



MIDWESTERN

STATE UNIVERSITY

Gordon T. & Ellen West College of Education
Fall 2019

Course Syllabus: EPSY 3153 X-10 Educational
Psychology/EDUC 6023 X10 –Learning and
Assessment

Contact Information

Instructor: Christina Janise McIntyre Office:
Ferguson 302C
Office phone: (940) 397-4528
E-mail: christina.mcintyre@msutexas.edu

Course Description

Concepts of learning theory and applications, motivation, measurement, and evaluation.
Must have access to computer and Internet.

Textbook & Instructional Materials

Ormrod, Jeanne E., & Jones, Brett. (2015). *Essentials of Educational Psychology, 5th ed.* Upper Saddle River, NJ: Merrill/Prentice Hall. ISBN: 9780134995205

Required Technology

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

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

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Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given).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

| | TEXES Competencies | Pedagogy Prof. Respons. | Assessment |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------------|------------------------------------------------------------------------------------|
| 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 | Mid-term & Final Exam Learning Strategies Portfolio Discussion #1 Activity 2,4 |
| 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, | Mid-term & Final Exam Learning Strategies Portfolio Activity 2 |
| 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, | Mid-term & Final Exam Activity 2 Activity 3 |
| 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 | Brochure Learning Strategies Portfolio Theorist Research Project Discussion #2 & 3 |
| Students recognize, understand, and address in writing and discussion the nature and implications of both <u>student-centered and teacher-centered approaches to teaching and learning</u> . Specifically, candidates will analyze instructional techniques that influence student learning. | 001, 005 | 2.17k | Mid-term & Final Exam Learning Strategies Portfolio |

| | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|------------------------|------------------------------------------|
| <p>Students learn and practice <u>reflective habits</u> while in the classroom.</p> | <p>001, 002, 004</p> | <p>4.12k, 5.2k</p> | <p>Mid-term & Final Exam</p> |
| <p>Students will recognize children at-risk of suicide. Students will recognize children who are, or may be the victims, or who engage in bullying. 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. Students will learn strategies and the appropriate action to take to intervene effectively with children at-risk or with early warning signs.</p> | <p><u>TEC</u> <u>Section</u> <u>21.451</u></p> | | <p>Trainings</p> |

Conceptual Framework Overview

The outcomes for graduates 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

| Assignments | Points |
|-----------------------------------------------|--------|
| Tests (2 at 150 pts each) | 300 |
| Learning Strategies Portfolio | 100 |
| Motivation and Engagement Project | 150 |
| Activities (4 at 40 points each) | 160 |
| Discussion Questions (3 at 40 points) | 120 |
| Disposition Assignment (Initial 20; final 20) | 40 |
| Training Modules | 60 |
| Contemporary Theorist Research Project | 100 |
| Total Points | 1030 |

Table 2: Total points for final grade.

| Grade | Points |
|-------|----------------|
| A | 927 or Greater |
| B | 824 to 926 |
| C | 721 to 823 |
| D | 618 to 720 |
| F | Less than 618 |

Tests

You will have a total of two tests (mid-term and final) that will be worth 150 points each. The test will be made up of multiple choice and short answer questions from the textbook, readings, and course lecture material. The tests will be taken online during an assigned time period window, and they will not be able to be made up unless *prior arrangements* have been made and approved. Tests will not be reopened once begun so be prepared to finish when you begin.

Learning Strategies Portfolio and Draft

Throughout the course, you will be creating a portfolio worth 100 points to keep track of instructional strategies learned in each chapter and how they will be applied to your future instruction. This portfolio template, description, and example can be accessed in D2L/Brightspace and must be submitted as a pdf and uploaded by the date due.

Motivation and Engagement Project

To help you apply motivational theories in this course, you will create a brochure worth 150 points for children or parents to explain how to increase motivation in an area of your choice. The brochure must be in the correct form and should simply discuss the theory of your choice by providing several suggestions to the reader. There are several examples and a complete description and rubric in D2L/Brightspace.

Dispositions Assessment

Near the beginning of the semester and again near the end of the semester you will complete a dispositions self-assessment. Each will be worth 20 points. This will allow you and I both to gauge your progress in the course and your development in thinking as an educator. Additionally, your final beginning dispositions assessment in TK20 will be assessed by me based on observations of class discussions, participation, and your cumulative work.

Activities

You will have a total of 4 activities worth 40 points each to complete for the class that should be submitted to D2L/Brightspace. These activities will help you to apply the information learned in the course and prepare you for the tests and other assignments.

