COURSE INSTRUCTOR

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COURSE INFORMATION

EPSY 5332 (3 Credit Hours)
Fall Semester 2009
Course delivered completely online
www.blackboard.ttu.edu

COURSE DESCRIPTION

Emphasis on the application of educational psychological principles to teaching at all levels.

COURSE PURPOSE

The purpose of this course is to extend the knowledge of educational psychology principles that influence effective learning and teaching. The course will focus mainly on the theory and research underlying our knowledge about the various components that comprise the global term educational psychology. The basic premise underlying this course is that educational psychology is primarily concerned with the nature, conditions, outcomes, and evaluation of classroom learning. Therefore, those aspects of psychology most relevant to education will be emphasized, including cognitive development, theories of learning and motivation, and assessment of learning outcomes.

RELATIONSHIP TO THE CONCEPTUAL FRAMEWORK

As articulated in the Conceptual Framework of the College of Education, knowledge based on research findings, combined with sound professional practice and educators’ proficiencies and content knowledge, is the driving force of the missions, visions, beliefs, ethics, and values of the College of Education. The essence of the conceptual framework is captured by the theme, “Professional Educators Opening Doors to the Future.” In EPSY 5332 the doors are opened metaphorically by assisting in the development and preparation of scholar-practitioners. In this sense, a scholar-practitioner has a firm understanding of educational psychology and how theories of learning, development, and motivation, and the principles of assessing student learning can be applied to enhance the quality of the teaching-learning process. As educators, trainers, instructional designers, parents, coaches, counselors, and/or researchers, scholar-practitioners’ practice is informed by the theories and research undergirding educational psychology.
REQUIRED MATERIALS


COURSE WEBPAGE (BLACKBOARD)

The course webpage contains this syllabus in its most current form, course grades, additional and supplemental readings, and other noteworthy information for the course, including but not limited to the following: exams, announcements, and homework assignments. If you experience problems with the course webpage, please contact the instructor immediately.

LEARNING OUTCOMES

Please see Appendix A for a general description of the core learning outcomes and method of assessing these outcomes. A comprehensive list of learning objectives may be downloaded from BlackBoard. This document will list what content you are expected to master for each topic. The learning objectives may be obtained through reading and studying the textbook, through satisfactory completion of assignments, and by attention to and participation in classroom lectures, presentations, discussions, and projects. It is strongly recommended that you use these learning objectives as 1) a study guide for the scheduled examinations and 2) a yardstick to measure your progress in this course.

ASSESSMENT OF LEARNING OUTCOMES

Grades are computed based on satisfactory completion of the course requirements. Below is a breakdown of the grading and the grading scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>F</td>
<td>59 &amp; Below</td>
</tr>
</tbody>
</table>

Please note that a plus/minus system will be used to assign grades. Unlike the traditional grading system, the plus/minus grading system will allow the professor to distinguish between, for example, B and B+ work. The University will show plus and minus grades on your transcript, but does not factor them into your GPA (e.g., B+, B, and B- are all counted as 3.0). For more information please refer to the Texas Tech University Operating Procedure 34.12 (http://www.depts.ttu.edu/opmanual/OP34.12.pdf).

Quizzes. Instead of a midterm and final exam, students knowledge of the content covered in this course will be assessed via eight quizzes. These quizzes are designed so that students demonstrate their understanding and ability to recall and apply basic terms and theoretical concepts covered in the course. To ensure that the class stays together on readings and quizzes, there is a deadline for taking each quiz. As of 11:55pm of the due date, the individual quiz will be closed and no longer available. Students will be expected to complete the quizzes online in one sitting.
Students will be required to complete the quiz within a specified time limit. The time limit will be intentionally short to encourage students to read the chapter and study carefully before attempting the quiz. Although students will be allowed to use their textbooks and lecture notes when taking the quiz, there will not be a sufficient amount of time to search for answers on the fly. Students will be given two opportunities to take each quiz and the highest score of these two attempts will be recorded in the gradebook.

Make-up quizzes will be offered only to those who obtain permission from the instructor 72 hours IN ADVANCE of the quiz. Exceptions to this rule will be considered depending on the circumstance (e.g., death of a family member, birth of a baby, or significant illness). Arrangements to take a missed quiz MUST be made within ONE WEEK after the quiz is given. Please see Appendix B for the dates of the quizzes.

