



Course Number: EDUC 2130-01 (CRN 20285; 3 credit hours)
Course Title: Exploring Learning and Teaching
Semester and Year: Spring Semester 2020

Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255, 678-466-5445, disabilityservices@mail.clayton.edu

Catalogue Course Description:

EDUC 2130 - Explore key aspects of learning and teaching through examining your own learning processes and those of others, with the goal of applying your knowledge to enhance the learning of all students in a variety of educational setting and contexts.

Class: Tuesdays and Thursdays; 2:10 PM – 3:25 PM; Room G-229

Instructor: Dr. Sharren Thomas

E-mail Address: sharrenthomas@clayton.edu
E-mail responses will be received within 48 hours

Office Location: Arts & Science, G-210B

Office Hours: **Tuesdays:** 10:45 AM – 12:45 PM; and 3:30 PM – 4:00 PM
Thursdays: 10:45 AM – 12:45 PM; and 3:30 PM – 4:00 PM
Virtual Office hours through Zoom or Micro-soft Teams (based on availability Wednesdays: 10 – 10:30 AM; and 3:30 to 4:00 PM

Text: Ormrod, Anderman, & Anderman (2017). *Educational Psychology: Developing Learners (9th Edition)*. Pearson.

TWO OPTIONS:

Loose Leaf Text & e-text bundle can be purchased from the bookstore or other sources: ISBN-13: 9780134027265

e-text must be purchased directly from Pearson.
You also have the option of getting the e-text to this book, however, **you must be prepared to bring your electronic device to each class to access your text.** In addition, if you choose to only purchase the e-text, please keep in mind that you will not be able to take the weekly quizzes and access the e-text on the same computer simultaneously using two separate browsers. D2L Respondus Lockdown Browser will not allow you to access the book and test using the same computer. If you want the eText version, you will go to mypearsonstore.com and type in the ISBN-13 number: 978-0-13-402963-4

Course Goals: Stated as "Essential Questions":

1. How have I myself (i.e., the teacher candidate) learned in school, and how do I learn most effectively?

2. How do student factors (e.g., motivation, family and cultural background, temperament and learning preferences, prior knowledge and experiences) impact student learning in educational settings?
3. How do teaching practices and instructional structures impact student learning in educational settings?
4. How do other factors in the learning environment impact student learning in educational settings?
5. How may I use this knowledge as a future educational professional to inform my professional planning and decision-making so as to maximize learning of all types in all students?

Course Communications:

All communication should occur via email. Please email from your CSU Outlook 365 email account. **I will not use D2L email or respond to email sent through D2L.** When sending emails, please allow for a 48-hour response time. Any emails received after 12:00 pm on Friday will not be answered until the following week. Additionally, emails received during holiday periods will not be addressed until CSU is back in session. Please note that while faculty *may* respond to emails on evenings, weekends, and holidays they are not obligated to.

Electronic Communications:

The University provides all CSU students with an “official” email account with the address “student.clayton.edu.” As a result of federal laws protecting educational information and other data, this is the sole email account you should use to communicate with me or other University officials and the account by which they will communicate with you. Please use the email address above for ALL course communication.

Course Requirements:

Students are expected to model the behavior of professional educators in all activities associated with Education 2130. Class preparation and participation is expected. **You are expected to actively investigate psychological and social issues that impact teachers, learners, schools and communities through *sustained effort, hard work, and thoughtful preparation.***

- ✓ Punctual attendance for all class sessions (See Participation/Attendance below)
- ✓ Class Assignments
- ✓ Weekly Quizzes
- ✓ Participation in discussions
- ✓ **Computers should be brought to each class**
- ✓ Children are not allowed to attend classes.
- ✓ All written assignments are expected to be presented using APA 6th edition formatting (See writing communication below) and will be evaluated according to CCSU writing criteria, unless otherwise specified.

Course Content and Knowledge Base: This course will include the following core content at ALL USG institutions, but different institutions and instructors may also include additional content at their discretion, to most effectively address the needs of their specific student populations.

