CEPD 4101-E01 & E02: Educational Psychology, Fall/2019

*Instructor Information

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*Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

CourseDen D2L Home Page

D2L UWG Online Help (8 AM – 5 PM)
Call: 678-839-6248 or 1-855-933-8946 or
email: **online@westga.edu**

24/7/365 D2L Help Center
Call 1-855-772-0423

University Bookstore

Student Services

Center for Academic Success
678-839-6280

Distance Learning Library Services

Ingram Library Services

Accessibility Services
678-839-6428

counseling@westga.edu

College of Education Vision

The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that change lives and contribute to the betterment of society.

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings within three dynamic areas of focus: Education, Leadership, and Health. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in teaching, professional service, engaged partnerships, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (e.g., INTASC, NBPTS, Learned Societies) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

*Course Information

Course Description
An introduction to psychological theories and principles applied to the classroom, the course will include aspects of learning, motivation, classroom management, and assessment. Emphasis will be placed on motivation, cognition, and developmentally designed instruction for all students. Students should be proficient with *Desire to Learn/D2L/CourseDen.* Students lacking such technological skills need to get help from student support services at UWG by calling at 678-839-6248 or emailing at online@westga.edu.

Credit Hours: 3

Texts, Readings, and Instructional Resources
Required Text(s)
Seifert, K., & Sutton, R. (2019*). Educational psychology: Global text* (3rd ed.). Retrievable at
         https://uwgedpsych.pressbooks.com

The textbook is available for free as an Open Educational Resources (OER) book. You can access the book by chapters through the links provided or download the entire e-textbook via D2L as a pdf file onto your personal computer or print out a hard copy at your own cost if you prefer.

However, since the OER textbook does not cover all the updated essential information in this course, there are additional materials to complement the book. Please make sure to go through all materials at each learning module besides the designated OER textbook chapter(s).

Suggested Text(s)
Snowman, J. & McCown, R. (2014*). Psychology applied to teaching* (14th ed.). Belmont, CA:
         Wadsworth, Cengage Learning. ISBN-13: 978-1-285-73455-2
Watson, M. W. (n.d.). *Theories of human development*. [lectures on CD or DVD]. The teaching
         company. Purchase information retrievable at
         http://www.teach12.com/tgc/courses/course_detail.aspx?cid=197#BVRRWidgetID.
         (You should consider getting this CD/DVD if you are an audio learner and want to learn
         more information about human development theories)
Ormrod, J.E. (2010). *Educational psychology: Developing learners* (7th ed.). Upper Saddle
         River, NJ: Merrill. (You should consider getting this book if you want an alternative
         version of our designated textbook with a different twist/read. A copy is available on
         course reserve at TecHUB at Education Center)
Ormrod, J. E. (2012). *Essentials of educational psychology* (3rd ed.).Upper Saddle River, NJ:
         Pearson-Merrill. (You should consider getting this book if you want an alternative
         version of our designated textbook with a different twist/read. A copy is available on
         course reserve at TecHUB at Education Center)

Course References:

Ardila, A., Rosselli, M., Matute, E., & Inozemtseva, O. (2011). Gender differences in cognitive development. *Developmental Psychology*, 47(4), 984-990.

Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology, 52*, 1 – 26.

Buck, S., Ritter, G. W., Jensen, N. C., & Rose, C. P. (2010). Teachers say the most interesting things – an alternative view of testing. *Phi Delta Kappan, 91*(6), 50 – 54.

Corno, L. (2008). On teaching adoptively. *Educational Psychologist*, 43(3), 161-173.

Cushman, K., & Rogers, L. (2008). *Fires in the middle school bathroom: Advice for teachers from middle schoolers*. New York: The New Press.

Cushman, K. (2003). *Fires in the bathroom: Advice for teachers from high school students*. New York: The New Press.

Durand, T. M. (2010). Celebrating diversity in early care and education settings: Moving beyond the margins. *Early Child Development and Care*, 180(7), 835-848.

