



Course Syllabus: Human Development, Behavior, and Learning Theory

Gordon T. & Ellen West College of Education and Professional Studies
EPSY 3803 X10
2026: Fall POTA

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
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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

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

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

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	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	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).	Final, Quizzes, Learning Strategies Portfolio, Brochure
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.	Final, Quizzes, Brochure, 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.	Quizzes, Brochure
Students learn and practice <u>reflective habits</u> while in the classroom.	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 points

Assignments	Points
Course Pre-Assessment	14
All About Me Presentation	10
Module Quizzes (8@ 20 points each)	160
Module Activities (4@ 25 points each)	100
Final Exam	120
Notes (8@ 12 points each)	96
Total Points	500

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

Grade	Points
A	450-500
B	400-449
C	350-399
D	300-349
F	299 or less

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.

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.

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](#).

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.

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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](#).

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."](#)

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 3803

Week	Activities/Assignments/Exams	Due Date
Week 1 (9/24-9/30)	Course Pre-Assessment Introduction to Educational Psychology Chapter 1 reading and notes Quiz 1 All About Me Presentation	Sunday 8/30/26 11:59 PM
Week 2 (8/31-9/6)	Learning, Cognition and Memory Chapter 2 reading and notes Quiz 2 Complex Cognitive Processes Chapter 3 reading and notes Quiz 3 How We Learn Activity	Sunday 9/6/26 11:59 PM
Week 3 (9/7-9/13)	Learning in Context Chapter 4 reading and notes Quiz 4 Ethics Activities due to D2L	Sunday 9/13/26 11:59 PM
Week 4 (9/14-9/20)	Motivation and Emotions Chapter 5 reading and notes Quiz 5 Motivation Brochure Due to D2L	Sunday 9/20/26 11:59 PM
Week 5 (9/21-9/27)	Cognitive Development Chapter 6 reading and notes Quiz 6 Personal, Social, and Moral Development Chapter 7 reading and notes Quiz 7	Sunday 9/27/26 11:59 PM
Week 6 (9/28-10/4)	Professional Practices, Instructional Strategies and Classroom Environment Chapters 8-10 reading and notes Quiz 8	Sunday 10/4/26 11:59 PM

Week	Activities/Assignments/Exams	Due Date
Week 7 (10/5-10/11)	Task Analysis	Sunday 10/11/26 11:59 PM
Week 8 (10/12-10/16)	Final Exam	Friday 10/16/26 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* 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](#)