

Course Syllabus for EDU 3302
Educational Psychology
Summer II 2020

Professor: Dr. Tiffany Culver
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Office: Uvalde A107
Office Hours:
By Appointment

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, 14th ed.* Boston:

Houghton Mifflin.

APA manual, 6th edition

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 4 exams in the course. Each exam will cover 2 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.

Assignments:

All assignments must be completed to receive course credit.

Examples

Does retention help students?

How should teachers discipline their class?

Does zero tolerance work?

What are the best classroom practices?

What are effective motivational techniques?

How do we get students to read their textbooks?
How can we help out students' comprehension textbooks?
What factors make bullying prevention programs effective?

Population *select one*

Elementary students, teachers, counselors, or principals
Junior high students or teachers, counselors, or principals
High school students or teachers, counselors, or principals
College students, professors, administrators

Paper #1: Article Critique

Students will find one empirical article from the Sul Ross or SWTJC library website. This article will contain material related to the students' chosen topic. Students will then read about the topic (they have selected in the textbook). What does your textbook say about this idea/topic? The paper will compare the article and the textbook's reports on this particular topic. Do they say the same thing? What is different? Are the conclusions they same? Why or why not?

The paper should include an APA title page. The paper will only include interview questions and answers. You do NOT need to write this up in paper format. You can simply write out the interview questions and the answers. The interview paper should be between 1-2 pages. Points will be deducted for grammatical, spellings and APA errors. Please use Smarthinking and the writing center for assistance.

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:	300 points
Paper #1:	100 points
Final Exam:	100 points

Total Points: 500 points

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

7/8	Submit Topic
7/14	Exam 1 (Chapters 1 and 2) –blackboard exam
7/22	Exam 2 (Chapters 4 and 5) –blackboard exam
7/29	Exam 3 (Chapters 7 and 8) –blackboard exam
8/3	Exam 4 (Chapters 11 and 13) –blackboard exam
8/5	Final Paper Due (Paper 3)
8/7	Final Exam (over 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.

ADA

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact *Kathy Biddick in RGC Student Services. The mailing address is 2623 Garner Field Rd (Room C 102), Uvalde, TX 78801. Telephone: 830-279-3003. E-mail: kbiddick@sulross.edu.*