

Course Syllabus for PSYCH 3309
Educational Psychology
Spring 2016

Professor: Dr. Tiffany Culver
Email: tculver@sulross.edu

Office Hours:
MW 1:45-3:30 p.m.
TTH 12-3:30 p.m.

Office: Uvalde A107

Contacting the Professor

The most effective way to contact the instructor is by email at tculver@*sulross.edu*. On weekdays, reply will be swift, usually within the day. To protect student privacy, send from your Sul Ross or Blackboard-registered email account.

Email etiquette requires that you sign your name in *every* email you send and specify the particular course or issue to which you are referring. Do not expect to get a response unless you extend this courtesy.

Contacting Technical Support

If you have a problem with technical issues such as downloading a file or taking an exam, contact an Office of Information Technology (OIT) staffer for assistance or call the OIT Helpdesk. The Helpdesk is available seven days of the week.

- From on-campus, call 8765.
- From off-campus, call (888) 691-5071.

Required Texts

Snowman, J., & Biehler, R. (2009). *Psychology applied to Teaching, 12th ed.* Boston: Houghton Mifflin.

American Psychological Association (APA). *The Publication Manual of the American Psychological Association* (2009), 6th ed. Washington, DC: APA.

All Psychology students should own a copy of the APA manual. Papers **MUST** be in APA format. Good deals on textbooks are often found on the websites of Internet booksellers. Amazon.com and other major online vendors accept major credit cards, checks, and money orders.

Illegal copies of textbooks are not allowed at any time in class or the testing labs.

Learning Objectives

Program Student Learning Outcomes

The graduating student will demonstrate the capacity to:

1. Recognize the central concepts, theories, and empirical findings in the department's main areas of focus: abnormal psychology; social & personality psychology, and developmental psychology.
2. Recognize and apply basic psychological research methods, including: the experiment; the case study; the survey; and correlation.
3. Communicate effectively in written assignments and oral presentations.
4. Demonstrate insight into the behavior and psychological processes of oneself and others.

The objectives of this course are to:

- Gain an understanding of Educational Psychology as a Science
- Understand how basic principles in Psychology are applied to the classroom
- Understand the Research behind Educational Psychology
- Understand the difficulties of research in Educational Psychology
- Understand different research methods in Educational Psychology
- Gain an understanding of the relationship between Educators and Educational Psychologists

Policy on Reading Assignments

It is imperative that each student read the assigned chapters before the exams.

Assessment Mechanisms

Exams

There will be 3 exams in the course. Each exam will cover 2 or 3 chapters, as well as any additional lecture or supplementary print material. Exams will be administered through Blackboard. A limited amount of time (45 minutes for 30 questions) will be allowed for exam completion. Students should use Google Chrome to take the exam and be sure not to click "save" after each question. Students should simply press "submit" when they complete the exam.

Penalties will be assessed for going overtime on Blackboard exams (the value of 1 item per minute or fraction of a minute). Going over five minutes will result in an automatic "0."

There will be no resets on quizzes/tests. You will have one quiz dropped to cover any problems you may have with bboard. Do not assume you will be fine and purposely skip a quiz.

Paper #1: What are the qualities of an effective teacher?

Students will watch the movie “Dangerous Minds” or “The Freedom Writers” and discuss the qualities that made the teacher in the movie superior. Students will then compare their findings to the EPY textbook’s list of qualities that make teachers effective. Do the qualities match or are they different? Students will write a 1-2 page paper in APA style (cover page, in text citations, and reference page) discussing these questions. The paper should have no grammatical errors.

Paper #2: Do Teachers Use the Findings from EPY?

Each student will select a topic from EPY (use your textbooks). Examples include retention, class discipline, zero tolerance, etc. Students will then go to a school and interview a teacher about how this issue plays out in their classroom/school. For example, how does retention work? How are children selected to spend another year in a particular grade?

Once the interview is completed, students will look back at their textbook and/or other EPY articles and decide if the teacher they interviewed is doing things the way Educational Psychologists suggest? For example, do Educational Psychologists suggest that retention is good? When do they suggest it should be used?

After collecting all this information, students should write a 3 page paper describing the teacher’s ideas and the Educational Psychologists ideas on this “issue.” Students should then discuss if the teacher’s ideas are consistent or similar to Educational Psychologists? Why or why not? Is this disturbing or comforting?

This paper should be written in APA format (using a cover page, in text citations and a reference page). The paper should have NO grammatical errors. Please visit the writing center to get your papers checked. You may also visit me or email me to ask me to take a look at your paper. However, do NOT expect me to have time to review your paper if you send it to me the week the paper is due.

The Final Exam

The final exam will cover all of the chapters on the syllabus and will consist of multiple choice items. The final exam is mandatory, and it must take precedence over all other affairs. Clear the entire period from your schedule for the exam. Please do not schedule doctors’ appointments or other appointments that might conflict with your final exam. If any such appointment has already been made, you should cancel it now if you wish to remain in this course. The final exam will be worth 100 points.