Eby, J., Herrell, A., & Jordan, M. (2010). *Teaching in K-12 schools: A reflective action approach* (5th ed.). Boston: Allyn & Bacon.

Goeke, J. L. (2009). *Explicit instruction: A framework for meaningful direct teaching*. Upper Saddle River, NJ: Pearson.

Levin, J., & Nolan, J. F. (2010). *Principles of classroom management: A professional decision-making model* (6th ed.). Boston: Allyn & Bacon.

Luczynski, K. C., & Hanley, G. P. (2010). Examining the generality of children's preference for contingent reinforcement via extension to different responses, reinforcers, and schedules. *Journal of Applied Behavior Analysis*, 43(3), 397-409.

McCoach, D., O'Connell, A. A., & Levitt, H. (2006). Ability Grouping Across Kindergarten Using an Early Childhood Longitudinal Study. *Journal of Educational Research*, 99(6), 339-346.

Messner, C., & Wänke, M. (2011). Unconscious information processing reduces information overload and increases product satisfaction. *Journal of Consumer Psychology*, 21(1), 9-13.

Miller, M. D., Linn, R. L., & Gronlund, N. E. (2008). *Measurement and assessment in teaching* (10th ed.). Upper Saddle River, NJ: Pearson.

Nitko, A. J., & Brookhart, S. M. (2010). *Educational assessment of students* (6th ed.). Upper Saddle River, NJ: Pearson.

Pollard, A., & Anderson, J. (2008). *Reflective teaching: Evidence-informed professional practice* (3rd ed.). London: Continuum.

Popham, W. J. (2010). *Classroom assessment: What teachers need to know* (6th ed.). Upper Saddle River, NJ: Pearson.

Riggs, E., & Gholar, C. (2009). *Strategies that promote student engagement: Unleashing the desire to learn* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Schmid, P. C., Mast, M., Bombari, D., & Mast, F. W. (2011). Gender effects in information processing on a nonverbal decoding task. *Sex Roles*, 65(1-2), 102-107.

Thoonen, E., Sleegers, P., Peetsma, T., & Oort, F. (2011). Can teachers motivate students to learn? *Educational Studies*, *37*, 345 – 360.

Wiesner, M., Weichold, K., & Silbereisen, R. K. (2007). Trajectories of alcohol use among adolescent boys and girls: Identification, validation, and sociodemographic characteristics. *Psychology of Addictive Behaviors*, 21(1), 62-75.

Weinstein, C., & Mignano, A. (2007). *Elementary classroom management: Lessons from research and practice* (4th ed.). New York: McGraw-Hill.

Willis, J. (Ed.). (2009). *Constructivist instructional design (C-ID): Foundations, models, and examples*. Charlotte, NC: Information Age Publishing.

Worthy, J. (2010). Only the names have been changed: Ability grouping revisited. *The Urban Review*, 42(4), 271-295.

Required Instructional Resource: TK20 Subscription (Not needed for this course, although you may need it in other courses)

Please select the link to access a pdf guide on how to purchase your account. If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on how to log into your Tk20 account.

For additional information about this resource, and to access the "How to" guides, visit the Tk20 webpage.

Approaches to Instruction

Various pedagogical methods used for this class include: Interactive technology, e.g., YouTube video, online discussion & chat, small group discussion, lecture, guest speaker, etc.

This course will be delivered purely online. This requires the online equivalent of 2250 minutes of online instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
Discussion posts	225 minutes
Audio/video/Text instruction	2725 minutes
Online assignments	3800 minutes

Further, you are expected to study for this course outside of class for at least twice the amount of time listed to complete the online activities. It means that you will need to carve a minimum of **11 hours per week** out of your schedule to accomplish this course over the semester!

