

**PSY 510 Fall 2024 – Advanced Educational Psychology**  
**COURSE SYLLABUS**

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**PROFESSOR:** Dr. Lisa C. Duffin-Rexroat

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**Office Phone:** (270) 745-6324

**Virtual Office Hours:** By appointment.

**Blackboard:** <https://wku.blackboard.com/>



*Email is the best way to get in contact with me. If you would like an appointment (i.e., phone or Zoom chat) with me, please email me to set up an appointment. I will be happy to spend some time in either forum speaking with you. Details of the appointment will need to be determined in the email.*

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**Course Description:** Application of psychological and developmental theories to teaching and learning. Examination of cognitive, social, and moral development, learner diversity, learning theories, motivation, effective classroom management, productive instructional practices, and assessment.

**Course Rationale:** This course is designed to give the graduate student a deeper understanding of the research, theories, and principles of psychology as applied to teaching and learning with a specific emphasis on real-world application and transfer of knowledge.

**Course Objectives:**

Students will:

1. Locate and evaluate scholarly research and other resources of educational psychology.
2. Examine the effect of current research on our understanding of learning and teaching.
3. Examine and apply developmental concepts to the teaching of various age groups.
4. Evaluate the influence of individual differences on teaching and learning.
5. Examine and evaluate cognitive theories of learning.
6. Examine and evaluate behavioral theories of learning.
7. Examine and apply classroom applications of theories of learning.
8. Examine theories and techniques of human motivation.
9. Examine and create classroom assessment.
10. Evaluate and report about ideas surrounding current issues in educational psychology.

**Course Credit:** 3 hours

**Required Textbook:** None. Readings will be provided.

**NOTE:** As an advanced course, expect to build on foundational material learned in undergraduate-level psychology coursework. If you did not have this coursework as part of your degree, look for the supplemental materials supplied to you on the course website (Blackboard Ultra). These materials will not be required for the course but may help you if you need background information for assigned materials or if you are planning to take the PRAXIS II: Principles of Teaching and Learning exam for licensure.

**Expectations:** Due to the nature of the content, this graduate course will include the reading of research/theory, require complex thinking and connection-making, and will feature a variety of assessment methods for demonstrating your content mastery. You are not expected to be an expert in the material, or the writing rules outlined in the American Psychological Association (APA) 7<sup>th</sup> edition Handbook. However, you are expected to embark on this journey with an open mind and a willingness to change/evolve. Feedback will be given weekly, and it is expected that all students will review personalized and class-level feedback and apply it to their ongoing learning efforts. Announcements will be made weekly to highlight material, clarify assignments or give group-level feedback, and to communicate key information. Please READ the announcements each week and use the information to further your professional development in the course.

**Professionalism:** You are expected to display exemplary levels of professionalism while developing your skills and expertise at WKU. Therefore, it is expected that you follow the **Code of Conduct** outlined in the *WKU Student Handbook* (<http://wku.edu/judicialaffairs/student-code-of-conduct.php>) and any additional course policies for conduct outlined in the syllabus/course materials.

### **REQUIRED MATERIALS:**

Computer and Internet access (high speed recommended); your web browser should be within 1-2 years of the current browser. This course requires you to frequently use Blackboard Ultra (Bb) and requires the use of a compatible word-processing program (i.e., Word, Google docs).

**Format of Course:** PSY 510 is an asynchronous WEB course. All materials will be found on the course website housed in Blackboard Ultra.

### **Being “Online”- The nature of this class *Using Blackboard Ultra*.**

This class will be presented asynchronously through “Blackboard Ultra,” which is the name of the website you will use to access materials and complete your assignments. To access Blackboard Ultra:

- 1) Go to <https://wku.blackboard.com/>
- 2) You will be required to login using your WKU email username (what you use to access your WKU e-mail).
- 3) After logging in, you will see the course name: PSY 510 – ADVANCED ED PSY. Click on the course name.
- 4) Announcements will “pop up” before you can enter the course.
- 5) Course content will be organized by week (e.g., “Week 1”) and within each weekly folder (e.g., “Required Content to Explore,” “Tasks to Complete”).
- 6) If you are new to Blackboard Ultra, I invite and encourage you to learn more through YouTube video tutorials ([https://www.youtube.com/watch?v=IKjBxJe\\_138](https://www.youtube.com/watch?v=IKjBxJe_138)). Search YouTube for the specific help you need. I am also learning this platform as we go, so if you run into an issue, please email me\*.

