



Course Syllabus: Human Development, Behavior, and Learning Theory

Gordon T. & Ellen West College of Education and Professional Studies

EPSY 5803 - 101

Fall 2026: Tuesdays/Thursdays, 9:30am – 10:50am

Contact Information

Instructor: Dr. Suzanne F. Lindt

Office: Bridwell Hall 301C

Student Office Hours: Tues 12:00-1:00pm; Wed 11:00am-1:00pm; Thurs 11:00am-12:00pm

Office phone: (940) 397-6334

E-mail: suzanne.lindt@d2lmail.msutexas.edu

Instructor Response Policy

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

Course Description

A study of the core principles and research related to learning theory, motivation, measurement, and evaluation, with an emphasis on human development and learning as it applies to educational settings. Course may not be used for students seeking Texas certification.

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:

- Google docs
- Word Processing software

Course Objectives/Standards

Course Objectives	Assessments
Students recognize, understand, and address in both writing and discussion the implications of the many <u>developmental phenomena</u> associated with teaching and learning	Midterm, Final, Quizzes, Learning Strategies Portfolio, Brochure
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	Midterm, Final, Learning Strategies Portfolio, Brochure
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, and the needs of special populations (including Texas Educator's Code of Ethics).	Midterm, Final, Quizzes, Learning Strategies Portfolio, Brochure, Theorist Research Project
Students will develop a vision of learning that promotes the success of all students based on relevant knowledge and theories, including learners' needs, and schools as interactive, social and cultural systems. Specifically, candidates will read, discuss, and write about students from a variety of systems.	Midterm, Final, Quizzes, Learning Strategies Portfolio, Brochure, Theorist Research Project, 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</u> and learning. Specifically, candidates will analyze instructional techniques that influence student learning.	Discussions Quizzes, Learning Strategies Portfolio, Brochure, Theorist Research Project
Students learn and practice <u>reflective habits</u> while in the classroom.	Learning Strategies Portfolio, Discussions, Activities
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.	Training Module

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).**

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Grading Assessment

Table 1: Assignments and percentages

Assignments	Percentage
Exams (2 at 10% each)	20%
Learning Strategies Portfolio	8%
Ethics Module	2%
Motivation and Engagement Project	8%
Activities (5 at 3% each)	15%
Quizzes (10 at 1.5% each)	15%
Class Participation (12 at 1% each)	12%
Analyses (3 at 2% each)	6%
Observation Evaluation Paper	6%
Theorist Research Project	8%
Total	100%

Table 2: Total points for final grade.

Grade	Percent
A	90% or Greater
B	80% to 89.9%

Grade	Percent
C	70% to 79.9%
D	60% to 69.9%
F	Less than 60%

Exams

You will have a total of two exams (mid-term and final) that will be worth 20% of your total grade. The exams will be multiple choice questions from the textbook, readings, and course lecture material that require you to apply concepts to situations. The tests will be taken on your own computer during a testing window and require a webcam and Lockdown browser. They will not be able to be made up unless *prior arrangements* have been made.

Learning Strategies Portfolio

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 submit the portfolio at the end of the semester to demonstrate learning gained in the course. 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 for children or parents to explain how to increase motivation in an area of your choice. As a performance assessment, the brochure must be in the correct form and should simplify a motivational theory of your choice by providing several suggestions to the reader. There are several examples and a complete description and rubric in D2L/Brightspace.

Activities

You will have a total of five activities to complete for the class to help you apply the information learned to real-world scenarios. The activities should be submitted to D2L/Brightspace or brought to class by the date due. These activities will help you better understand course material and prepare you for the tests and other assignments.

Quizzes

You will have a total of ten quizzes to assess content learned from each chapter. The purpose of these quizzes is to ensure that you understand the content covered in each chapter. The quizzes will be given during the first five minutes of class as assigned. Missed quizzes will not be able to be made up.

Class Participation

Instead of taking attendance, I will offer opportunities during class to apply the various concepts learned. I will take a total of 13 participation grades that can

only be completed in class. You will participate in class and submit your responses/notes for a grade. If you are late, absent, or leave early and miss the participation activity, you will receive a 0.

Theorist Research Project

To introduce you to theories in learning and human development, you will choose a theorist from a list and conduct research to learn more about the theory/theorist. You will then compare/contrast the theory to the Texas Pedagogy and Professional Responsibility (PPR) standards. Then, you will work write a short essay on the theory/theorist to explain the theory and its similarities and differences to the PPR standards. Then, you will create a presentation that you will share with your classmates on an assigned date.

Analyses

You will have three analyses to conduct throughout the course, where you will analyze course content in depth. You will be provided with a scenario or videos over which to analyze. Then, you will write a short essay over the content.

Observation Evaluation Paper

The observation evaluation paper will give you an opportunity to apply the concepts you have learned in the course. After observing students in a school or public setting, you will analyze behaviors and compare them to developmental patterns in a paper.