*Course Objectives and Learning Outcomes

At the end of the course students will be able to do the following:
1. define educational psychology and explain its significance for teaching and learning (Pollard & Anderson, 2008; Seifert & Sutton, 2009) (Knowledgeable; Reflective; INTASC 1, 2);

2. compare and contrast behavioral theories of learning and discuss their implications for teaching and learning (Baum, 2011; Seifert & Sutton, 2009) (Leading, Inquisitive; Knowledgeable; Reflective; INTASC 2, 4);

3. compare and contrast cognitive theories of learning and discuss the implications of each for teaching and learning (Ardila, Rosselli, Matute, & Inozemtseva, 2011; Bandura, 2001; Berman, 2011; Mitchell, Croy, Spicer, Frankel, & Emde, 2011; Seifert & Sutton, 2009; Willis, 2009) (Leading, Inquisitive; Knowledgeable; Reflective; INTASC 1, 2, 4);

4. identify strategies for encouraging the achievement of all students, focusing especially on multicultural diversity and students with special needs (Gong, Chow, & Ahlstrom, 2011; Hallam & Ireson, 2007; Jupp & Slattery, 2010; Konan, Chatard, Selimbegovic, & Mugny, 2010; Maehler & Schuchardt, 2011; McCoach, O'Connell, & Levitt, 2006; Singh, Williams, & Spears, 2002; Seifert & Sutton, 2009; Worthy, 2010) (Proactive, Adaptive; Culturally Sensitive; Empathetic; INTASC 3, 4);

5. identify effective classroom management strategies (Cushman, 2003; Cushman & Rogers, 2008; Seifert & Sutton, 2009; Weinstein & Mignano, 2007) (Decisive; Adaptive; Knowledgeable; Reflective; INTASC 1);

6. compare and contrast theories of motivation and discuss their implications for teaching and learning (Barry & Wentzel, 2006; Riggs & Gholar, 2009; Seifert & Sutton, 2009) (Knowledgeable; Reflective; INTASC 3, 4, 5); and

7. compare and contrast methods of assessment and develop skill in the interpretation of standardized test scores (Anderson et al., 2000; Buck, Ritter, Jensen, & Rose, 2010; Gronlund & Brookhart, 2008; Mager, 2005; Popham, 2010; Seifert & Sutton, 2009) (Adaptive; Culturally Sensitive; Knowledgeable; Reflective; INTASC 8).

Assignments

Always refer to CourseDen for additional assignment details and due dates.

The following are general descriptions of the projects required for the course. All projects/assignments will be graded on rubrics or tests available for students on Desire to Learn. For more detailed information about the projects/assignments please refer to the class orientation module on D2L.

All assignments in this course will need to be submitted online through D2L by the stated deadlines. (Note: Please do NOT email me your projects and please do NOT slide them under my office door. Projects submitted after the deadline will not be accepted.) **Please make sure you double check that your project submission is successful.**

Assignment 1 - Class Orientation- (12 points)
This project is intended to prepare you well in building a learning community, understanding the course requirement, working on projects through D2L, avoid plagiarism in writing, and communicating with your classmates and instructor through multiple channels. It is also designed to help you have a good understanding of the syllabus and grasp major assignments in the class. To help you build an online learning community, you are required to introduce yourself to the class and interact with your peers through "Who are we" under "Water Cooler" on the discussion board. The project has two quizzes worthy of 12 points in total. You will need to score full credit in both quizzes to pass this class. No makeup quiz is allowed if you miss the deadline.
(Objective 1: knowledge, skills, dispositions)

Assignment 2 – Content Quizzes *(36 points)*
To test your basic understanding and comprehension of the course content, there will be quizzes for you to take at the end of six content modules. This is a formative assessment that is an open-book test that allows two attempts with 1-hour duration each time, and the higher score will be recorded. Quizzes will be posted in D2L. Students may consult their notes or other resources while taking the quiz. No makeup quiz is allowed if you miss the deadline.
(Objectives 1-7: knowledge, skills)

