruction that addresses learners' needs (ELLs, Special Education, 504, Gifted, Struggling Learner)
9. Closure

After teaching the lesson, candidates are then required to reflect on the lesson delivery, appropriateness of instructional strategies, impact for future planning, and opportunities for collaboration with mentor teacher. The skills acquired during lesson planning provides the foundation and are also built upon for unit planning and other key assessments.

## Unit Plan

Teacher candidate's ability to demonstrate the ability to plan, assess, and implement instruction continues in the professional block with the Unit plan assessment. The unit plan assessment is a modified form of Midwestern Impact on Student Learning (MISL) that requires teacher candidates to plan a unit of teaching. Candidates are required to determine a set of multiple learning objectives aligned to state content standards Texas Essential Knowledge and Skills (TEKS) appropriate to the lesson(s) the candidate is preparing.

## Co-Teaching

West College of Education adopts a co-teaching model for the candidates during their clinical experiences. These strategies include the following:

- One Teach, One Observe — One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to have a focus for the observation.
- One Teach, One Assist — One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments.
  - Station Teaching — The co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Of-ten an independent station will be used.
  - Parallel Teaching — Each teacher instructs half of the students. The two teachers are addressing the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduction of student to teacher ratio.

- Supplemental Teaching — This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated.
- Alternative/Differentiated Teaching — Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is different.
- Team Teaching — Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. (Adapted from Cook & Friend (1995))

### MISL- Midwestern Impact on Student Learning

Successful completion and submission of a MISL portfolio is required during the first six weeks of clinical teaching. Teachers candidates are required to plan, implement, and assess student learning within a unit of study. The Midwestern Impact on Student Learning (MISL) measures content knowledge, pedagogical knowledge, and effect on student learning in the following areas/domains : Learning Environments; Individual Development and Diversity; Collaboration; Planning Process and Content; Assessment; Strategies and Methods; Reflection; Professional Development; and Communication.

Each of the 10 areas is scored with one of 4 ratings: Exemplary 4, Competent 3, Needs Improvement 2, and Unsatisfactory 1. An overall score of 20 (meets expectations) is required for successful completion of student teaching for all teacher candidates.

The MISL is a record of candidates' ability to carefully consider all contextual factors that influence instruction and to then use those factors to plan and design a unit of instruction, including an assessment plan that can demonstrate changes in student knowledge, skills, or dispositions resulting from instruction. The MISL includes both reflexive (description of instructional decision making during the unit) and reflective components that encourage candidates to plan instruction strategically and to approach teaching in a purposeful, thoughtful, and methodical manner.

### University Policies

#### Campus Carry Rules/Policies

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. Refer to: [Campus Carry Rules and Policies](#)

#### Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

#### Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly

enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

### Plagiarism

“By enrolling in this course, the student expressly grants MSU a ‘limited right’ in all intellectual property created by the student for the purpose of this course. The ‘limited right’ shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality, authenticity, and educational purposes.” from Student Handbook All assignments submitted in BRIGHTSPACE will also be checked through Turn It In for originality. Assignments with more than 50% match will be given a 0.

Please note: By enrolling in this course, the student expressly grants MSU a “limited right” in all intellectual property created by the student for the purpose of this course. The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality and authenticity, and for educational purposes.

### **Grade Appeal Process**

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#)

### Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

## Course Schedule

Week	Activities/Assignments/Exams	Due Date
Week 1 8/27-8/29	Orientation and syllabus 1. Lecture/Discussion Topics: <i>What is teaching? What is educational psychology? What is educational research? What is the PPR, MISL, InTASC?</i> 2. <b>Dispositions Self-assessment Part I</b> and Teaching Metaphor 3. Reading: Intro, Modules 1, 2 4. Sign up for Presentations 5. Quiz <b>Mental Health Awareness Training (8/31)</b>	9/1
Week 2 9/3-9/5	1. Lecture/Discussion Topics: social development; Erickson's psychosocial theory; emotional intelligence 2. Reading: Modules 3 3. Quiz	
Week 3 9/10-9/12	1. Lecture/Discussion Topics: Kohlberg; moral development; the brain and development 2. Reading: Modules 4, 5 3. Quiz	9/15
Week 4 9/17-9/19	1. Lecture/Discussion Topics: cognitive development; Vygotsky, Piaget 2. Reading: Modules 6 3. Module 7 Language Development-Independent Reading Activity 4. Quiz	
Week 5 9/24-9/26	1. Lecture/Discussion Topics: Pavlov; Skinner; behavioral learning theory; social cognitive theory 2. Reading: Modules 8, 9 3. Quiz	
Week 6 10/1-10/3	1. Lecture/Discussion Topics: Information processing; cognitive processes; metacognition 2. Reading: Modules 10, 11 3. Quiz	