Extra Credit

Extra credit will be offered during the semester at specified times and dates. This information will be communicated to you at least one week in advance. No other extra credit will be given.

Late Work

Assignments are expected to be turned in by the due date. 25% of the total points will be deducted for each 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: August 24-27. Check date on [Academic Calendar](#).

Deadline to file for December graduation: September 21. Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" October 7 at 4:00pm. 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.

Professionalism

Students are expected to be in class on assigned days, submit assignments on time, and respond to communication from the professor. Students who miss class, leave early, show up late, or fail to respond to emails, will have points deducted for professionalism. Students who do not maintain professional behavior and dress in the field will also lose points. Unprofessionalism or dismissal from the school site will result in an EPSY 3153 failure and a fitness alert.

Attendance

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. Candidates will receive a grade of F on the third absence. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.

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](#).

Recording Classes

****Recording classes is generally prohibited without the professor's explicit permission.*** Such recordings, when permitted, are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published without the professor's prior consent. Some faculty may not permit recordings of their classes. When it is feasible and appropriate, students may record classes to accommodate disabilities under the Americans With Disabilities Act, with prior approval of Disability Support Services. Such recordings may not be uploaded to the internet or otherwise shared, transmitted, or published.

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.

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 Student Wellness Center, (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](#).

Emergency Aid Resources for Basic Needs

Unexpected life circumstances can affect anyone. If you are experiencing challenges meeting basic needs—such as housing, utilities, food, transportation, healthcare, technology, textbooks or other life necessities, resources may be available to help. Visit the [Student Emergency Support and Resources webpage](#) to learn more, and explore emergency support opportunities through MSU and how to access them. For additional information, please contact the Office of Student Affairs: Clark Student Center #108, (940) 397-7500, student.affairs@mstuexas.edu.

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."](#)

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for any offenses involving illicit drugs on University property or at University-sponsored activities.

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 5803

Week	Class Meeting Dates	Activities/Assignments/Exams	Due Date
Week 1	8/25, 8/27	• Sign up for Theorist Research Project • Chapter 1 • Activity 1 – Professional Development	8/27 9/1
Week 2	9/1, 9/3	• Quiz #1 • Chapter 2	9/2
Week 3	9/8, 9/10	• Quiz #2 • Chapter 3 • Social Cognitive Theory (9/8) • Self-Regulation (9/10) • Analysis 1 - Metacognition	9/8 9/10
Week 4	9/15, 9/17	• Quiz #3 • Chapter 4 • Paradigm Shift (9/15) • Ecological Systems Theory (9/17) • Activity 2 – Reciprocal Causation	9/15 9/22
Week 5	9/22, 9/24	• Quiz #4 • Chapter 5 • Interest (9/22) • Hierarchy of Needs (9/22) • Self-Determination Theory (9/24) • Grit (9/24)	9/22
Week 6	10/1	• NO CLASS 9/29 • Chapter 5 • Expectancy-Value Theory (10/1) • Supp. Reading – Teacher Attributions • Activity 3 – Attributions	10/1
Week 7	10/6, 10/8	• Quiz #5 • Review Chapter 1-5	10/6 10/6

Week	Class Meeting Dates	Activities/Assignments/Exams	Due Date
		• Motivation and Engagement Project • Mid-term Exam in BH 208	10/8
Week 8	10/13, 10/15	• Chapter 6 • Cognitive Development Theory (10/13) • Analysis 2 – Cognitive Development • Social Development Theory (10/15) • Ethics Training	10/15 10/15
Week 9	10/20	• Chapter 6 • Theory of Multiple Intelligences (10/20) • Psychosocial Development Theory (10/22) • NO CLASS 10/22	
Week 10	10/27, 10/29	• Quiz #6 • Chapter 7 • Parenting Styles (10/27) • Theory of Moral Development (10/29) • Supp. Reading – Personality • Activity 4 – Kiersey Sorter	10/27 11/3
Week 11	11/3, 11/5	• Quiz #7 • Chapter 8 • ABCD Objective Writing • Bloom's Taxonomy (11/3) • Constructivism (11/5) • Activity 5 – Task Analysis	11/3 11/5
Week 12	11/10, 11/12	• Quiz #8 • Chapter 9	11/10
Week 13	11/19	• NO CLASS 11/17 • Quiz #9 • Chapter 10 • Cheating (11/20) • Observation Evaluation Paper	11/19 11/22
Week 14	11/24	• Chapter 10	
Week 15	12/1	• Quiz #10 • Learning Strategies Portfolio • Final Exam Review • NO CLASS 12/3 • Analysis 3 – Remembering RSVP	12/1 12/3 12/3

Week	Class Meeting Dates	Activities/Assignments/Exams	Due Date
Week 16	12/8	• Final Exam (Tuesday, 8:00am-10:00am) in BH 208	

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* 9th 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](#)