Discussion Questions

We will have three discussions throughout the class. The first discussion will occur in the first week as an introduction to the class. The discussions will occur throughout the semester in which you will discuss content from the readings and textbook. Discussion questions are posted in advance, so you can post your response at any time. Responses are due on Thursday of the week due and are worth 20 points. You must also post two replies in the discussion board by Sunday of the week due for 10 points each- this is a total of 40 points for each discussion- 120 points for all three combined.

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), 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 on 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, but 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.

Contemporary Theorist Research Project

To introduce you to contemporary theories in learning and human development, you will choose a contemporary theorist from a list and work with a partner to conduct research on the theory/theorist. You will write a short essay on the theory/theorist to explain the theory and its contributions to education/society. Then, you will create a presentation (i.e. Power Point) that you will share with your classmates on an assigned date. All of these components are worth 100 points.

Late Work

Assignments are expected to be turned in by the due date. Ten percent of the total points will be deducted per day late, and any assignment submitted more than one week late will not be accepted. **Arrangements must be made at least two days in advance for any**

exceptions to be given.

Written Work

All written work should be completed in a professional style. Using correct spelling and grammar are important writing skills. This is extremely important because your students will learn from you. Therefore, all written assignments will have 10% -20% of the grade based on spelling, grammar, and usage. Expectations are for high 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 and should be in a pdf unless otherwise specified in the assignment guidelines.* A minimum of 5% of the total points will be deducted for assignments not submitted through BRIGHTSPACE.

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. Because this is an online class, attendance will be taken by your presence in the online course. By logging onto our class page in D2L/Brightspace at least once per week, your attendance will be counted. If at any time you are unable to log onto the site, please send Dr. McIntyre an email.

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. **Do not email assignments unless you are specifically asked to do so. You must turn all work in 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. As this is an online class, your behavior in postings and in discussions and videos should reflect the face-to-face classroom expectations above.

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 (email) 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 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. Often 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

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

All assignments and final Discussion posts (as they will end) are **due every Sunday at 11:59PM** for the previous week unless noted otherwise. The first few are given for examples.

| Week | Activities/Assignments/Exams | Due Date |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Week 1 8/26-8/30 | Discussion – Introduction Beginning Disposition Self-Assessment & Discussion Sign up for Contemporary Theorist Research Project (Google Doc) Chapter 1 Mental Health Awareness Training (8/31) | Sunday 11:59 PM 9/1 |
| Week 2 9/2-9/6 | Chapter 2 Activity 1 – Research Studies | Sunday 11:59 PM 9/8 |
| Week 3 9/9-9/13 | Chapter 3 Self-Regulation Transfer of Learning Discussion 1 – Metacognition Dispositions - Initial | Sunday 11:59 PM 9/15 |
| Week 4 9/16-9/20 | Chapter 4 Reciprocal Causation Supp. Reading – Content as Contexts Activity 2 – Content as Contexts | Sunday 11:59 PM 9/22 |
| Week 5 9/23-9/27 | Substance Abuse Training Chapter 4 Ecological Systems Theory | Sunday 11:59 PM 9/29 |
| Week 6 9/30-10/5 | Chapter 5 Self-Determination Theory Expectancy-Value Theory | |
| Week 7 10/7-10/11 | Chapter 5 Achievement Goal Theory Attribution Theory Supp. Reading – Teacher Attributions | |
| Week 8 10/14-10/18 | Review Chapter 1-5 Learning Strategies Portfolio- begin Mid-term Exam (available M-Sun) Discussion 2 - Attributions | Sunday 11:59 PM 10/20 |
| Week 9 10/21-10/25 | Chapter 6 Flow Supp. Reading – Language Development Discussion 3 - Intelligence | |
| Week 10 10/28-11/1 | Chapter 6 Theory of Multiple Intelligences Motivation and Engagement Project | |
| Week 11 11/4-11/8 | Chapter 7 Supp. Reading – Personality Activity 3 – Kiersey Sorter | |

| Week | Activities/Assignments/Exams | Due Date |
|------------------------|-------------------------------------------------------------------------------------------------------|-------------------|
| Week 12 11/11-11/15 | Chapter 8 Bloom's Taxonomy Constructivism Activity 4 – Task Analysis | |
| Week 13 11/18-11/22 | Chapter 9 Classroom Management Suicide Prevention Training Dispositions- final | |
| Week 14 11/25-11/29 | Chapter 10 Teaching for Equity Learning strategies Portfolio | 11/25 11:59 PM |
| Week 15 12/2-12/7 | Final Exam (available Sun-Thurs) | 12/5 11:59 PM |