- I. Major learning theories, including Behaviorism, Information processing and neuroscience, Piagetian and Vygotskian theory, Deweyan Social Theory
- II. Motivation theory
- III. Sources and effects of student diversity in learning needs and preferences
- IV. Developmental aspects of learning
- V. Outside environmental influences on learners, including culture, family structure and background, home language, SES, and peers.
- VI. Effects of teacher beliefs and expectations on learners, including the need to avoid bias and stereotyping
- VII. Elements of effective educational environments for all learners, including teacher/student and student/student relationships and classroom management.

Conceptual Framework:

The mission of the Teacher Education Unit is to prepare professional educators who engage in *reflective practice* and who are *competent, caring, committed, collaborative, culturally responsive*, and prepared to teach diverse learners in an ever-changing society. For the complete CSU Teacher Education Unit Conceptual Framework, refer to the Teacher Education website at

<http://www.clayton.edu/teachered>.

University Attendance Policy:

Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students' ability to remain enrolled in their courses. **The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades**

Course Attendance Policy:

You are expected to attend all class meetings and arrive in a punctual manner. Attendance is a component of the class participation grade. Class discussion is an integral aspect of the course, and absences result in missed learning opportunities for every individual in the class. There will be a student sign-in sheet at the beginning of each class. It is ***YOUR responsibility to make sure that YOU sign this form each class session (It will be considered academic dishonesty if you sign for another student). I will use this to assess your attendance (class participation).*** If you arrive tardy (after I have taken the roll) it is your responsibility to ensure that I mark you present in class.

If you are unable to attend class because of extenuating circumstances, you should contact the instructor immediately, (this demonstrates professionalism) **however, any absence excused or unexcused will still count against your Participation grade (See Class Participation/Professionalism under grade evaluation for more details.)**. If you are not present, you cannot participate, so this is why excused, or unexcused absences still count against your class participation grade for that day. If a student misses a session, it is the responsibility of the student to acquire any information covered during that class period.

Please keep in mind that we have weekly in-class activities that you will be expected to complete with a partner or group members, if you are absent this will be an activity that you will miss. Therefore, you will receive a zero. ***I have had students in extreme circumstances log in virtually through (Zoom, Face-Time, or OneDrive), to join their assigned group, but this will only be given partial credit and only if you have an excused absence (jury duty, death, hospitalization of self or immediate family, an emergency doctor's visit) but this is not a "norm" I plan to allow for an excessive amount of absences whether excused or unexcused***. **I suggest obtaining a study/note buddy the first day of the course that can assist in the event you miss a class.**

Excused Absences - If you have a legitimate emergency (jury duty, death, hospitalization of self or immediate family, an emergency doctor's visit), you must contact me immediately to let me know what's happening, then, **provide documentation of your emergency when you return both by email and provide hard copy to me at return of class. Any student with 3 UNEXCUSED absences and if you are tardy for class more than 3 times, this will count as one absence; this also applies to leaving class early and not returning from break on time [unless I approved your reason] then the result will be a reduction of your overall average by one letter grade.**

NO MAKE-UPS

There is **no make-up work given**, since all assignments are posted in advance. They must be submitted to D2L by 11:59pm on the specific due date. Late assignments (excused or unexcused absence) will not be graded and will result in a "0" for the grade EVEN IF YOU ARE ABSENT.

Please be advised that D2L indicates a timestamp of your submission time, **so even if your assignment is 1 minute, 2 minute, 15 minutes or a day late, these are result in a ZERO.** In addition, please make sure that you submit the final version of your assignment, I will not accept this as an excuse, so please double check when you upload. In addition, you must include your name in the saved title when you submit an assignment for example. Sharren_Thomas.Article.doc.