**\*Email vs. Blackboard Messages:** If you send me a message via Blackboard Ultra, please make sure to enable the feature that notifies the receiver via email as well. Otherwise, I will not encounter your message until I enter Blackboard Ultra which is far less frequent than email. You will have greater success in getting a timely response if you send me an email directly: [lisa.duffin@wku.edu](mailto:lisa.duffin@wku.edu)

### **Working the Course**

1. Read the syllabus. Know the policies, contact methods, and deadlines.
2. Print out a copy of the course schedule; use it as a checklist to ensure you are meeting all deadlines for assignments.
3. Review Blackboard Ultra and know how to navigate its structure.
  - FOLDERS: “Required Content to Explore” vs. “Tasks to Complete”
  - LABELS: “READ = required reading,” “LISTEN = required recording,” “WATCH = required video,” “SUPPLEMENTAL = optional resource,” and “TOOL = optional resource.”
4. Engage with the materials and complete the weekly assignments.
5. **DEADLINES: 11:59 p.m. Central Standard Time** – Please note this requirement, especially if you live in another time zone.

### **Getting HELP!!**

If you are having trouble with your computer, the internet, or Blackboard Ultra (general), please call the WKU IT Help Desk: 270-745-7000. Email me with course-specific Blackboard Ultra questions or concerns.

## **INTERNET AND COURSE POLICIES**

Courses offered **entirely online** (asynchronous Web courses) require that students have reliable and regular access to the internet. Most of the following points are common sense precautions, but many of us haven't thought about them before, so I will make them explicit.

### ***Privacy Matters***

The Internet may change or challenge the notions of what is private and what is not. I prefer to provide disclosure up front, so you know what the possibilities are. Although the course is protected by a password, such tools are not perfect as human beings are using them. You are relatively protected by the password, but no one can guarantee privacy on-line. **Privacy for every student depends on the actions of each individual student--- sharing your password with a friend is violating the privacy of your classmates. Please do not do it.**

### ***Disclosure***

The course software I use enables me to know which students have logged in, where they have visited in the course site, and how long they have stayed. IT also has access to information posted on the site.

### ***Course Security***

In the event you use a public terminal (e.g., at work, in a computer lab, or at a hotel or library) you need to completely close the browser software when you are finished. This will prevent another person from accessing the course using your identification, doing mischief in your name, and violating the privacy of other students. For extra security and to prevent the next person at the terminal from seeing what you looked at, empty the cache on the browser.

**Do not allow access to the course to those not registered in the course.** This includes your spouse, significant other, child, best friend, etc. You may trust them with your life, but your classmates do not know this person.

### ***Guard your password and change it regularly!***

**Students are expected to represent their course identities in a truthful manner. Falsifying your identity is grounds for serious disciplinary action regarding all parties involved.**

### ***Discussion of Grades.***

Students sometimes want to discuss their grade via e-mail. E-mail is *neither* secure *nor* private. If an individual student requests their grade, I cannot reveal to that student their grade through e-mail without a legal signature from that student on a Student Disclosure Form (Week 1 folder). The course software does provide a way for you to check your grade on-line, so please review your grades frequently. If information is better shared in a conversation, we can schedule a Zoom meeting.

### ***Technology Malfunction Plan***

You should have a back-up plan in place for Internet access should your primary computer fail. WKU parking lots allow you to access the campus internet. However, WKU tends to do maintenance tasks on the weekends so we may experience periodic outages. Please pay attention to any campus-wide emails documenting such outages.

**Because this course uses Blackboard Ultra to turn in all assignments, you should plan to upload your assignments at least 20 minutes prior to the deadline. Please plan ahead!**

***Disability accommodations:*** In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or professor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

**Emergency Policy:** In the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to changes. This may be necessary due to a revised term calendar or other circumstances. Changes to the course will be posted as an announcement in Blackboard Ultra or you may email the professor at [lisa.duffin@wku.edu](mailto:lisa.duffin@wku.edu).

