COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations
PROGRAM AREA: Educational Psychology
COURSE #: EDP 3310
COURSE TITLE: Educational Psychology
COURSE CREDIT: 3 Semester Hours
SECTION #: 007  CRN: 12591
TERM/YEAR: FALL 2017
COURSE LOCATION: 229 State Hall
DAY/TIME: Wednesday, 5:00-7:30
INSTRUCTOR: Dr. Dante Dixson
OFFICE ADDRESS: 339 College of Education
OFFICE HOURS: Wednesdays 11am to 5pm and by appt.
OFFICE PHONE #: (313) 577-1721
EMAIL: dante.dixson@wayne.edu
(secretary, Sheri Martini, 313-577-1614; sheri.martini@wayne.edu)

COURSE DESCRIPTION:
This introductory educational psychology course will examine the contributions that psychology can make to educational practice. It will provide a review of the human growth and development literature that is essential knowledge for those who will be working with children and adolescents in educational settings. We will first discuss psychological development and learning theories. We will consider theories and research regarding cognitive, social, and moral development of children, and how both theories and research are of use to educators. We will also consider two perspectives on how humans learn: behavioral theory, which asserts that all learning can be explained by environmental events, and cognitive theory, which asserts that the learner is an active part of the learning process and that activities of the mind must be part of an explanation of the learning process. The implications of each theory for educational research and practice will be discussed. Other topics include ability grouping, gifted and talented students, learning disabilities, community differences and diversity issues in education and psychology, motivation, and educational measurement (standardized testing and classroom assessment).

COURSE OUTCOMES:
Through this course, students should demonstrate understanding of:
1. theories of development and their applications to the classroom;
2. principles of cognitive and behavioral approaches to learning and their applications;
3. factors contributing to individual differences in learning and diversity considerations;
4. techniques of effective teaching and methods of designing effective, practical interventions;
5. basic concepts of educational measurement;
6. practical applications of research;
7. how to apply behavioral learning principles to specific situations in classrooms; and
8. cultural, ethnic, racial, gender, and other demographic variations in these concepts.
REQUIRED TEXTS:

EXAMINATIONS:
Multiple methods of assessment of student performance will be used. There will be three exams in this course, each covering approximately one-third of the course material, and including all materials covered in the period before an exam. The exams will be multiple choice with questions drawn from both of the texts and lecture. My outlines during lecture and any other topics that I direct you to read on your own are indication of what will be covered on exams. The exams require a thorough understanding and application of material rather than out-of-context memorization of “facts.” Be sure to learn the concepts accordingly. An optional 5-point extra credit essay question will also be included on each exam and partial credit is possible (each test is worth 100 points; 300 points total). Scantron forms will be provided to you. You need to bring a pencil.

Only under extraordinary circumstances will a make-up exam be administered. It is the student’s responsibility to make arrangements for a make-up exam before the start of the exam. If you know ahead of time that you will miss an exam, you must arrange to take the exam BEFORE the scheduled date. If you will miss the exam because of a serious illness (headaches, mild colds, etc., do not count), have a car accident, or have some other legitimate reason (too busy to study is not a good reason—we all have busy, over-committed lives), then I must receive a phone call prior to class explaining why you will miss the exam. The exam must be made up within 48 hours of resuming normal student activities—please do not ask for an extension. Again, rarely is someone too ill to take an exam, and your preparation for the exam should be ongoing and not left to the last minute.

Students must be on time for exams. I reserve the right to refuse late enterers to the classroom on exam days. Students will surely be refused if they arrive after a different student has already finished the examine. Being refused will result in a score of zero for that exam. There is only a rare circumstance in which tardiness to an exam is acceptable.