INSTRUCTOR WITHDRAWALS:

As your instructor, I will exercise the right to complete an **instructor withdraw for excessive absences (5 or more absences)**. This includes not completing the online assignment during our hybrid meetings. This may result in receiving a WF (Withdraw Failing) grade regardless of class average. But again, any absence excused or unexcused counts against your class participation grade. You can't participate, unless you are in class. You receive 1 pt. for each day you are present and ½ if you come in tardy.

Any student with more than 3 UNEXCUSED absences and if you are tardy for class more than 3 times, this will count as one absence; this also applies to leaving class early and not returning from break on time [unless I approved your reason] then the **result will be a reduction of your overall average by one letter grade.**

So, 3 unexcused absences = reduction of grade and 5 unexcused absences results in an instructor withdrawal.

Computer Requirement:

Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to <http://itpchoice.clayton.edu/policy.htm>.

Students must be:

- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to send and receive e-mail using Office 365/Outlook™ or Outlook Express™
- Zoom and Micro-soft teams Virtual meeting rooms (free for all CSU students)
- Able to attach and retrieve attached files via email
- Able to use a Web browser
- Compatible with Respondus Lockdown Browser

In-Class use of Notebooks: **Computer Notebooks are required in this course.** Students should bring computers to each class meeting. This should only be out when asked to access them, unless you are accessing your e-text.

Technology:

The use of technology will be embedded in class delivery, assignments and course presentations. All assignments unless, except, case analysis should be uploaded to D2L. You can gain access to Desire2Learn by signing on to the SWAN portal. If you experience any difficulties in Desire2Learn please email or call The Hub at TheHub@mail.clayton.edu or (678) 466-HELP. **No electronic devices other than those being used for class purpose are allowed without permission from the instructor.** It is inappropriate and unprofessional to text or visit social media sites while in class. **Cell phones should be on silent and out of sight.**

Diversity/Multiculturalism:

How to address diversity among the adolescent middle school population is a major theme throughout the CSU Teacher Education curriculum. Diversity and multiculturalism are essential to the middle

school philosophy and are constant challenges to middle school educators as they create varied teaching and learning approaches. Meeting the individual needs of students in a multicultural classroom, including gender, race, religion, ethnicity, socioeconomic status, learning styles, and stages of physical, social, and intellectual development, are incorporated as major components of every topic in the course's curriculum.

Communication

In Writing:

As is expected of you as professionals, your accuracy of writing will be assessed. This includes but is not limited to topic sentences and adherence to topic sentences, transitions, grammar, and spelling.

Every written assignment must be in **12-point font, Times New Roman, and double-spaced**. In addition, all resources must be accurately cited (APA 6th edition formatting for the paper and citations). **Written assignments must be written using Microsoft Word and saved as either a doc. or docx. document. DO NOT SUBMIT PAPERS AS PDF FILES.** However, if you are attaching an article or supplemental resources these maybe uploaded as pdf. Files. Finally, all materials distributed to students (in your field placements) must be completely accurate. Any materials submitted for student use that have stray marks, are difficult to read, or demonstrate in any way acceptance of less than the best will be graded unacceptable. The quality of work that you give the students provides a model of the quality of work you expect them to give you.

Please note that the **Writing Studio** is available for all CSU students. If I notice you need help early on please visit the center; it is located in **Clayton Hall room T-200**. If I notice early on that a student needs support with their writing, I will make referrals for you to attend the writing center.

<http://www.clayton.edu/writersstudio>

In Electronic Communication:

Most of your out-of-class communication with your professors will occur via email. Email is an undeniable part of our culture and as such you will be required to communicate via email with your future administrative team, colleagues, and parents. Please attend to the following rules when engaging in electronic communication:

1. Include a relevant and clear subject/topic line for your message.
2. Use a professional salutation.
3. State which class you are enrolled with me and your name
4. Use appropriate punctuation.
5. Check spelling.
6. Recognize that people from different cultures may write or speak differently and be sensitive to that.
7. Always reply to emails sent to you (even if it is just to acknowledge receipt).
8. Re-read your email to yourself (prior to sending) to ensure that it flows well and that it does not sound rude or abrupt (e.g., do not use ALL CAPS to type).