Assessment

Grades for each assignment, and for the course itself, are calculated as follows:

Exams:	200 points
Paper #1:	50 points
Paper #2:	100 points
Final Exam:	100 points

Total Points: 450

A: 90% or above
B: 80% - 89%
C: 70% - 79%
D: 60% - 69%
F: 0% - 59%

Calendar

The times and dates when assignments are due and when evaluations are given will not be altered to fit your schedule. You will be expected to alter your schedule to fit class responsibilities. There are no exceptions to this policy.

Schedule

<u>Date</u>	<u>Assignment</u>
9/16	Chapter 1, 2, 3 Exam
10/11	Paper #1 Due
10/14	Chapter 3, 4, 5 Exam
11/1	Chapter 7, 8 Exam
11/29	Paper #2 Due
12/2	Chapter 11,13 Exam
12/6	Final Exam (all chapters)

Late Work

There will be NO late work accepted. If you have an emergency and miss turning in an assignment or miss taking a quiz, you must submit a valid excuse (some form of documentation) within **five business days** in order to turn in your work. If you do not have documentation, you will not be allowed to makeup the work you missed. If you turn in your excuse after the fifth working day after your absence, you will not be allowed to make up the work.

What to do in order to obtain an excused make-up for a missed exam/not turning in a paper/not presenting:

1. Make every effort to notify the instructor ahead of time. Send a message to tculver@sulross.edu as soon as possible, and absolutely no later than the day you first return to class.
2. In the message, fully explain the nature of the emergency and why it prevented you from taking the exam/turning in work.
3. Provide a source or sources that will allow the professor to verify your story. This MUST be done within five days of your absence
4. Expect further questioning from the professor before an excuse is granted.

Final grades

All final course grades will be posted on the Web for Students. Do not *call me, email me, or speak to me* about grades during the final exams period. Finals time is hectic for all, so please respect the privacy of all your professors during that period. Access to assignment grades and other course content will also be available.

Grades in this course are based on performance alone. They will not be rounded upwards. It is important for every student to understand that evaluation is not based ultimately on how hard someone has studied to get the grade desired, or whether someone needs this course to graduate. Grades are not based on personal & family needs, or on personal conceptions about what seems to be fair. All grades, including your final course grade, will be based *solely* on your academic work in this course, according to the criteria described in this syllabus.

Academic Dishonesty and the Honor Code

Academic dishonesty and the penalties pertaining to it are described in the SRSU student handbook. In this course, all communication among students while taking exams is prohibited. Communicating material included on an exam with or in the presence of someone who has not yet taken that exam is also prohibited.

No student may print or copy any material from any exam. Failure to follow these instructions will, at a minimum, result in a zero for the exam.

Students may not share books, notes, or any other form of communication during exams. DO NOT take an exam with a friend or share answers with a friend! This will result in an automatic “F” in the course. The professor will be looking for quizzes that are very similar and will act accordingly if they are signs of cheating.

Plagiarism involves taking the work of others and claiming it as your own. It will not be tolerated. If you are unsure what constitutes plagiarism, excellent guidelines can be found online at www.turnitin.com.

Using an illegal copy of a textbook constitutes academic dishonesty. If a student is found to be using an illegally copied text during an open-book exam, the penalty will be failure of the exam. In addition, the student will have the choice of immediately surrendering the illegal copy to SRSU faculty/staff or receiving a failing grade for the course.

You and you alone are responsible for understanding and avoiding academic dishonesty in all your work. The penalty for serious academic dishonesty is severe: a student who turns in a plagiarized paper or cheats on an exam may receive an F for the entire course. A plagiarized paper will be given a failing grade on academic grounds alone, yet the student may face the additional disciplinary penalties for academic dishonesty.

As members of the academic community, no student should tolerate cheating. It is the responsibility of each and every student to report suspected cheating. The confidentiality and anonymity of students who report suspected cheating will be respected.

Intellectual Tolerance and Academic Freedom

Psychology is a field of inquiry that touches upon many controversial issues, including sexuality, evolution, gender, race, ethnicity, individual differences, parenting, divorce, crime and public policy, drug use, religion, and multicultural issues, among others. Professors and students often have strong opinions and make forceful arguments concerning these phenomena. It is often educationally productive to address and debate these matters in the context of classroom instruction and course assignments. Social taboos discouraging open discussion are inappropriate in this context and must be laid aside in the interest of intellectual inquiry.

Your grade will not be influenced in any way by expressing points of view that are in disagreement with the professor's. If time permits, students are encouraged to express their opinions and arguments whenever relevant to the subject material. The professor is free to do likewise.

Individuals offended by the mere exposure to concepts, opinions and arguments with which they disagree sometimes try to close off discussion or to become hostile or vindictive toward others. Such persons are not encouraged to take psychology courses at Rio Grande College until they have resolved the personal issues preventing them from engaging in serious intellectual discourse.