PROJECT:
As another method of assessing student learning and performance, all students must complete one project. Students will be completing the field assignment form found at the end of this syllabus. The purpose of the assignment is to learn to recognize examples of common behavioral theories in operation in daily life. Students are required to find one example of each theory in application in their own current lives and one in the classroom. Describe each example in sufficient detail that it is very clear how the theory is being exemplified. Use appropriate/relevant terminology for each theoretical perspective (e.g., a) Operant conditioning—positive and negative reinforcement and punishment; b) classical conditioning—US, CS, UR, CR; c) Social Learning Theory—imitation, observation, model, vicarious, etc.). This assignment will be described in more detail in class (worth 60 points total). Late projects will lose 10 points for each day that are late. They are considered late if not turned in at the beginning of class on the day they are due.
Jeopardy:
There will be three games of Jeopardy throughout the semester, all right before an exam. For each game, students will be randomly assigned to a team (one of four teams). Jeopardy questions will be based on the material covered in the class prior to that point (yes it is cumulative, although it will mostly focus on the material since the last chapter). Although students work within their team, every student must attempt to answer at least one question in the game in order to get credit for participation in the game. Participation within the first two Jeopardy games is worth 10 points and participation within the final Jeopardy game is worth 20 points (10+10+20 = 40 points total).

FINAL GRADES:
Your final grade will be calculated out of a possible 400 points. The following grading scale will be applied based on the total number of points accumulated by the semester end:

- A 93% +
- A- 90-92%
- B+ 87-89%
- B 83-86%
- B- 80-82%
- C+ 77-79%
- C 73-76%
- C- 70-72%
- D+ 67-69%
- D 63-66%
- D- 60-62%
- E 59% -

STUDENT USE OF LAPTOP COMPUTERS IN CLASS
Students may, of course, use laptop computers in class. However, it is not acceptable to be doing anything on them except taking notes. Other activity on laptops is distracting to others, including the instructor, and is generally disrespectful to the educational process. Those who violate this will not be permitted to use a laptop in class.

STUDENT USE OF PHONES IN CLASS
Absolutely no texting or other phone use is allowed during class. Except under unusual circumstances, phones should be put away and not be on top of your desks. In the case of a true emergency, students are expected to step out of class in order to respond to it.

ACADEMIC DISHONESTY, INCLUDING PLAGIARISM:
No form of academic dishonesty will be tolerated. It is completely assumed that not only do you already know to avoid plagiarism, cheating, etc., but also that you have read your Graduate Handbook and other formal WSU documents describing your responsibility as a student. Particularly on assignments such as those in this course, you must also paraphrase others' writing and never use verbatim statements without direct quotes and page numbers.

Plagiarism
Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.
It is the policy of this course that in cases of academic dishonesty, a grade of F is assigned for the course and charges may be filed with the WSU Judicial Officer. WSU also has policies about this. The following is taken directly from the WSU Graduate Bulletin:

*Deception, Fraud and Misuse of Documents*

Intentionally furnishing false information to the University is explicitly prohibited, as is forgery, alteration, unauthorized possession, or misuse of University documents, records and identification cards. The University reserves the right to rescind degrees if the award of the degree was based in whole or in part on deception, fraud, other unacceptable academic conduct, or misuse of University documents.

*University Policy on Academic Dishonesty:*

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct [http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf](http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin ([http://bulletins.wayne.edu/ubk-output/index.html](http://bulletins.wayne.edu/ubk-output/index.html)) and Graduate Catalog ([http://www.bulletins.wayne.edu/gbk-output/index.html](http://www.bulletins.wayne.edu/gbk-output/index.html)) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

**REFERENCING:**

When referencing others' work, you must paraphrase unless you use quotation marks to indicate that it is a direct quote, and indicate the page number from which you obtained the statement(s). Be sure to never use others' work and claim it as your own. Also, minimize the number of direct quotes. You must describe others' work in your own words and then cite the authors accordingly. Cite authors in the order in which their names were published. You must *never* reorganize the authorship order. That order is determined by level of contribution to the article. See additional handout posted on Blackboard on how to create references using APA style.

**WRITING SKILLS**

Quality writing skills are necessary for any career, especially one in the educational profession. For those students who have under-developed writing skills, I strongly recommend the following:

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing
tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: http://www.clas.wayne.edu/writing/. To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330.