Grading

A	B	C	D	F
90-100	80-89	70-79	60-69	Below 60

Make-up and Late Work Policy:

There is not Make-up work opportunities and NO late work will be accepted. Please note that assignments are due at 11:59pm, so if you submit your work 1min, 2min, 10mins, or even a day late, you will receive a 0. All assignments are posted in D2L the first day of class, so do plan to complete work in a timely fashion that allows for any life "mishaps."

Quiz/Exam Policy:

Quizzes will be completed on D2L by 11:59pm the **Monday** of each week (unless otherwise noted). You will complete them use the Respondus Lockdown Browser, so you must ensure your computer supports this.

Hardship Withdrawal:

Students who experience an unexpected event or circumstance beyond their control that directly interferes with their ability to continue to make satisfactory progress in classes, such as serious illnesses or unexpected major life events, may petition the Dean of their major for a hardship withdrawal from **all classes**. In order to be considered for a hardship withdrawal, the student must have been passing all courses at the time that the emergency or other hardship arose and notify his or her instructors or other University officials about the hardship situation as soon as possible after it arose (per University and BOR policy, —passing is defined as a grade of —D or above). Hardship requests that are not filed in a timely manner are subject to denial even if the student was passing and the hardship was legitimate. Students who attend any classes through the end of a term and complete all course requirements (i.e. final project or exam) are not eligible for hardship withdrawal. If you have taken a final exam in any of your courses, you may not request a hardship withdrawal. For more information go to <http://www.clayton.edu/registrar/Withdrawal>

Class Policies:

Refer to the Policy manual for comprehensive description of policies:

<http://www.clayton.edu/portals/693/docs/Teacher%20Education%20Policy%20Manual.pdf>

Academic Integrity and Academic Dishonesty:

Academic integrity is of paramount importance at Clayton State University. Students are expected to abide by the Student Code of Conduct as outlined in the University's official Student Handbook. Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of academic dishonesty will be reported to the [Office of Community Standards](#). Judicial procedures are described in the section of the [Academic Catalog and Student Handbook](#) titled, Procedures for Adjudicating Alleged Academic Conduct Infractions.

Plagiarism Detection Software:

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You should submit your papers in such a way that no identifying information about you is included.

Disruption of the Learning Environment

Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. **A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class.** A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

The Americans with Disabilities Act (ADA):

Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Edgewater Hall 255, 678-466-5445, disabilityservices@mail.clayton.edu.

Weapons on Campus:

Clayton State University is committed to providing a safe environment for our students, faculty, staff, and visitors. Information on laws and policies regulating weapons on campus are available at <http://www.clayton.edu/public-safety/Safety-Security/Weapons>

*****Last Day to Withdraw and Receive a W March 6th.**

Course Outline and Requirements: *This course outline is subject to change.*

Date	Focus/Topics	Readings (Should be read by Mondays class, except for week 1)	Project /Assignment Due
Week of January 14 th	Introduction, Opening Activity, Syllabus, D2L, and APA review. Teaching and Educational Psychology	View APA video Chapter 1 (Read by Thursday, January 16, 2020)	Chapter 1 Test, due Thursday 12 noon (this is the only test that will not be due on Monday, by 11:59pm Syllabus Acknowledgment Sheet uploaded to D2L, by Thursday, January 16th by 11:59 pm. Syllabus Quiz on D2L due by Thursday, January 16th by 11:59 pm
Week of January 21 st	Cognitive and Linguistic Development Piaget & Vygotsky	Chapter 1 Continued Chapter 2	Chapter 2 Test, due Monday, January 20 th by 11:59pm
Week of January 28 th	Personal and Social Development Erickson Kohlberg	Chapter 3	Chapter Test 3 Due, Monday, January 27 th by 11:59pm in D2L APA quiz in D2L by 11:59 pm January 27th
Week of February 4 th	Intelligence Growth Mindsets	Read all articles that are loaded in D2L in Week February 4 th Module by Tuesday.	Summary & Critique Template (TYPED and Hard copy due) for both Intelligence and Growth Mindset templates are due to bring to class for Tuesday's class

