



Course Syllabus: Educational Psychology  
Gordon T. & Ellen West College of Education and Professional Studies  
EPSY 3153 X30  
2026: Summer I

Contact Information

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Instructor Response Policy

Instructor will respond to email and voicemail messages by noon each weekday and at least once over weekends.

Course Description

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

Textbook & Instructional Materials

Ormrod, J. E. (2020). Essentials of Educational Psychology (6th ed.). Pearson.

*Note: Digital textbooks are included with course fees for this course. Check your my.msutexas.edu email for instructions to access the textbook.*

Required Technology

All students must have Internet access and the following technology applications: appropriate hardware in order to access D2L, Word Processing software, and Google applications. If you are new to D2L or if you are having technical difficulty with any part of D2L, please contact [Distance Education](#).

Course Objectives/Standards

	TEXES Compe- tencies	PPR	STR Stds/ Exam	Commis- sioner's Standards	Content Stand.	Assessments, Assignments
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Students recognize, understand, and address in both writing and discussion the implications of the many <u>developmental phenomena</u> associated with teaching and learning	001A, B 002A	11(c)2, 5, 6		2(A)i, ii, iii	13b(1)	Final, Quizzes, Module Activities
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	001A			2(A)i	13b(2)	Final, Quizzes, Module Activities
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.	001A, 002B,		15(c)3 I. 5J	2(B)i, ii, iii 4(A)i, ii, iii	13b(3)	Final, Quizzes, Module Activities

	TEXES Competencies	PPR	STR Stds/ Exam	Commissioner's Standards	Content Stand.	Assessments, Assignments
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.	002A, B		15(c)3 I. 5J	2(B)i, iii 6(D)i, ii, iii		Final, Quizzes, Module Activities
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.	001B			2(C)i, ii, iii		Final, Quizzes, Module Activities
Students learn and practice <u>reflective habits</u> while in the classroom.	002C	11(g)3		4(A)i, ii, iii 6(A)i, ii, iii		Final, Quizzes, Module Activities
Students will recognize children at-risk of suicide. Students will recognize	<u>TEC Section 21.451</u>			4(A)ii 6(B)ii 6(D)iii		Training Modules

	TEXES Compe- tencies	PPR	STR Stds/ Exam	Commis- sioner's Standards	Content Stand.	Assessments, Assignments
<p>children who are, or may be the victims, or who engage in bullying.</p> <p>Students will recognize children displaying early signs and a possible need for mental health or substance abuse intervention, warning signs may include declining academic performance, depression, anxiety, isolation, unexplained changes in habits, and destructive behavior toward self or others.</p> <p>Students will learn strategies and the appropriate action to take to intervene effectively with children at-risk or with early warning signs.</p>	002B					

These course objectives are aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) Standards, the Texas Education Agency (TEA) Educator Standards (Commissioner's Rules), the Pedagogy and Professional Responsibilities (PPR) Examination Framework, the Early Childhood–Grade 3 (EC–3) Examination Framework, and the Science of Teaching Reading (STR) Examination Framework. A complete list is available in D2L.

### Student Handbook

Refer to: [Student Handbook](#)

### 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.

[Office of Student Conduct](#)

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace.

### Generative AI Disclosure

You will be **required to disclose information** about your AI-generator use in the following situations:

- If you use an AI-generator to help you brainstorm, come up with an outline, or summarize a concept for you, you must acknowledge that use in a statement at the end of your work.
- If you use text that was created by an AI-generator within your essay, you must acknowledge the AI-generator as the source of that text within your work just as you would any other source.

Students who fail to disclose the use of AI tools but whose work contains marked similarities with text created by AI generators will be required to meet with Dr. Lindt. If it's determined that the student over-used AI text in the submission without properly citing it and/or disclosing its use, the student will have all subsequent work monitored by Dr. Lindt.

**If you did use a GenAI**, your statement needs to contain the following information, which includes your interactions with (prompts and responses) the LLMs you use (you can copy and paste what's below and address the pertinent parts):

- GenAI program(s) used and reason for using that (those) program(s)
- Explanation of how GenAI was used; responses may address
  - Summarizing readings or other content.
  - Brainstorming ideas, or testing out ideas (a sounding board).
  - Sharpening up lengthy sentences or passages so your intentions are clearer or more concise.
  - Having it generate text to help you refine your position.
  - Getting it to prompt you and ask you follow up questions to help develop your thinking.
  - Asking questions.
  - Having it check your grammar and citations.
  - Soliciting feedback on what you wrote; as a test reader: Is x content doing what you want it to do? Use with caution since many LLMs use the content you uploaded for further training.
- In what ways was the algorithm helpful?
- In what ways was the algorithm's output flat, homogenized, or otherwise not representing your voice, language(s), etc.
- What would you do differently when prompting next time? Here, you can consider why the LLM wasn't as helpful as you'd hoped.

- **Include ALL inputs and outputs used (your prompts and the GenAI's responses).**

## Grading Assessment

Table 1: Assignments and points

Assignments	Points
Course Pre-Assessment	10
Module Quizzes (8@10 points each)	80
Module Activities (3@ 25 points each)	75
Observations (5@20 points each)	100
Beginning Essential Lesson Plan	55
Final Exam	100
Notes (8@ 10 points each)	80
<b>Total Points</b>	<b>500</b>

Table 2: Percentage of total points will determine final grade.