ENROLLMENT/WITHDRAWAL POLICY

Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 5th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Academica. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

Beginning the fifth week of class students are no longer allowed to drop but must withdraw from classes. The last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately. See the university webpage for full details: http://reg.wayne.edu/students/information.php

STUDENTS WITH DISABILITIES

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.
RELIGIOUS OBSERVANCE POLICY
Because of the extraordinary variety of religious affiliations represented in the University studentody and staff, the Wayne State University calendar makes no provision for religious holidays. It
is University policy, however, to respect the faith and religious obligations of the individual.
Students who find that their classes or examinations involve conflicts with their religious
observances are expected to notify their instructors well in advance so that alternative
arrangements as suitable as possible may be worked out.
### TENTATIVE CLASS SCHEDULE—FALL 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Wednesday, Aug. 30</td>
<td>Applying Psychology to Teaching</td>
<td>Ch. 1</td>
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<tr>
<td>Wednesday, Sept. 6</td>
<td>Theories of Psychosocial &amp; Cognitive Development Age-level Characteristics</td>
<td>Ch. 2 Ch. 3</td>
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<td>Wednesday, Sept. 13</td>
<td>Standardized Testing</td>
<td>Ch. 15</td>
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<td>Wednesday, Sept. 20</td>
<td>Classroom Assessment and Grading</td>
<td>Ch. 14</td>
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<td><strong>Jeopardy 1</strong></td>
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<td>Wednesday, Sept. 27</td>
<td><strong>TEST 1</strong></td>
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<tr>
<td>Wednesday, Oct. 4</td>
<td>Accommodating Student Variability</td>
<td>Ch. 6</td>
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<td>Wednesday, Oct. 11</td>
<td>Addressing Cultural &amp; Socioeconomic Diversity Understanding Student Differences—Intelligence</td>
<td>Ch. 5 Ch. 4</td>
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<tr>
<td>Wednesday, Oct. 18</td>
<td>Behavioral Learning Theory</td>
<td>Ch. 7</td>
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<td><em>(start Social Cognitive Theory if time permits)</em></td>
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<td>Wednesday, Oct. 25</td>
<td>Social Cognitive Theory</td>
<td>Ch. 9</td>
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<td>Information-Processing Theory</td>
<td>Ch. 8</td>
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<td><strong>Jeopardy 2</strong></td>
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<td>Wednesday, Nov. 1</td>
<td><strong>TEST 2</strong></td>
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<td>Wednesday, Nov. 8</td>
<td>Constructivist Learning Theory</td>
<td>Ch. 10</td>
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<td>Approaches to Instruction</td>
<td>Ch. 13</td>
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<td><strong>FIELD ASSIGNMENTS DUE</strong></td>
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<tr>
<td>Wednesday, Nov. 15</td>
<td>Motivation</td>
<td>Ch. 11</td>
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<td>Wednesday, Nov. 22</td>
<td><strong>Thanksgiving break—No class</strong></td>
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<td>Wednesday, Nov. 29</td>
<td>Classroom Management</td>
<td>Ch. 12</td>
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<td>Becoming a Better Teacher/Reflective Teacher</td>
<td>Ch. 16*</td>
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<td><strong>Jeopardy 3</strong></td>
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<tr>
<td>Wednesday, Dec. 6</td>
<td><strong>TEST 3</strong></td>
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FIELD ASSIGNMENT
EDP 3310—Dr. Dixson—FALL 2017

Refer to instructions as noted in the syllabus.

CLASSICAL CONDITIONING:

OPERANT CONDITIONING:

SOCIAL/LEARNING THEORY:
FIELD ASSIGNMENT
EDP 3310—Dr. Dixson—FALL 2017
(worth 60 points)

SCORING RUBRIC

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<td>CLASSICAL</td>
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<td>Acceptable example (5 pts)</td>
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<td>Correct terminology (5 pts)</td>
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<td>OPERANT</td>
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<td>Acceptable example (5 pts)</td>
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<td>Correct terminology (5 pts)</td>
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<tr>
<td>SOCIAL LEARNING</td>
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<td>Acceptable example (5 pts)</td>
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<tr>
<td>Correct terminology (5 pts)</td>
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<tr>
<td>TOTAL POINTS</td>
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