Week of February 11 th	Culturally Responsive Teaching Bring your CRT article	Read all articles that are loaded in D2L in Week February 11 th Module ALSO Bring your hard copy of your CRT subject specific article to class on Thursday, February 13th	Summary & Critique Template (TYPED and hard copy) for both Culturally Responsive Articles are due to bring to class for Tuesday's Class Library Exploration and Journal Reporting Due, Monday, February 10th by 11:59pm to D2L.
Week of February 18 th	Learning, Cognition, and Memory	Chapter 6	Chapter Test 6 Due, February 17 th by 11:59pm in D2L
Week of February 25 th	Complex Cognitive Processes Learning and Cognition in Context	Chapter 7 Chapter 8	Chapter 7 Test, due, February 24 th by 11:59pm in D2L Chapter 8 Test due, February 26 th by 11:59pm in D2L
Week of March 3rd	Field Observation Week NO CLASS MEETING Online Assignment Complete Quizzes for Chapter 4- Group Differences & 5- Individual Differences and Special Educational Needs By Sunday March 8th by 11: 59pm Article Reflection and Critique #1, Due SUNDAY, March 8th by 11: 59pm in D2L		
Week of March 10th	SPRING BREAK NO CLASS MEETING Field Observation Week (possible if you still need to finish)		
Week of March 17 th	Behaviorist Views of Learning Pavlov	Chapter 9	Chapter 9 Test due March 16 th by 11:59pm
Week of March 24 th	Social Cognitive Views of Learning Bandura	Chapter 10	Chapter Test 10 Due, March 23 rd by 11:59pm in D2L

Week of March 31 st	Motivation and Affect	Chapter 11	Chapter Test 11 Due, March 30 th by 11:59pm in D2L
<p>Week of April 7th VIRTUAL CLASS - No Class Meeting</p> <p>Online exploration See Module for April 7th in D2L bring to class on April 14th</p> <p>Re-submission of Article Reflection and Critique #1 (below 85% scorers, or PPT (85% or over Scorers) Due Monday, April 6th by 11: 59pm in D2L</p> <p>Field Observations if Districts are not on Spring break</p> <p>Also, use this week to work on the following:</p> <p>Chapter 12 Test due, April 13th by 11:59pm in D2L</p> <p>Educational Psychology Theorists Table and Report due to D2L by Monday, April 20th by 11: 59pm</p> <p>Observation Reflection Template & Time Log due to D2L by Thursday, April 30th by 11: 59pm</p>			
Week of April 14 th	Instructional Strategies	Chapter 12	Chapter 12 Test due, April 13 th by 11:59pm in D2L
Week of April 21 st	Creating a Productive Learning Environment	Chapter 13	Chapter Test 13 Due, April 20 th by 11:59pm in D2L Educational Psychology Theorists Table and Report due to D2L by Monday, April 20th by 11: 59pm
Week of April 28 th LAST DAY OF CLASS	Classroom Assessment Strategies Last Day Activities	Chapter 14	Chapter Test 14 Due, April 27 th by 11:59 pm in D2L Observation Reflection Report and Time Log (Signed Time-log) Thursday, April 30 th by 11:59pm to D2L