**Communication Policy:** It is expected that we will treat one another with respect in this course. Thoughts will be challenged, perspectives will vary, and experiences will be unique – let’s embrace our diversity! Be open and receptive to other points of view. When providing feedback, it is important that we are constructive and growth oriented. Consider communication patterns necessary of a professional that moves a situation forward (rather than backward). Likewise, when sending email, please be courteous, include “PSY 510” in the subject header, and be thorough in describing your thoughts and/or needs. I want to be able to assist you the best way I can, and that requires complete information.

**Academic Dishonesty Policy:** Under no circumstances will acts of academic dishonesty be tolerated in this course. It is expected that all work submitted is YOUR ORIGINAL effort and ideas. Dishonesty is a direct violation of the Code of Conduct (<https://www.wku.edu/studentconduct/student-code-of-conduct.php/>). Anyone committing such acts will result in a failing grade -- either in that portion of the course or in the course itself. Determination of the punishment will be handled on a case-by-case basis. Plagiarism detection software will be used in this course.

- **Can I use text from another source in my written work?** Yes, if you follow the APA rules for including citations in your paper <https://apastyle.apa.org/style-grammar-guidelines/citations>. Uncited work is Academic Dishonesty!
- **Can I submit a paper or use text from something I wrote for another course?** No. According to the publication manual of the American Psychological Association (2009), plagiarism is “claim[ing] the words and ideas of another as [your] own” (p. 15) or presenting your own previously written work as new scholarship (self-plagiarism).
- **Can I follow the format of a model paper you provide to us?** Yes and No. Most model papers are added to Blackboard to give you an example of the *quality* of written work I am expecting from you (e.g., use of PSY 510 content, inclusion of citations). Using the model to check your quality of writing and citations against it is okay. However, do not use the model paper to write your work. Using ideas from the model is an act of academic dishonesty and plagiarism. Likewise, it is best to follow the written assignment instructions for all formatting expectations, rather than setting up your paper like the model.
- **Can I use artificial intelligence to help me write my paper and/or create citations?** No and Yes. Your *original* ideas/work are expected in your submissions. The use of AI to help you write your papers is not allowed because it would result in your *unoriginal* work. AI might be a useful tool to help you create your parenthetical citations, but make sure you follow the APA rules <https://apastyle.apa.org/style-grammar-guidelines/citations>. Uncited work is Academic Dishonesty!

**Late Policy:** All Content Summary and Reflection Papers (RPs) must be made by the given deadline because I will evaluate them on the Monday following the due date. There are 10 RPs and your lowest 2 scores will be dropped from the final grade. In other words, you have 2 RPs that could be “missed” without penalty; plan your schedules accordingly (e.g., fall break, conference travel). The final project must also be submitted by the given deadline for me to evaluate them in a timely fashion. Failure to submit RPs or the final project on time will result in a 0.

**Grace Policy:** The Introduction and Self-Assessment Reflection Paper and the Myth Paper will be accepted for evaluation up to 48-hours past the due date and time without penalty (grace period). Once the grace period passes, the assignment will earn a 0 and you will be unable to submit your work. Life happens. Be professional. Communicate.

#### **Student Resources:**

- The Learning Center (<http://www.wku.edu/tlc/>) -- Student Success Center, Downing Student Union, 1082.
- The Writing Center (<http://www.wku.edu/writingcenter/>) -- Cherry Hall, 123 (primary location).
- The Literacy Center (<http://www.wku.edu/literacycenter/>) -- Gary Ransdell Hall, Student Success Center.

## EVALUATION INFORMATION

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### Course Evaluation Information:

1. APA Learning Module and Quiz – 20 points
2. Introduction and Self-Assessment Reflection Paper – 25 points
3. Myth Paper – 50 points
4. Content Summary and Reflection Papers – 15 points each x 8 = 120 points
5. Final Project – 150 points

### Grading Scale & Evaluation Rubric

	A	B	C	D	F
%	89.5-100	79.5-89	69.5-79	59.5-69	0-59

**Graduate Program Grade Requirements:** Candidates for graduate degrees are required to maintain a combined average grade of B (3.0 grade point average) in all course work. Grades lower than that of C may not be used in meeting degree or non-degree requirements. Graduate students must maintain a 3.0 GPA for both degree program requirements (degree GPA) *and* in their overall graduate course work (overall graduate GPA). Students who fail to meet the 3.0 GPA requirements in both areas will not be awarded a degree.