Case Study Analyses. Throughout the semester students will analyze four educational cases. These cases will provide students with an opportunity to apply their knowledge of the various educational psychology theories and concepts to actual educational scenarios. Each case study will consist of several questions to guide students’ thinking. While students will be expected to answer all of the questions thoroughly, a small sample of these questions will be randomly selected for grading. Please see Appendix B for the dates that the case study analyses are due. Details about the case studies and how to conduct the analysis may be found on BlackBoard.

Reading Surveys. After completing each assigned reading, students will be asked to complete a reading survey. The purpose of this survey is to track student reading, while also monitoring what students perceive to be confusing and interesting ideas regarding the assigned reading. The goal is to use the survey to address these confusing points and to elaborate on those interesting points during lecture. Students’ survey submissions are anonymous. Ideally, students will complete the reading survey immediately after reading the assigned readings.

Assignments. Students are expected to complete weekly assignments that are designed to enhance the learning process. Each graded activity is worth 5 points and may not be made up. From time to time these assignments may require students to participate in asynchronous discussions (on Blackboard). To get full credit for these online discussion, students must: (1) submit an initial posting that is thoughtful and well-articulated and (2) actively engage in a written dialogue as demonstrated by making at least two meaningful replies to classmates’ main postings. Each discussion will be worth 5 points. Please refer to the discussion board for due dates.

Extra Credit. Extra credit opportunities may be available during the semester in the form of participation in a research study conducted by a College of Education faculty member or doctoral student. The amount of points for participating in a study may vary but will not exceed 5 points. Details of these opportunities will be announced in class when they arise.

COURSE POLICIES AND STATEMENTS

COURSE EXPECTATIONS

Workload Policy. This class is a 3 credit hour course, which will be very active, requiring ongoing commitment by the student. The university defines this as 3 contact hours plus 6 additional hours of work per week for a student to achieve an average grade in the course. Consequently, the instructor has designed this online course to reflect the above workload expectations. This is not a course in which students can wait until the last minute to do the work. So please plan accordingly! If your schedule is
such that you cannot meet these expectations then you should consider changing your schedule or
taking this course when you have sufficient time to make this commitment.

COMMUNICATION

Office Hours. My regular office hours will be by appointment only. Since this is an online course, I am
open to alternative meeting formats (e.g., telephone, internet chat, etc). If at any time during the
course you need help or special consideration regarding any subject, please do not hesitate to speak
with me.

E-mail. The use of e-mail and the Internet has gone beyond being merely fun and/or convenient.
Information technologies have become routine tools for learning. It is imperative that you learn to use
e-mail, the Internet, and general computing (word-processing, graphics, and database management) as
part of your graduate education. Accordingly, you must have an e-mail account and check it (and the
course webpage) regularly.

In the event that you need to contact me via e-mail, please include “EPSY 5332” and the title of the e-
mail (e.g., homework question, attendance) in the subject line. For example, the subject line may read
“EPSY 5332 – Attendance.” I will respond to e-mail requests within 24 hours during the work week
(excluding holidays).

READINGS AND ADDITIONAL INSTRUCTIONAL RESOURCES

Required Readings. The required textbook is listed above and may be ordered online from the
University bookstore or a number of other online vendors. The majority of the assigned readings will
come from the textbook. In some cases additional required readings will be assigned and will be located
on BlackBoard. It is expected that each student read the assigned readings prior to listening to the
lecture.

Supplemental Readings. Supplemental readings are not required but are offered as optional sources
that provide greater depth regarding their respective topics and that served as key sources in the
preparation of class lectures. These readings will also be located on BlackBoard.

ASSIGNMENT AND HOMEWORK POLICY

Late assignments will not be accepted after 7 days (1 week after the initial due date). Points will be
deducted for assignments turned in late (2 points each day it is late). In the event that your assignment
may be late due to technical difficulties, you may avoid this penalty in many cases by successfully
submitting assignments on-time by email or in my mailbox.