Course Assignments/Requirements and Evaluation Percentages

Assignment	Total Possible Points	Due Date
Chapter Quizzes	20%	Weekly on Mondays, by 11:59 pm to D2L (unless otherwise noted)
Classwork/Other Assignments	10%	Due at the end of most class sessions to OneDrive and/or handed in as requested.
APA Video and Quiz	3%	Monday, January 27 th by 11:59pm to D2L.
Library and Research Journal Reporting	7%	Monday, February 10 th by 11:59pm to D2L.
Reflection & Article Critique #1	15%	Sunday, March 8 th by 11: 59pm in D2L
Reflection & Article Critique (optional Re-submission lower 85%), I will not accept after this date, the first submission will be used instead		Sunday, April 6 th by 11:59 pm to D2L
Educational Psychology Theorists Table and Report	15%	Monday, April 20 th by 11:59pm to D2L
Observation Reflection Report and Time Log (Signed Time-log)	20%	Thursday, April 30 th by 11:59pm to D2L
Participation & Professionalism	10%	Every Class Meeting and beyond (see details within the syllabus)

Additional details regarding each assignment (including rubrics) will be posted electronically via D2L as assignments are introduced.

Assignment Descriptions

Weekly Activities (30%)

Each week you will be assigned Chapter Quizzes and Class Activities

Chapter Test (20%)

Each week you will be required to provide responses to Chapter Questions in D2L. This is about your reading completion and comprehension, so this is due before we have discussed in class.

These will be multiple choice quizzes that you will take in Repondus Lockdown Browser in D2L. These assignments will be due Mondays by 11:59pm in D2L (unless otherwise noted). (NOTE: You will not be given additional time to take the

quiz, if you fail to complete and submit the quiz by 11:59pm, you will be given a zero.). These quizzes are designed to assess your understandings of the course readings, your own learning and application of the core concepts and principles of educational psychology. While you are not expected to be ‘experts’ after reading chapters or articles, there are some *critical* concepts that you should be able to understand from your reading. To be successful on these quizzes, you will need to read the assigned chapters in detail, take notes, and possibly discuss challenging topics with the professor or another classmate. A cursory glance at the chapters will not suffice. **You will have TWO attempts to take the quiz and the average grade will count.**

NOTE: These tests are available from Tuesday to Monday each week. So do not wait until the last minute to attempt these quizzes). Respondus download information and computer system requirements will be provided in D2L. Help with D2L Respondus Lockdown Browser 678-266-4362.

In-Classwork Activities/Other Assignments (10%)

People tend to understand things best when they have a chance to talk and write about them, so I consider your participation in discussions and activities to be a very important part of your learning. You will be doing some In-class Activities (ICAs) regularly, often in small groups. Each week you will be required to work with your fellow classmates in groups or with a partner to complete class activities. This work may require you to access Office 365 OneDrive, which is a system similar to google drive, **so your computers must be brought to class every session.** Other assignments maybe completed in class and finished at home to be brought before the next class.

Library and Research Journal Report (7.5%) and APA Video and Quiz (7.5%)

I. Library Visit and Research Journal Exploration Report (7%)

1. Find out how to access your university’s online library catalog from a computer at home or at some other off-campus location. <http://www.clayton.edu/library>
2. Go to your university library and **locate three different professional journals that publish research articles related to human learning, child development, and/or classroom practice.** Describe the kinds of research studies that each of these journals publishes (a minimum of 3 must be reported). Do not just copy the journal description provide a summary in your own words. You will have other pertinent information to report, see the full description of this assignment in D2L. The journal names and descriptions should be typed in Times Roman 12pt font. You do not have to write this part of the assignment in APA 6th ed. You can write it in bullet or paragraph form, but it must be coherent and written in complete sentences. *It will be advised to contact Mr. Gordon Baker at the library if you think you need guidance with this assignment. He is the point of contact for Teacher Education, but he is not the only one that can help you, you can speak with anyone at the reference desk.* NOTE: A rubric will be provided in D2L.

II. APA Video and Quiz (3%)

1. All papers in this class require APA 6th edition formatting. You will need to review all APA resources and view the videos that have been uploaded in D2L.
2. Then complete the APA quiz by the due date.

Article Critique and Observation Reflection Paper (15%)

Now that you have completed Part I above you have now explored various research journals related to human learning, child development, and/or classroom practice. Now you will provide a reflection and critique on ONE of the three articles (due dates for each will be provided).