Assignment 3 – Content Discussions *(14 points)*
To encourage you to not only learn from the OER materials but also from one another in this course, you are required to participate in two content discussions on D2L throughout the semester. In particular, you will be discussing your personal learning and experiences related to social cognition and motivation, and diversity. In each discussion, you will provide a thoughtful and in-depth initial post and a minimum of four quality peer responses by different given deadlines. Each initial post is worth three points, and peer response one point, totaling seven points for each content discussion. (Objectives 4, 6: knowledge, skills, dispositions)

Assignment 4 – OER Impact on Student Learning *(8 points)*
To save you from paying costly commercial textbooks, this course has been designed using Open Education Resources (OERs), which means your textbook and the related learning materials are

absolutely free for you to access and use without any additional costs to you. To help improve the OER course design and delivery, however, you will be required to complete four surveys (2 points per survey) about your experience with OERs in this course throughout the semester. It is also a demonstration of how student feedback can help improve instruction as an exemplar practice of reflective teaching. The links for the OER surveys are posted on D2L. Additionally, you will help further improve the effectiveness of OER if you opt to have your responses included in the final research analysis.
(Objectives 1, 7: knowledge, skills, dispositions)

Project-based Learning: Future Career in Action

As an application exercise to synthesize the information learned in the class, students will create a powerpoint presentation of effective practice in their future career as a teacher, coach, counselor, or therapist etc. The purpose of this project is for you to (a) grasp the developmental characteristics of your future population of interest, (b) create an engaging and collaborative future working environment, and (c) develop appropriate assessments to monitor progress and outcomes. Students are expected to make connections between theory and practice in accomplishing this project.

Assignment 5 – Human Development *(10 points)*

In this project, you will investigate the developmental stages and characteristics of your students/clients in your targeted profession in the near future. You will demonstrate a mastery of the psychosocial, cognitive, and moral developmental characteristics based on the new knowledge you will have learned from theorists including Piaget, Erickson, Gilligan, etc. For details, please refer to project guidelines on CourseDen. (Objective 3: knowledge, skills, dispositions)

Assignment 6 – Learning Environment *(10 points)*

In this project, you will investigate the learning environment of your students/clients in your targeted profession in the near future and create an environment that supports individual and cooperative learning and encourages positive social interaction, active engagement in learning, and self-motivation. You will demonstrate a mastery of motivation, and approaches to learning and instruction based on the new knowledge you will have learned from the corresponding modules. For details, please refer to project guidelines on CourseDen. (Objective 4-6: knowledge, skills, dispositions)

Assignment 7- Assessment & Evaluation *(10 points)*

In this project, you will develop appropriate assessment methods to monitor progress and outcomes of your students/clients in your targeted profession in the near future. You will demonstrate a mastery of the various assessment and evaluation methods based on the new knowledge you will have learned from the Assessment & Evaluation module. For details, please refer to project guidelines on CourseDen. (Objective 7: knowledge, skills, dispositions)

Grading Information and Policy

Assignment	Course Objective(s)	Points Possible	Assessment Tools	Submit via:	Due Dates
Class Orientation	1-7	12	Self-introductions; Tests	D2L Discussion Board & Quizzes	8/19;8/26
Content Quizzes	1-7	6@6=36	Tests	D2L Quizzes	Multiple, see course schedule
Content Discussions	4-6	2@7=14	Rubric	D2L Discussion Board	Multiple, see course schedule
OER Impact	1, 7	4@2=8	Surveys	D2L URL links	Multiple, see course schedule
Future Career in Action Project					
Human Development	3	10	Rubric	D2L Assignment	9/2
Learning Environment	4-6	10	Rubric	D2L Assignment	11/4
Assessment & Evaluation	7	10	Rubric	D2L Assignment	11/18

- The instructor will make every attempt to return major assignments within 7-10 business days, although the amount of feedback required may extend that time.
- Discussion boards are provided to enhance student interaction. The instructor will not intervene in these discussions unless clarification is needed.

