

PSY 310 Introduction to Educational Psychology

Winter 2019 Syllabus

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Course Description and Goals: The purpose of this course is to provide undergraduate students with an overview of topics in educational psychology. We will discuss research findings in psychology and education as well as their relevance to classroom teaching. Topics covered will include theoretical and applied aspects of learning, cognition, motivation, human development, measurement, and evaluation. Both lectures and discussions will be utilized to facilitate understanding of material. By the end of the course, students are expected to be familiar with the major research findings in educational psychology and understand how to apply them to classroom instruction as well as to human learning in general.

Required Textbook: Woolfolk, A. (2013). *Educational Psychology* (12th ed.). Boston: Pearson. NOTE: A newer version of the textbook is fine, but please do not purchase a version older than the 12th edition.

Behavior: I intend for students from all backgrounds and perspectives to be well-served by this course, and expect that the diversity students bring to this class will be viewed as a resource, strength and benefit. Students are expected to show respect for all individuals during interactions (e.g., discussion board posts). Please respect your fellow students' opinions and experiences, and refrain from personal attacks or demeaning comments of any kind. I intend to present materials and activities that are respectful of diversity (including but not limited to gender identity, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective and other background characteristics). Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

Course Requirements & Grading:

| Requirement | Percent of final grade |
|-----------------------|------------------------|
| Chapter quizzes | 20% |
| Reaction paper | 15% |
| Chapter activities | 10% |
| Dissemination project | 15% |
| Exams | 40% |

Course structure: Each week, we will complete 3-4 chapters of material. Each day, you should plan to work on one chapter (note: Chapter quizzes will become available each Saturday, so you are welcome to start on the readings and quizzes early). I will post guiding questions so that you can monitor your understanding of the material as you work through each chapter. There is also a folder for each week containing activities corresponding to a particular chapter. Each week, you should choose ONE supplemental activity to complete. You will also be responsible for quizzes over each chapter. For some chapters, I will post supplemental material (such as videos and additional readings). The supplemental material is "fair game" for exams, and should be read along with the corresponding chapter. On January 7, 14, and 18, chapter quizzes will be due and an exam over the week's chapters will take place. The exam will open at 6 a.m. and will close at 6 p.m. (Central Time). The final exam is cumulative. Exams will consist of short-answer questions. *Collaboration on exams or quizzes is not permitted.* Only one attempt per quiz/exam is allowed—if you make multiple attempts without contacting me, only your first attempt will be scored. Additional attempts are only permitted for verifiable technical errors. Late submissions will result in a 10% grade deduction for each day after the due date. Assignments that are submitted more than two days after the due date will not receive credit. Grades will be displayed on Blackboard: <https://blackboard.wku.edu/>.

Collaboration: You are welcome to discuss the course content with other students on the discussion board, however, all course assignments must be completed independently. *Collaboration is not permitted on quizzes, exams, the dissemination project, or the reaction paper.*

Field Observations: If you are a middle grades or secondary History, Social Studies, or English education major, you will need to complete 10 field hours as part of PSY 310. Within these field hours, you will be expected to engage with diverse

populations of students and observe in schools or related agencies (determined by placement, not PSY 310). Please make sure The Office of Teacher Services (GRH 2052) has on file your criminal background check, TB test, and health screening results as soon as possible. All are required before you can work in the schools.

Reaction paper: Students will read an original research article and respond to a series of questions about the article. The purpose of this assignment is to familiarize students with reading research articles, and to provide practice with the following: discussing the application of research to teaching, summarizing research findings, and interpreting research results. *NOTE: Collaboration on the reaction paper is not permitted.* A rubric detailing how the paper will be graded will be posted on Blackboard. Late submissions will result in a 10% grade deduction for each day after the due date. Assignments that are submitted more than two days after the due date will not receive credit.

Dissemination project: Students will create an informational document about a topic discussed in class to share with teachers. Ideally, you will choose a topic that you think will be new, useful, or surprising to teachers. These documents should incorporate at least 5 high-quality sources and include both a written explanation (paper) and an infographic on the topic. The final paper should be between 5 and 8 pages. More details and an example project are posted on Blackboard.