RE-SUBMISSION OPTION:

1. **SCORES OF 85 OR LESS. Article critique correction papers will be an optional assignment. You may re-submit the first article critique (only if you have made less than 85%).** So, only if you have made less than 85 on AC1...then you will you be allowed to re-submit your corrected paper; the original GRADED paper, and a copy of the article (PDF).
2. If you made **85 to 95 and you want to earn 5pts**, you may submit a PPT (5 to 7 slides) giving an overview of your article and the Critique.
3. **If you did not submit for AC1**, you will not be able to submit during the re-submission time.

These papers must be written using Microsoft Word, formatting using APA 6th edition, and saved as a doc or docx document. **Save using File Name as follows: Last Name_First Name_Short Title description. For example:** Thomas_Sharren_Reflection.Critique 1

Details are attached in handouts in D2L.

Some resources to help with APA. You need to review these websites.

Purdue's Online Writing Lab: https://owl.purdue.edu/owl/purdue_owl.html

The APA website (<http://www.apastyle.org/>

Easy Bib <http://www.easybib.com/guides/students/writing-guide/iv-write/a-formatting/apa-paper-formatting/>

YOU MUST watch the following videos.

Why we use APA? And how?

<https://www.youtube.com/watch?v=uVlsbN99LIQ&index=2&list=PLAcGJpqk1yAuzDF7w4XQV0pFi537rEeH5>

6th edition APA, how to complete the page setup.

<https://youtu.be/9pbUoNa5tyY>

Educational Psychology Theorists Table and Report (15%)

PART I:

You will be required to research and complete an Educational Psychology Theorists Table. See assignment in D2L for table. You may find information in your book or use other academic sources to complete the table. You must provide references (so a reference page is required) and provide accurate citations using APA 6th edition. You will type directly in the table for this part using Times New Roman 12in font. **DO NOT BOLD THE TEXT.** It is important that you write your responses using correct grammar and punctuation. You may use short phrases and short sentences in the table, remember being accurate and thorough is more important than length,

PART II: You will be required to describe components of 2-3 theories that best align with your thoughts about teaching and learning and justify your responses. Remember, these theories are not your original ideas, so I expect to see citations (either paraphrasing or direct quotes, but see the APA video, too many direct quotes is not good). 1 PAGE (see instructions in the dropbox).

Field Observation hours and Observation Reflection Paper (20%)

Field Experience: The University System Board of Regents requires a 10-hour field experience in this course. This field experience is arranged by the individual student. For the summer session, this experience will broadly be defined but involves relating the principles you are learning in the 2130 course to the children, adolescents, or other learners with whom you are working. Students should select a field experience site and provide documentation about the 10 hours of field work. For example, if you choose to tutor an elementary-aged student, please provide a log of your hours and ask the parent of the child you tutored to sign the log (see log form in D2L). If you are working with an after-school program or a community-based program, the person who oversees your work can sign your log. In addition to the hours log, students should compose a **written response to the following questions in template in D2L**.

One of the requirements for this course is the completion of school and/or classroom observations. The process for arranging the observations vary by school district. Some school districts permit students to contact individual schools directly while others require the submission of formal requests through your University Field Placement Coordinator. A chart will be provided in D2L in a module.

Class Participation and Professionalism (10%)

During class meetings, students are expected to actively engage in critical discourse (**with laptop notebooks and text every session**). Students are responsible for reading, fully participating, questioning and responding. Because your participation is of utmost importance, should you miss a class or be late/leave early for a class, you reduce the learning experience for you and for all of the members of our learning community. Class discussion is an integral aspect of the course, and when you come to class without reading material or come without written responses to case analysis this limits group and/or whole class discourse.