Week	Activities/Assignments/Exams	Due Date
Week 7 10/8-10/10	<ol style="list-style-type: none"> <li>1. Lecture/Discussion Topics: transfer of knowledge; higher order thinking</li> <li>2. Reading: Modules 12, 13</li> <li>3. Quiz</li> </ol> <b>At-Risk Youth Suicide Prevention Training</b>	10/13
Week 8 10/15-10/17	<ol style="list-style-type: none"> <li>1. Lecture/Discussion Topics: Motivation; behavioral theory; cognitive theory</li> <li>2. Reading: Modules 14, 15</li> <li>3. <b>Mid-Term 10/17</b></li> </ol>	
Week 9 10/22-10/24	<ol style="list-style-type: none"> <li>1. Lecture/Discussion Topics: Motivation; behavioral theory; cognitive theory</li> <li>2. Reading: Modules 15 (cont)</li> <li>3. Self theories: Module 16</li> <li>4. Quiz</li> </ol>	
Week 10 10/29-10/31	<ol style="list-style-type: none"> <li>1. Lecture/Discussion Topics: classroom management ; creating a productive learning environment</li> <li>2. Reading: Modules 17</li> </ol> <b>Motivation and Engagement Brochure</b>	11/3
Week 11 11/5-11/7	<ol style="list-style-type: none"> <li>1. Behavioral, cognitive, and constructivist approaches. Module 18</li> <li>2. Grouping practices Module 19</li> </ol> <b>Substance Abuse Awareness Training</b>	11/12
Week 12 11/12-11/14	<ol style="list-style-type: none"> <li>1. Multiple intelligences- Module 20</li> <li>2. Lecture/Discussion Topics: giftedness</li> <li>3. Kiersey Sorter, VARK</li> <li>4. Quiz</li> <li>5. Reading: cognitive disabilities; behavioral disorders Module 21, 22</li> </ol>	
Week 13 11/19-11/21	<ol style="list-style-type: none"> <li>1. Lecture/Discussion Topics: assessing student learning, test construction</li> <li>2. Reading: Modules 23, 24</li> <li>3. <b>Learning Strategies Portfolio- bring draft to class 11/21</b></li> </ol>	11/21
Week 14 11/26-11/28	Myers-Briggs 11/26  <b>Thanksgiving Holiday 11/28</b>	

Week	Activities/Assignments/Exams	Due Date
Week 15 12/4-12/6	<ol style="list-style-type: none"> <li>1. Lecture/Discussion Topics: assessing student learning, standardized testing</li> <li>2. Reading: Modules 25</li> <li>3. Myers-Briggs Follow-up</li> <li>4. Final Exam Review</li> <li>5. Quiz</li> <li>6. <b>Dispositions Self-Assessment Part II</b></li> </ol> <p><b>Learning Strategies Portfolio</b></p>	12/9
Week 16	<b>Final Exam TBA</b>	

#### Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor. Teaching is about being responsive to student needs, as such, the topic dates may change as there may be more or less discussion needed for particular concepts. However, assignment due dates will not change so keep track of due dates as some of the assignments are outside of class (on D2L) and will not be addressed in class.

#### Additional Readings

- Elkins, D. (1998). *All grown up and no place to go*. New York: Perseus Books.
- Popham, J. W. (2001). *The truth about testing: An educator's call to action*. Alexandria, VA: ASCD.
- Silver, H. F., Strong, R. W., & Perini, M. J. (2000). *So each may learn: Integrating learning styles and multiple intelligences*. Alexandria, VA: ASCD.
- Marzano, R.J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: ASCD.