Grading Scale:

| Letter grade | A | B | C | D | F |
|-----------------------------------|---------|--------|--------|--------|---------------|
| Grade points | 4.0 | 3.0 | 2.0 | 1.0 | 0 |
| Percent of course points required | 90-100% | 80-89% | 70-79% | 60-69% | 59% and below |

Information on current Western Kentucky University policies for assigning grade points can be found at http://www.wku.edu/advising/current_standing.php.

How to Do Well in This Course: This course is designed to introduce you to the application of psychology to education. It is expected that you will be encountering many of the concepts and theories presented in this class for the first time.

- In order to get the most out of this course, read the assigned chapters before attempting the chapter quizzes. This will make it much easier for you to gauge your understanding of the material.
- Complete assignments ON TIME. Turning in work late will result in substantial point reductions.
- Please do not hesitate to contact me via email if you have questions or concerns.
- Finally, do not wait until the night before to study for exams! You will improve both your long-term retention of the material and your test performance by self-quizzing and periodically reviewing the chapters and your notes.

Academic Honesty Policy: Cheating and plagiarism will not be tolerated. The Western Kentucky University Student Handbook defines plagiarism as: "To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism." The Handbook defines cheating as "to receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment or other project which is submitted for purposes of grade determination." Any student suspected of academic dishonesty will be required to meet with the instructor and may be referred to the Office of Judicial Affairs in order to determine the consequences of the student's actions. Details on the university's academic dishonesty procedures can be found at <http://www.wku.edu/judicialaffairs/process-for-academic-dishonesty.php>.

Accommodations for Students with Disabilities: In order to obtain classroom accommodation, students must register with and obtain documentation from Student Disability Services. Then, the student must provide the documentation to the

instructor to request accommodation. Information about Student Disability Services can be found at <https://www.wku.edu/sds/>.

Makeup Assignments: There will be no makeups except in the case of documented medical emergencies.

Course Incompletes: Incomplete ("I") grades will not be assigned without preapproval by the instructor. The instructor will only approve incompletes in extreme circumstances. Students receiving permission to take an incomplete will be required to adhere to a contract, devised by the student and instructor, specifying required assignments and due dates. All incomplete work must be completed by the following semester in order to avoid a final grade of punitive incomplete (which equates to an "F").

Recommendation Letters/Forms: To request a letter of recommendation, you must meet the following criteria:

1. You must have earned a "B" or better in PSY 310.
2. You must send me an email asking for a recommendation BEFORE submitting recommendation forms to me or indicating to an organization or department that they should contact me for a recommendation. In this email, include a resume or other summary of your qualifications.

Schedule of Readings and Assignments (any changes will be announced on Blackboard):

| Week | Dates | Chapters | Topic | Assignment/ Additional Info (all times are CST) |
|------|---------|------------------------|---|--|
| 1 | Jan. 2 | 1 | Introduction to Educational Psychology | |
| | Jan. 3 | 2 & 3, and pp. 168-180 | Cognitive Development & Language Development, Socioemotional Development | |
| | Jan. 4 | 7 | Behavioral Learning | |
| 2 | Jan. 7 | | | Exam 1 Chapter activities & quizzes due by 6 pm |
| | Jan. 8 | 8 & 9 | Cognitive Views of Learning | |
| | Jan. 9 | 10 | Constructivist Instruction | |
| | Jan. 10 | 11 | Social Cognitive Theory | |
| | Jan. 11 | 12 | Motivation | Reaction paper due by 6 pm Optional dissemination project draft due |
| 3 | Jan. 14 | | | Exam 2 Chapter activities & quizzes due by 6 pm |
| | Jan. 15 | 13 | Learning Environments & Classroom Management <i>Additional reading:</i> Albert chapter (Cooperative Discipline) posted on Blackboard | |
| | Jan. 16 | 4 & 14 | Learner Differences & Teaching Every Student | |
| | Jan. 17 | 15 | Classroom assessment | Dissemination project due |
| | Jan. 18 | | | Final Exam Chapter activities & quizzes due by 6 pm |