ACCOMMODATING STUDENT DISABILITIES

Any student in this course who has a disability that may prevent him/her from fully demonstrating
his/her abilities should contact the instructor as soon as possible to discuss accommodations that are
necessary to ensure his/her full participation and to facilitate his/her educational and professional
development.
COURSE OUTLINE

The order of discussion may be altered when needed, some topics may be deleted or added with consideration of the content and students interest in the topics. Please see Appendix B, which lists important due dates, Appendix C for a copy of the course outline, and Appendix D for an overview of course related activities.
## APPENDIX A

### STUDENT LEARNING OUTCOMES AND ASSESSMENTS OF OUTCOMES

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>By the conclusion of EPSY 5332, the student will be able to:</td>
<td>To assess these learning outcomes:</td>
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<tr>
<td>Discuss the theme, “Professional Educators Opening Doors to the Future,” as it relates</td>
<td>Students will engage in ongoing class discussions describing how theories of educational psychology assists educational practitioners in making informed educational decisions about the teaching-learning process.</td>
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<tr>
<td>to educational psychology.</td>
<td>Students will distinguish between the major theories of educational psychology during small-group discussion sessions and on content-based, multiple-choice and essay exams.</td>
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<tr>
<td>Compare and contrast major theories of educational psychology.</td>
<td>Students will be presented with current issues and controversies in educational psychology and asked to articulate their position by supplementing their response with theory and research.</td>
</tr>
<tr>
<td>Analyze current issues and controversies in the field of educational psychology.</td>
<td>Using case studies and vignettes, students will analyze current educational dilemmas, problems, and issues in education and apply the appropriate theory to explain and/or resolve the issue.</td>
</tr>
<tr>
<td>Apply theoretical perspectives and educational concepts/issues to real life situations,</td>
<td>Students will describe how theories of educational psychology can be applied to enhance the quality of the teaching-learning process. This may be done using a variety of formative and summative assessments (e.g., class discussions, case study analysis, essay exams, etc).</td>
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<tr>
<td>especially those related to educational settings.</td>
<td>Students will distinguish between the different types of classroom assessments using content-based exams. Their ability to appropriately use the different types of assessment will be judged based on in class discussions, case study analysis, and/or content-based multiple-choice and essay exams.</td>
</tr>
<tr>
<td>Analyze current educational dilemmas, problems, and issues in education and apply the</td>
<td>Students will review a current study (or studies) relevant to educational psychology. In the review they will discuss the theoretical framework, methodology, and the implications of the study. Students will discuss their review in small or whole group discussions. In addition, students will be asked to articulate how the theoretical framework used in the study is related to course content.</td>
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<tr>
<td>appropriate theory to explain and/or resolve the issue.</td>
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<tr>
<td>Compare and contrast different kinds of classroom assessment and their appropriate uses,</td>
<td></td>
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<td>including formative and summative tests and norm-referenced and criterion-referenced</td>
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<tr>
<td>tests.</td>
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<tr>
<td>Discuss current research findings in educational psychology and the implications of these</td>
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<td>findings for educational practitioners.</td>
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<tr>
<td>Summarize current research studies in educational psychology and describe the research</td>
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<td>methodology.</td>
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APPENDIX B

IMPORTANT DUE DATES

Course Introduction Module (Aug. 27 – Sep. 6)

| Sep. 6 | • Course Introductions  
|        | • Tell me about your self  
|        | • Assignment # 1: Metaphor for teaching |

Module 1 (Sep. 7 – 27)

| Sep. 25 | • Reading surveys for Chapters 1, 2, and 3  
|         | • Assignment # 2: The Teaching and Learning Inventory  
|         | • Assignment # 3: Identifying Examples of Reinforcement and Punishment  
|         | • Assignment # 4: Identifying Examples of Effective Classroom Practices |
| Sep. 27 | • Quiz # 1: Conditioning Theories  
|         | • Quiz # 2: Social Cognitive Theory |

Module 2 (Sep. 28 – Oct. 18)

| Oct. 16 | • Reading surveys for Chapters 4 and 5  
|         | • Assignment # 5: Working Memory and the Grocery List  
|         | • Assignment # 6: Identifying Effective Classroom Practices  
|         | • Assignment # 7: Developmental Trends in Metacognition  
|         | • Assignment # 8: Facilitating Effective Study Strategy Use |
| Oct. 18 | • Quiz # 3: Cognitive Information Processing  
|         | • Quiz # 4: Cognitive Learning Processes |

Case Study Module (Oct. 19 – 25)

| Oct. 25 | • Case Study 1: Getting Acquainted  
|         | • Case Study 2: Mars in Review |

