



Gordon T. & Ellen West College of Education

Fall 2020

Course Syllabus

EPSY 3803 101 Human Development, Behavior and Learning Theory

Class Meets: 9:30-10:50 Tuesdays and Thursdays
BH 209

Contact Information

Instructor: Dr. Christina Janise McIntyre

Office: BH 226

Office hours: By appointment only and only virtual during the hours of Tues 12:00 PM-2:00PM; Wed 9:00 AM- 10:00 AM; Thurs 12:00PM -2:00PM.

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Instructor Response Policy

The best way to contact me is via email. I will check my email between the hours of 8:00AM and 5:00 PM Mon-Fri. I will attempt to contact you within 24 hours; however, this does not apply on weekends or holidays. Once you contact me via email, we can then set up a virtual or phone meeting, depending on your needs.

Course Description

This course introduces learning theory, motivation, measurement, and evaluation, with an emphasis on human development and learning as it applies to education. Course may not be used for students seeking teacher certification.

Textbook & Instructional Materials

Durwin, C. C., & Reese-Webber, M. (2019). *EdPsych: Modules*. (4th) 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 2019-20](#)

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Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given).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

Refer to: [Student Handbook 2019-20](#)

Course Objectives/Standards

- ❖ Although students enrolled in this course are not on track to receive teacher certification, objectives and assignments are aligned to TExEs as they provide quality standards guidance.

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

Objectives	TEXES Competencies	Pedagogy Prof. Respons.	Assessment/Assignment
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	Midterm, Final, Quizzes Case Studies Mini-Lesson Learning Strategies Portfolio Brochure
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
Dispositions Self-Assessment	25
Learning Strategies Portfolio	100
Motivation and Engagement Project (Brochure)	50
Quizzes (10 @ 10 points each)	100
Training Modules (3 @ 10 points each)	60
Mini Lesson/Presentation	50
Total Points	585

Table 2: Total points for final grade.

Grade	Points
A 90-100%	517 or Greater
B 80-89%	449-516
C 70-79%	381-448
D 60-69%	313-380
F 0-59%	Less than 213

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.

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. 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.

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. Some of these will be online and some will be given in class. You will need to be in attendance on all of your assigned days. The only way a quiz will be excused is if you have documentation from student affairs, you have documentation of a conflicting school activity, or you have documentation from a doctor that you are required to miss due to an illness.

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. You receive a zero if you miss either exam. The only way you would be able to make up a test would be if have documentation from student affairs, you have documentation of a conflicting school activity, or you have documentation from a doctor that you are required to miss due to an illness.

Dispositions Self-Assessments

You will complete a self-assessment at the 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. Your final portfolio will be uploaded to D2L at the end of the semester to demonstrate learning gained in the course. The portfolio template, description, and example can be accessed in D2L/Brightspace and must be submitted and uploaded by the dates due.

Training Modules

Three online training modules are provided in this course to address developmental issues related to child and adolescent development and behavior. The links to these will be provided in D2L.

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.

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](#).

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

*Unless otherwise noted, all assignments for a given week are due on Sunday by 11:59 PM.

Week	Activities/Assignments/Exams	Due Date
Week 1 8/24-8/30	Orientation and syllabus 1. Lecture/Discussion Topics: <i>What is human development?</i> 2. Dispositions Self-assessment Part I and Life Metaphor on Flipgrid 3. Reading: Intro, Modules 1, 2 4. Sign up for Presentations GoogleLink 5.	8/30 11:59 PM
Week 2 8/31-9/6	1. Lecture/Discussion Topics: social development; Erickson's psychosocial theory; emotional intelligence 2. Reading: Modules 3 3. Quiz 4. At-Risk Youth Suicide Prevention Training	9/6 11:59 PM
Week 3 9/7-9/13	1. Lecture/Discussion Topics: Kohlberg; moral development; the brain and development 2. Reading: Modules 4, 5 3. Quiz	
Week 4 9/14-9/20	1. Lecture/Discussion Topics: cognitive development; Vygotsky, Piaget 2. Reading: Modules 6 3. Module 7 Language Development-Independent Reading Activity 4. Quiz	
Week 5 9/21-9/27	1. Lecture/Discussion Topics: Pavlov; Skinner; behavioral learning theory; social cognitive theory 2. Reading: Modules 8, 9 3. Quiz 4. Mental Health Awareness Training	9/27 11:59 PM
Week 6 9/28-10/4	1. Lecture/Discussion Topics: Information processing; cognitive processes; metacognition 2. Reading: Modules 10, 11 3. Quiz	

Week	Activities/Assignments/Exams	Due Date
Week 7 10/5-10/11	<ol style="list-style-type: none"> 1. Lecture/Discussion Topics: transfer of knowledge; higher order thinking 2. Reading: Modules 12, 13 3. Quiz 4. Substance Abuse Awareness Training 	10/11 11:59 PM
Week 8 10/12-10/18	<ol style="list-style-type: none"> 1. Lecture/Discussion Topics: Motivation; behavioral theory; cognitive theory 2. Reading: Modules 14, 15 3. Mid-Term 	
Week 9 10/19-10/25	<ol style="list-style-type: none"> 1. Lecture/Discussion Topics: Motivation; behavioral theory; cognitive theory 2. Reading: Modules 15 (cont) 3. Self theories: Module 16 4. Quiz 	
Week 10 10/26-11/1	<ol style="list-style-type: none"> 1. Lecture/Discussion Topics: classroom management ; creating a productive learning environment 2. Reading: Modules 17 3. Quiz 4. Motivation and Engagement Brochure 	11/1 11:50 PM
Week 11 11/2-11/8	<ol style="list-style-type: none"> 1. Behavioral, cognitive, and constructivist approaches. Module 18 2. Grouping practices Module 19 3. Quiz 	
Week 12 11/9-11/15	<ol style="list-style-type: none"> 1. Multiple intelligences- Module 20 2. Lecture/Discussion Topics: giftedness 3. Kiersey Sorter, VARK 4. Quiz 5. Reading: cognitive disabilities; behavioral disorders Module 21, 22 	
Week 13 11/16-11/22	<ol style="list-style-type: none"> 1. Lecture/Discussion Topics: assessing student learning, test construction 2. Reading: Modules 23, 24 	
Week 14 11/23-11/29	Thanksgiving Holiday	

Week	Activities/Assignments/Exams	Due Date
Week 15 11/30-12/6	1. Dispositions Self-Assessment Part II 2. Learning Strategies Portfolio	12/6 11:59 PM
Week 16 12/7-12/11	Final Exam	Due TBD

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.

Research Based Content and Pedagogy

This course utilizes research on best practices in the field of teaching. Additionally, content delivered for this course is based on accepted up to date research in the field.

The following are some of the resources utilized to provide quality instruction to students enrolled in the class.

Berk, L. E. (2021). *Infants, Children, and Adolescents* 9th ed.). Pearson Education Inc: Boston.

Sprick, R., Garrison, M., & Howard, L.M. (2010). *Champs: A Proactive Approach to Classroom Management*. Longmont, CO: Sopris West

Wong, H., Wong, R. (2018). 2nd Edition. *The Classroom Management Book*. Canada, Transcontinental Printing.

Marzano, Robert J. (2017) *The New Art and Science of Teaching*. Bloomington, IN: ASCD.

Silver, H. F., Strong, R. W., & Perini, M. J. (2000). *So each may learn: Integrating learning styles and multiple intelligences*. Alexandria, VA: ASCD.

Durwin, C. C., & Reese-Webber, M. (2019). *EdPsych: Modules*. (4th) Sage: Los Angeles, CA.