Each attendance will count towards the final grade. For every class you miss (deduction of 1 pt. and if you are late or reprimanded for productive participation deduction of 0.5 pts), whatever the reason, you automatically lose points from your total days for the course. This way I do not have to make decisions about your reasons for missing class. For example, if we meet **27 times for this semester**, and you miss **3 days whether an excused or unexcused absence and you are late once**. Your grade for this category is calculated as $23.5/27 = 87.04$ B in this category. **But again, please be reminded UNEXCUSED absences of 3 or more absences will result in an automatic letter grade reduction for the entire course grade.** In addition, if you are tardy for class more than 3 times, this will count as one absence; this also applies to leaving class early and not returning from break on time [unless I approved your reason].

Professionalism:

Effective teachers are committed to the teaching philosophy of differentiated instruction and to the profession's Code of Ethics. Interns will demonstrate the proficiencies of differentiated instruction; will establish positive, supportive relationships and appropriate communication with students, colleagues, parents, community members, and outside agencies; and will maintain the highest standards of ethical behavior as stated in the PSC Code of Ethics. A record of students' attendance, punctuality and general professional behavior will be kept. Refer to the Teacher Education Handbook regarding specific professional expectations related to professional dress and appearance. Please remove headgear during class (hats, caps, du-rags, hoods, bandanas, etc.)

I will monitor the following indicators of professionalism throughout the course:

Does the student:

- Model high standards and expectations for him or herself?
- Display a commitment to becoming a teacher and to the profession of helping students learn?

- Enjoy learning and indicate enthusiasm toward working with students to facilitate their learning?
- Regularly reflect on and assess his or her performance and effectiveness for self-improvement?
- Learn from experiences and show improvement over time?
- Manage interpersonal relationships effectively?
- Demonstrate courtesy, respect, and civility in interactions with others?
- Work collaboratively with professional colleagues and faculty?
- Timely completion of responsibilities?
- Accept responsibility for actions and non-actions, placing the locus of control upon him or her rather than shifting blame or claiming inability to control outside factors?
- Maintain appropriate attire and appearance?
- Promote and model standards of academic honesty?
- Engage in professional communication (face-to-face or email) with the professor, supervisor, mentor teacher or other school officials?

Disclaimer: Please note that due dates are subject to change. In the event of a change, you will be notified either in class and/or via email.

Resources and Bibliography

Website Resources:

Georgia Performance Standards: www.georgiastandards.org
 Georgia Department of Education: <http://www.doe.k12.ga.us/>
 U.S. Department of Education: <http://www.ed.gov/index.html>
 Georgia Professional Standards Commission: <http://www.gapsc.com>

Selected Bibliography:

- Adams, Frank (2000). *Case Studies in Educational Psychology*. New York: Routledge.
- Chen, Jie-Qi (2006). How MI Theory Fits into Traditional and Modern China, paper presented at AERA in San Francisco. <http://www.howardgardner.com/docs/chen2006aera.pdf>
- Elkind, David (1977). Erik Erikson's Eight Stages of Man in *Readings in Human Development: Contemporary Perspectives* edited by David Elkind and Donna Hetzel. New York: Harper & Row.
- Griffin, E. (1991). Chapter 10: Hierarchy of Needs of Abraham Maslow in *A First Look at Communication Theory*. New York: MacMillan.
- Mooney, Carol (2002). Chapter 5: Lev Vygotsky in *Theories of Childhood: An Introduction to Dewey, Montessori, Erikson, Piaget and Vygotsky*. St. Paul, MN: Redleaf Press.
- Santrock, John (2010). Chapter 2: Cognitive and Language Development in *Educational Psychology 5th Edition*. New York: McGraw-Hill.
- Slavin, Robert (2011). *Educational Psychology: Theory & Practice*. New York: Pearson.

I have read the syllabus and course evaluation assignments for this course. I understand that these are the expectations for this course and are subject to be changed as the professor deems necessary.

Please print and sign below, then **upload** this to the appropriate **D2L drop box by January 16, 2020 by 11:59pm for 100pts.**

Your signature (cursive writing) and SHOULD NOT BE TYPED.

Print Name

Signature

Date