Module 3 (Oct. 26 – Nov. 15)

| Nov. 13 | • Reading Surveys for Chapters 6 and 7  
|         | • Assignment # 9: Personal Reflections of Vygotsky’s Theory  
|         | • Assignment # 10: Recognizing a Student’s ZPD  
|         | • Assignment # 11: A Private Universe  
|         | • Assignment # 12: Teaching Fractions |
| Nov. 15 | • Quiz # 5: Constructivist Theory  
|         | • Quiz # 6: Cognition and Instruction |
Module 4 (Nov. 16 – Dec. 6)

| Dec. 4       | • Reading Surveys for Chapters 8 and 11  
|             | • Assignment # 13: Identifying Typical and Atypical Behaviors  
|             | • Assignment # 14: Supporting Learning as Children Grow  
|             | • Assignment # 15: Plotting Students’ Attributions  
|             | • Assignment # 16: Motivation and Learning  
| Dec. 13     | • Quiz # 7: Development and Learning  
|             | • Quiz # 8: Motivation  

Case Study Module (Dec. 7 – 13)

| Dec. 13     | • Case Study 3: Another Typical Day  
|             | • Case Study 4: Giving Up  

- All assignments, quizzes, and case studies are due at 11:55pm of the due date.

- Please note that in the lecture I mention several “class activities” however, these activities are optional if they do not show up in the module as a “chapter-related assignment.” I would however, encourage you to complete them as a part of your studying. In the event that your answers on the activity do not match with those presented in the answer key, it does not necessarily mean that you are wrong and I am right. Sometimes it is a matter of perspective. I would be glad to address any discrepancies using the discussion board as the forum.

- Each quiz will be available on the Friday preceding the due date. However, the quiz will only be available if you have completed all of your assignments. Therefore, if your assignments are not completed, you will not be able to take the quiz. In fact, the quiz will not show up in your module until the assignments are completed.

- While you will have access to the case studies throughout the semester, you will not be able to complete the case studies until the specified week. You may submit your case study anytime during this week.

- Due to university policy, Quiz 7 and 8 may be not be administered between Dec. 3 – 9. Therefore, Quiz 7 and 8 will be available Dec. 11 – 13.
## APPENDIX C

### COURSE OUTLINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Module Name</th>
<th>Topic</th>
<th>Assigned Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 27 – Sep. 6</td>
<td>Course Introduction Module</td>
<td>Course Introduction</td>
<td></td>
</tr>
<tr>
<td>Sep. 7 – 27</td>
<td>Module 1</td>
<td>Learning: An Introduction</td>
<td>Chapter 1 (pp. 1-9; 16-26)</td>
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<tr>
<td></td>
<td></td>
<td>Conditioning Theories</td>
<td>Chapter 2 (pp. 27-38; 45-76)</td>
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<tr>
<td></td>
<td></td>
<td>Social Cognitive Theory</td>
<td>Chapter 3 (pp. 77-129)</td>
</tr>
<tr>
<td>Sep. 28 – Oct. 18</td>
<td>Module 2</td>
<td>Cognitive Information Processing Theory</td>
<td>Chapter 4 (pp. 130-141; 147-163; 166-182)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cognitive Learning Processes</td>
<td>Chapter 5 (pp. 183-190; 217-233)</td>
</tr>
<tr>
<td>Oct. 19 – 25</td>
<td>Case Study Module</td>
<td>Case Studies 1 and 2</td>
<td></td>
</tr>
<tr>
<td>Oct. 26 – Nov. 15</td>
<td>Module 3</td>
<td>Constructivist Theory</td>
<td>Chapter 6 (pp. 234-277)</td>
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<tr>
<td></td>
<td></td>
<td>Cognition and Instruction</td>
<td>Chapter 7 (pp. 278-304)</td>
</tr>
<tr>
<td>Nov. 16 – Dec. 6</td>
<td>Module 4</td>
<td>Development and Learning</td>
<td>Chapter 8 (pp. 324-365) Oakley (2004)</td>
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<tr>
<td></td>
<td></td>
<td>Motivation</td>
<td>Chapter 11 (pp. 452-455; 465-511)</td>
</tr>
<tr>
<td>Dec. 7 – 13</td>
<td>Case Study Module</td>
<td>Case Studies 3 and 4</td>
<td></td>
</tr>
</tbody>
</table>
Appendix D

OVERVIEW OF ACTIVITIES

New Topic

Complete the Quiz and Case Study (if applicable)

Submit any remaining questions (BlackBoard)

Complete any related assignments

Listen to the recorded lecture (BlackBoard)

Complete the assigned readings

Complete the reading survey (BlackBoard)

Download a hard copy of the lecture and any related handouts