Grade	Percent
A	90%-100%
B	80%-89%
C	70% to 79.9%
D	60% to 69.9%
F	Less than 60%

## Grading

### Reading and Notes

Read all assignments carefully. For each chapter you have a choice of note-taking method. You will upload these to D2L. You are responsible for the content of all assigned reading. Take notes over your reading and review these after each class. Participation is very important and contributes to the quality of your learning experience.

### Module Activities

You will be completing application activities to demonstrate your understanding of the concepts. Specific instructions and grading rubrics are available in D2L.

### Quizzes

You will be quizzed on your knowledge for each assigned chapter. After reading and notetaking, take the quiz.

## Final Exam

This will be in multiple choice format, and items will be drawn from the course videos and readings, and will be administered through D2L and will be open for a specific window of time for you to complete.

## Classroom Observation and Reflection Assignment

As part of the TEA requirement to be accepted into the teacher preparation program all candidates must observe at least 50 hours before entering clinical teaching, half of which must be the candidate being engaged in instructional activities. For this course you will be required to complete 5 of those observation hours. Following each observation, you must complete the observation assignments to document what was observed in the classroom. Specific details are provided in the D2L folder. If you do not complete this requirement during this course, you will receive an Incomplete for the course unless you are failing otherwise and in that case you will receive an F. You will not be able to continue in the teacher education program until the observation hours and "I" are taken care of if you are passing the course otherwise. The "I" will become an "F" two weeks after the course is complete (into the next long semester) if the hours are not complete and documented in TK20.

## Ethics Activity

One of the requirements of the Texas Education Agency is that teacher candidates complete online trainings in ethics. The ethics assignment requires you to complete a series of assignments to demonstrate your ethics understanding.

## Beginning Initial Lesson Plan

To help you prepare for coursework and lesson planning, you will be introduced to the college lesson plan process. Part of planning a lesson is the internalization process. For the assignment, you will choose a hypothetical class of students. You will then select a lesson from the examples. Using the lesson and your class, you will complete the lesson plan.

## Late Work

Assignments are expected to be turned in by the due date. 25% 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.**

## Important Dates

Last day for term schedule changes; check date on [Academic Calendar](#).

Deadline to file for August graduation: June 22<sup>nd</sup>. Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" June 17<sup>th</sup>. Check date on [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

### 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 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.*

### Instructor Class Policies

Students are expected to assist in maintaining a classroom environment which is conducive to learning. To ensure 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.

### 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](#).

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### Inclement Weather

In the case of campus closure due to inclement weather, please log on to D2L to check whether any changes will be made to course assignments and due dates. Changes will be posted in the NewsFeed on D2L and will be emailed to students.

Depending on the date, online assignments may be required to complete if meeting face to face is not possible.

#### Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

#### 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) exists 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](#).

#### College Policies

##### Campus Carry Rules/Policies

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 MSU. 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.

### Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

### Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: "[Run. Hide. Fight.](#)"

### Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick  
Title IX Coordinator  
Sunwatcher Village Clubhouse  
940-397-4213  
[laura.hetrick@msutexas.edu](mailto:laura.hetrick@msutexas.edu)

You may also file an online report 24/7 at [Report Form](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX](#)

### Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

### Notice

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

### Course Schedule EPSY 3153

Week	Activities/Assignments/Exams	Due Date
Week 1	Introduction to Educational Psychology Chapter 1 reading and notes Quiz 1  Learning, Cognition and Memory Chapter 2 reading and notes Quiz 2  How We Learn Activity Due to D2L  Observation Assignment #1 due	Sunday 6/7/26 11:59 PM
Week 2	Complex Cognitive Processes Chapter 3 reading and notes Quiz 3  Learning in Context Chapter 4 reading and notes Quiz 4  Motivation and Emotions Chapter 5 reading and notes Quiz 5  Motivation Brochure Due to D2L  Observation Assignment #2 due	Sunday 6/14/26 11:59 PM
Week 3	Cognitive Development Chapter 6 reading and notes Quiz 6	Sunday 6/21/26 11:59 PM

	Personal, Social, and Moral Development Chapter 7 reading and notes Quiz 7  Observation Assignment #3 due  Ethics Activities due to D2L	
Week 4	Professional Practices, Instructional Strategies and Classroom Environment Chapters 8-10 reading and notes Quiz 8  Observation Assignment #4 due  Beginning Essential Lesson Plan due	Sunday 6/28/26 11:59 PM
Week 5	Final Exam  Observation Assignment #5 due	Wednesday 7/1/26 11:59 PM

#### References/Standards

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* 9<sup>th</sup> ed.). Pearson Education Inc: Boston.

Ishiyama, J. (2002). Does early participation in undergraduate research benefit social science and humanities students? *College Student Journal*, 36(3), 381–387.

Lopatto, D. (2010). Undergraduate research as a high-impact student experience. *Peer Review*, 12(2), 27–30.

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

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

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

Texas Education Agency. (2018). Educator's Code of Ethics. Retrieved August 1, 2022, from [TEA Texas Educator Code of Ethics](#)