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### Course Evaluation Narrative:

**APA Learning Module and Quiz:** The purpose of this assignment is to aid students in their development of appropriate skills necessary for academic writing using the rules established by the American Psychological Association in their Manual (7<sup>th</sup> edition).

**Introduction and Self-Assessment Paper:** The purpose of this assignment is to promote critical thinking and self-assessment regarding scientific literacy, research, and the spread of misinformation. Details of assignment can be found on Blackboard.

**Myth Paper:** The purpose of this assignment is to promote critical thinking about common misconceptions held by educators about learning – a central theme of PSY 510. Students will review, evaluate, and apply scientific research to create their responses to the given prompts. Details of assignment can be found on Blackboard.

**Content Summaries and Reflection Papers:** The purpose of these reflection papers (RP) is to provide a space for students to summarize key points of the readings/videos which will help them prepare for the final project, and to showcase depth of conceptual understanding of weekly topics, integrating content across our studies, and connecting research/theory with practice. Details of assignment can be found on Blackboard.

**Final Project – Educator/Helping Professional Philosophy and Reflection (TIP Anthology Assignment):** The purpose of this final assignment is to integrate and apply everything students have learned in PSY 510 and to reflect upon their own development as an educator/helping professional. In part 1, students will create an empirically- and theoretically supported philosophy (i.e., statement of their beliefs about teaching and learning). In part 2, they will provide a critical self-examination on their own development. Details of assignment can be found on Blackboard.

**Assignment Instructions, Grading Keys, and Rubrics:** For each assignment, I have included a set of instructions to complete the assignment, a grading rubric (a scoring tool with standard criteria) and the grading key (explicit criteria for point allocation). To do well in this course and on the assignments, it is vital that you read and follow these standardized pieces of information as I will be following them as I evaluate your work. Use them to your advantage! **Procrastination is your enemy**, so plan and read information in advance so that you can ask questions and be clear on the assignment expectations before you begin.

**Written assignments:** Each assignment should be written **for a person who knows nothing about what you are discussing**. Educate your audience with clear explanations and enough detail for them to understand the situation, the concepts, etc. that you are describing. Use the formatting rules outlined by the American Psychological Association (APA) for citations and references. Failure to cite your sources within your writings results in an act of plagiarism (*see Academic Dishonesty Policy*). NOTE: When you are asked to provide a personal reflection - that is the time to discuss personal opinions, feelings, and perspectives. Otherwise, focus on the integration, application, and communication of the course content in your work.

**QUALITY:** Quality of written work is important and valued in this course. Spelling, grammar, punctuation, capitalization, and word usage errors impede the quality of your work and will affect your grades. Proofread everything prior to submitting! I strongly encourage you to use the Writing Center with each assignment.

**THEORY INTO PRACTICE ASSESSMENTS (MAT Students Only)**

**Theory into Practice:** All sections of PSY 510 will include one Theory into Practice (TIP) assignment to assess the SLO#2 in the STE Core. All TIP assignments will meet the TIP Objectives.

**Theory into Practice (TIP) Criteria/Objectives**

- ✓ Demonstrate your ability to think critically about teaching and learning as it applies to your field of study (claim, reasoning, evidence).
- ✓ Demonstrate your ability to apply course concepts (i.e., theory, research, principles) to teaching and learning situations related to your field of study.
- ✓ Demonstrate your ability to reflect upon your own development as a pre-professional in the field of education.
- ✓ Demonstrate your ability to effectively communicate your ideas in written and/or verbal form using the language developed from the course.

