

Sul Ross State University Rio Grande College
EDUC 3302—Educational Psychology Spring 2017
Tuesday/Thursday at 11:00 until 12:15
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Required Text: Educational Psychology 5th Edition (2011). John W. Santrock, McGraw-Hill. This is an e-book. You may purchase the ebook and access to the link during the first day of class. Bring a credit/debit card. This is a required text with Connect access.

Course Goals:

This course addresses the following goals:

1. This course is to prepare teacher education students for effective teaching through mastery of theories and application of learning theories.
2. The teacher will plan for instruction which utilizes the appropriate teaching approach for the identified curricular construct.
3. The teacher will create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence utilizing pedagogical instruction strategies which reflect multicultural and special learner students.
4. The teacher will create a learning environment through classroom management techniques supported by best practices and theories which promote student success.
5. The teacher will fulfill professional roles and responsibilities which adhere to legal and ethical requirements of the profession.
6. The teacher will utilize State of Texas criteria (TEKS) in the planning process and assessment process of assignments and ultimately the State of Texas grade level exam (STAAR).
7. The teacher will use technology in the planning and instruction process for instruction.
8. The teacher will plan and implement opportunities that foster and promote individual and group work as well as problem solving skills applicable in the educational setting.
9. The teacher will utilize multiple assessments including informal, formal and standardized materials and instruments.

Educator Preparation Standards:

EDUC 3302 has been carefully correlated utilizing course content with the standards from Texas State Board of Educator Certification (SBEC). TExES examinations, which are required for Texas Teacher Certification, reflect the standards of this course.

Sub-standards that are to be met in this course specify knowledge, application, and dispositions needed by those desiring to educate students in schools subscribing to the Texas Essential Knowledge and Skills (TEKS) curriculum. Knowledge of the TEKS by teacher education students is expected.

Standards for the course found in this document are located in the TExES Standards section and in the course outline. A complete list of the TExES standards for the Pedagogical and Professional Responsibilities (PPR) and the TExES Standards for the Generalists EC-6 exam may be found on the State Board for Educator Certification website at www.tea.state.tx.us.

TExES Standards

Pedagogical and Professional Responsibilities (PPR)

Standards (EC-Grade 12)

Standard 1. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Teacher Knowledge: What Teachers Know <i>Teachers of Studies in Grades EC-12</i> The beginning teacher knows and understands:	Application: What Teachers Can Do <i>Teachers of Students in Grades EC-12</i>
Students 1.1k the intellectual, social, physical, and emotional development	Students 1.1s discuss domains of child development which reflect an understanding of students' developmental characteristics and needs;

characteristics of students in different age groups;	
Content and Pedagogy 1.11k current research best pedagogical practices.	Content and Pedagogy 1.11s explain the relevance of a variety of pedagogical techniques to convey information and teach skills.

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Teacher Knowledge: What Teachers Know <i>Teachers of Studies in Grades EC-12</i> The beginning teacher knows and understands:	Application: What Teachers Can Do <i>Teachers of Students in Grades EC-12</i>
Establishing an Environment for Learning and Excellence 2.4k the importance of communication enthusiasm for learning; and 2.5 the necessity of communicating teacher expectation for student	Establishing an Environment for Learning and Excellence 2.4s communicate to all students the importance of instructional content and the expectation of high-quality work; and 2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement.

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SACSCOC—Accreditation Student Learning Outcomes

SLO 1—Students will observe and identify range of individual developmental differences that characterize student in early childhood through grade 6.

SLO 2—Students will identify assessments to analyze children’s strength and needs for planning instruction.

SLO 3—Students will identify and select pertinent materials and resources including technological resources to enhance students learning and engagement in the planning process.

Procedures for EDUC 3302

EDUC 3302 is designed to discuss the text and related research which supports this information. Class will meet each Tuesday of the semester at 11:00 am until 12:15 pm. The Thursday class will provide an opportunity to use the Sul Ross State University Rio Grande computer lab to complete the assignments found on the text’s companion website.

You have only one opportunity per assignment. It is highly recommended that you go to your campus to do your work. Cell phones, tablets, and other such devices are not generally supported for use with blackboard and problems with connectivity will not serve as justifications for missing assignments. Home Internet outages are not valid defenses; come to your campus where there are technicians who can help if you have computer issues. If you choose to work from home, you have no technical support and no acceptable or valid reasons for not getting things done on time.

Again, the due date for your submissions is noon on the Friday of that week. Be sure to allow yourself adequate time for the tasks and do not wait until the last minute as there are no opportunities or “make ups” for late or missing work.

All assignments are found on the Connect accompanying website which is available to you when you purchase the e-book text and Connect access. There are three to four assignments for each chapter found on the folder which provides the name of the chapter. These assignments will be available to you on Saturday prior to the Monday’s class in which the chapter will be discussed. You will have until Friday at 12:00 pm noon to complete the chapter’s assignments. Each assignment is timed. You will be given the amount of time for each assignment as you begin the assignment. You will have one opportunity to complete each of the chapter’s assignments. Do not ask for another opportunity to complete them, as that will not be provided for you.