Course-level evaluations and grade determinations will be based on the specific grading criteria and rubrics associated with the individual TIP assessments assigned by each PSY 510 course professor. For Anthology, TIP assignments will be evaluated using the following 4-point scale:

**Table 1. TIP Scoring Rubric for Anthology**

1	2	3	4
BEGINNING	DEVELOPING	PROFICIENT	EXEMPLARY
Teacher candidate failed to apply a sufficient amount of foundational principles of learning and teaching to practice (0-69%).	Teacher candidate applied a basic amount of foundational principles of learning and teaching to practice (70-79%).	Teacher candidate applied a sufficient amount of foundational principles of learning and teaching to practice (80-89%).	Teacher candidate applied an exemplary amount of foundational principles of learning and teaching to practice (90-100%).

Major Course Assessments	Course Objectives	KY Teacher Performance Standards/INTASC	Overall Core Program Student Learning Outcomes (number)
Myth Paper	#1, 2, 10	STD: 1, 2, 5	SLO: 2 (D)
Content Reflection Papers	#2, 3, 4, 5, 6, 7, 8, 9, 10	STD: 1, 2, 3, 5, 6, 8, 9, 10	SLO: 1 (I), 2 (D), 6 (I), 8 (I)
Final Project	#2, 3, 4, 5, 6, 7, 8, 9, 10	STD: 1, 2, 3, 5, 6, 8, 9	SLO: 2 (D), 8 (I)



**Title IX/Discrimination & Harassment:** Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators or Michael Crowe, 270-745-5429. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

**Pregnant and Parenting Students:** Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU's Title IX Website at [www.wku.edu/titleix/](http://www.wku.edu/titleix/) under the heading, "Pregnancy or Pregnancy-Related Conditions." Students can also contact the Title IX Coordinator, Ena Demir, via email at [ena.demir@wku.edu](mailto:ena.demir@wku.edu) or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations. If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at [ena.demir@wku.edu](mailto:ena.demir@wku.edu) or by phone at (270) 745-6867. Additional resources for pregnant and parenting students can be found on WKU's Title IX Website at [www.wku.edu/titleix/](http://www.wku.edu/titleix/).

**Statement of Diversity:** Western Kentucky University is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. To that end, this classroom is an inclusive space where all participants are welcomed and treated with respect, dignity, and acceptance. Immoral, illegal, or unethical behavior and/or communication will not be tolerated.

While the majority of students are comfortable with the pronoun sets "he/him" or "she/her," there is a growing population who prefer "they/them" pronouns, or another pronoun sets like ze/zir, per/pers, ey/em, or xe/xem, to avoid binary gender association. Participants in this course may choose to go by the pronoun sets with which they identify and are most comfortable. In addition to pronouns, all students have the right to indicate their preferred first name on TOPNET; this will appear on class rosters. **If you did not specify your preferred name on TOPNET, please let me know what name and pronouns we should use for you. Students' chosen names and pronouns will always be respected in the course.**



**PSY 510: Advanced Educational Psychology Schedule**

Week	Date	Required	Lesson Plan
Week 1		10 modules Examples Exercises 25 pages of reading	<b>TOPIC: The Science of Learning: Big Ideas – From Speculation to Science;” Writing using APA “Rules”.</b> <ul style="list-style-type: none"> <li>Read the syllabus, schedule, and required reading.</li> <li>Complete the APA 7<sup>th</sup> Edition Learning Quiz which requires a writing sample using Week 1 material.</li> </ul>
	8/25		<ul style="list-style-type: none"> <li><b>Quiz due by 11:59 p.m. CST.</b></li> </ul>
Week 2		26 pages of reading 1 podcast (26 min.)	<b>TOPIC: Spotting Misinformation, Research in Education, &amp; Becoming a Good Consumer of Information.</b> <ul style="list-style-type: none"> <li>Critically review and take notes on required content.</li> </ul>
	9/1		<ul style="list-style-type: none"> <li><b>Introduction and Self-Assessment Reflection Paper due by 11:59 p.m. CST</b></li> </ul>
Week 3		25 pages of reading 1 short blog 2 videos (5.39 min.)	<b>TOPIC: Learning &amp; the Brain; Mythbusting Part 1</b> <ul style="list-style-type: none"> <li>Critically review and take notes on required content.</li> <li>Review the Myth Paper instructions.</li> </ul>
	9/8		<ul style="list-style-type: none"> <li><b>Myth Paper due by 11:59 p.m. CST.</b></li> </ul>
Week 4		24 pages of reading 3 videos (16:11 mins)	<b>TOPIC: Metacognition &amp; Self-Regulation</b> <ul style="list-style-type: none"> <li>Critically review and take notes on required content.</li> <li>Review Rea</li> </ul>
	9/15		<ul style="list-style-type: none"> <li><b>Reaction Paper 1: due by 11:59 p.m. CST.</b></li> </ul>
Week 5		15 pages of reading 1 video (9:15 mins)	<b>TOPIC: Processes that Support Learning</b> <ul style="list-style-type: none"> <li>Critically review and take notes on required content.</li> </ul>
	9/22		<ul style="list-style-type: none"> <li><b>Reaction Paper 2: due by 11:59 p.m. CST.</b></li> </ul>
Week 6		11 pages of reading 1 video (8:27 min.)	<b>TOPIC: Learning Strategies that Support Learning</b> <ul style="list-style-type: none"> <li>Critically review and take notes on required content.</li> </ul>
	9/29		<ul style="list-style-type: none"> <li><b>Reaction Paper 3: due by 11:59 p.m. CST.</b></li> </ul>
Week 7		1 video (5:29 min.) 1 exercise 20 pages of reading	<b>TOPIC: Learning Sciences in Action; Mythbusting Part 2</b> <ul style="list-style-type: none"> <li>Critically review and take notes on required content.</li> </ul>
	10/6		<ul style="list-style-type: none"> <li><b>Reaction Paper 4: due by 11:59 p.m. CST.</b></li> </ul>
Week 8		28 pages of reading	<b>TOPIC: Learning and Transfer</b> <ul style="list-style-type: none"> <li>Critically review and take notes on required content.</li> </ul>
	10/13		<ul style="list-style-type: none"> <li><b>Reaction Paper 5: due by 11:59 p.m. CST.</b></li> </ul>
Week 9		20 pages of reading	<b>TOPIC: Experts &amp; Novices</b> <ul style="list-style-type: none"> <li>Critically review and take notes on required content.</li> </ul>
	10/20		<ul style="list-style-type: none"> <li><b>Reaction Paper 6: due by 11:59 p.m. CST.</b></li> </ul>
Week 10		26 pages of reading 2 videos (16:42 min.)	<b>TOPIC: Constructivism &amp; Scaffolding</b> <ul style="list-style-type: none"> <li>Critically review and take notes on required content.</li> </ul>
	10/27		<ul style="list-style-type: none"> <li><b>Reaction Paper 7: due by 11:59 p.m. CST.</b></li> </ul>
Week 11		37 pages of reading	<b>TOPIC: Effective Instruction</b> <ul style="list-style-type: none"> <li>Critically review and take notes on required content.</li> </ul>
	11/3		<ul style="list-style-type: none"> <li><b>Reaction Paper 8: due by 11:59 p.m. CST.</b></li> </ul>
Week 12		23 pages of reading	<b>TOPIC: Classroom Assessment</b> <ul style="list-style-type: none"> <li>Critically review and take notes on required content.</li> </ul>
	11/10		<ul style="list-style-type: none"> <li><b>Reaction Paper 9: due by 11:59 p.m. CST.</b></li> </ul>
Week 13		25 pages of reading	<b>TOPIC: Classroom Motivation</b> <ul style="list-style-type: none"> <li>Critically review and take notes on required content.</li> </ul>
	11/17		<ul style="list-style-type: none"> <li><b>Reaction Paper 10: due by 11:59 p.m. CST.</b></li> </ul>
Week 14	11/24	48 pages of reading Optional resources	<b>TOPIC: Behaviorism &amp; Social Cognitive Theory</b> <ul style="list-style-type: none"> <li>Critically review and take notes on required content.</li> <li><b>OPTIONAL: Quiz (extra credit): due by 11:59 p.m. CST</b></li> </ul>
			<ul style="list-style-type: none"> <li><b>Final Project due by 11:59 p.m. CST.</b></li> </ul>
Week 15	12/1		

Schedule subject to change.