There will be 5 tests. These tests are posted on the Connect website which accompanies the e-book for the class. Each test will be timed. You will have 90 minutes to complete the test. As there will be only one opportunity to take this test, make sure you complete within the 90 minute time frame.

Chapter assignments and attendance count as 1/3 of your final grade. Tests scores count as 2/3rds of the total grade.

There are 10 required class days for this course. **Students are required to attend class in the site in which they enrolled. Any student who is not in the site in which they are enrolled to attend will be marked absent.**

There are no excuses for nonattendance for these days. If you are in attendance you will receive 10 points for each class period. Attendance of all of these classes will give you a grade of 100 to be added to the score of your daily assignments. For each day you are not in attendance, 10 points will be deducted from the potential score of 100 for the daily attendance grade. As college students and adults, decisions must be made as to how to best deal with personal matters which come up in daily life. Make those decisions and attend class accordingly. Few absences result in minor impact on the total grade. Multiple absences will significantly affect the daily and attendance portion of the grade.

ETS Interactive Practice Tests is found at the following site. Complete the PPR Practice Test. (<http://cms.texas-ets.org/texas/prepmaterials/texas-preparation-manuals/interactive-practice-test/>). This practice test will help you to prepare for the PPR TEXES Exam which is required for certification. This site is timed for 5 hours and after the completion of this practice exam, print the Score Summary page. A copy of this page must be returned on April 17 at 11:00 am. This site is a free site provided by the Texas Education Agency. You are welcome to retake the practice exam to see your improvement on the content. Failure to complete this practice exam will result in a 5 point deduction from your overall final grade in the course.

Grade Scale

A= 90 or above

B= 80 to 89

C= 70 to 79

D= 60 to 69

F= below 60

EDUC 3302 is in the Teacher's Education Program of Sul Ross State University Rio Grande College. Any grade below a B must be retaken. Keep this in mind.

WEEKLY ASSIGNMENTS AND ACTIVITIES

January 17

This is the first day of class and attendance is required. The syllabus will be discussed as well as assignments and procedures to successfully complete the class.

Chapter 1 Psychology: A Tool for Effective Teaching

January 24

Chapter 2- Cognitive and Language Development

January 31

Chapter 3- Social Contexts and Socioemotional Development

February 7

Chapter 1-3 Review

February 14 Test 1 (Chapters 1-3)

Assignment: February Chapter 4- Individual Variations

February 21

Chapter 5- Sociocultural Diversity

Chapter 6- Learners Who Are Exceptional

February 28 Test 2 (Chapters 4-6)

March 7

Chapter 7- Behavioral and Social Cognitive Approaches

March 13- March 17 Spring Break

March 21

Chapter 8- The Information-Processing Approach

March 28

Chapter 9- Complex Cognitive Processes

Chapter 10-Social Constructivist Approaches

April 4 Test 3 (Chapters 7-10)

Assignment Chapter 11- Learning and Cognition in the Content Areas

April 11

Chapter 12- Planning, Instruction, and Technology

Chapter 13- Motivation, Teaching, and Learning

April 18

Test 4 (Chapters 11-13)

Assignment Chapter 14-Managing in the Classroom

April 25

Chapter 15- Standardized Tests and Teaching

Chapter 16- Classroom Assessment and Grading

May 2 Test 5 (Chapters 14-16)

May 9

Website—ETS Interactive Practice Tests PPR Proof of Completion

Classroom Management Policies

Questions or Concerns

If you have any technical support questions direct those to the help desk that is provided with your text and Connect.

Any other questions feel free to contact me via e-mail or telephone. I also welcome you to visit with me in my office. It's best to contact me first so I'll have set aside the time and collect the materials or research the answers for your concerns.

Disability Accommodations

Sul Ross State University Rio Grande College is committed to equal access in compliance with the Americans with Disabilities Act. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Support Specialist on their campus.

Academic Honesty

The decision to become a teacher is an important decision. With this decision come many responsibilities and expectations for students. Teachers expect students to be honest complete learning activities and evaluations to best provide the teacher assessments of learner's knowledge to further plan course content and future activities. Please comport your personal activity in this course in a manner that you will someday expect of your students. My goal is that the mastery of material is personalized so that when a situation or concepts come up as a teacher of children, you have the background and knowledge to best help your student. Using another student's work or knowledge base will not prepare you for your vocation. Comport yourselves in a manner that you will be able to have expectations of your students, that you yourself have used. Any grade or information that calls into question a disregard for academic honesty will result in your dismissal from the class.

Sexual Harassment

In accordance with administrative policy, sexual harassment is reprehensible and will not be tolerated by the university. Behavior in this course must conform to the university policy.

Drop/Add Withdraw

The student's responsibilities include making sure that you are officially enrolled in this course. If, at any point, you decide to attend this course no longer, it is your responsibility to officially drop or withdraw from enrollment. Failure to do so will result in a failing grade.

Course Evaluation

Instruction as well as student performance is subject to evaluation. Procedures may be instituted for this purpose near the end of this course.

Syllabus Subject to Change

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor can occur. Students will be informed of any occurrences that will cause syllabus changes.

Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information.