Students will be graded using the following scale:
A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Note. Project reports of "*Future Career in Action*" may be resubmitted once if grades are below the average level (70% of the maximum possible score). Students have one week to resubmit their work after receiving feedback. Resubmitted assignments must address the feedback provided. Students will receive up to 70% of their score for any resubmitted work. For instance, if the resubmitted assignment meets all the assessment criteria, the student will receive 70% of the maximum score.

Course Policies

Attendance Policy:
In order to distribute Title IV funding (federal student aid), student attendance verification is required. For online courses, you must post in the online self-introduction discussions during

Week 1 to be considered as attending class. Students who do not post to the introductory discussions in Week 1 module may be dropped from the class for non-attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in the online discussion.

To help you better understand the course content, expectations, and application values of the educational psychology theories introduced in this course, we will have three optional synchronous online virtual meetings to discuss about your three major application projects. You are not required, but encouraged to attend these sessions, which will help you succeed in these core projects. If you can't attend, you are responsible for revisiting the recorded sessions to catch up with the rest of the class.

Extra Credit:

Extra credit assignments will not be made. However, you will have the opportunity to earn up to two bonus points in this course, by submitting a sustainable assignment, making a reflective video about your learning experience in this course, or completing a motivation related questionnaire etc. Further, all of you will be honored 0.5 bonus point for the UWG course evaluation, if the class response rate hit 90% and above by the deadline as stated in the course schedule. For details of the bonus point opportunities please refer to our last D2L wrapup module.

Late Work:

All assignments will be due at 11:59 pm EST on the scheduled due dates (generally on Thursdays unless notified otherwise). CourseDen maintenance occurs every Friday 10:00 p.m. – Saturday 7:00 a.m. (EDT), so no assignments will be accepted during this time.

NO LATE ASSIGNMENTS WILL BE ACCEPTED. Late submissions will be assigned a score of **zero**. No make-up work will be allowed. Exceptions will apply only if the student notifies the instructor BEFORE, not after the due dates if encountering extenuating circumstances, which requires documentation.

Academic Honesty:

All work completed in this course must be original work developed this semester and for this course only. Students are expected to adhere to the highest standards of academic honesty.

Plagiarism occurs when a student uses or purchases ghostwritten papers or uses an identical part of a paper or worse yet, an identical paper submitted previously for credit. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person.

If plagiarism or any act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*. Depending on the nature and severity of plagiarism/double dipping, you may receive an F for the course or the assignment. Academic dishonesty may result in the failure of the assignment, failure of the course, report to the Student Conduct Office, and/or dismissal from the program and/or College.

Note. Turnitin will be used on D2L to detect potential plagiarism and/or double dipping on submitted student work.

Dual Submission:

Work completed in another course may not be submitted for credit. Dual submission is considered as a form of plagiarism, leading to severe consequences including an F on the course and a report to Student's Conduct Office.

Technical Disasters:

A special challenge online students face is technology. Students are responsible for knowing how to use the equipment they select for completing course tasks, as well as for ensuring their equipment works consistently. Due dates will not be extended to accommodate "technical disasters," except when the problem is due to an unexpected <u>documented</u> failure in the CourseDen system. A documented failure is one that can be verified by CourseDen technical support. Therefore, please double-check to make sure all work has been submitted as intended.

*UWG Policies

Campus Carry:

As of July 1, 2017, "campus carry" is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the USG Campus Carry Guidance webpage. Answers to specific questions can be found under the "Additional Information" tab.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi.** Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the Center for Accessibility Services. UWG also provides Accessibility Statements for Technology that you may be required to use for this course.

Communication Rules

Network Etiquette:

Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.

- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Student Email Policy & Expected Response Times:

- University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the university and student. It is the student's responsibility to check this email account for important university related information.

- Very important course information is communicated to students via news announcements on CourseDen. It is crucial that you check the course site on a daily basis. To encourage peer interaction, networking, and information sharing, you are expected to read and respond to course-related questions under FAQ (frequently asked questions) through the discussion board on CourseDen before you post your questions to save your time and to avoid repetition.

- However, if the question is personal in nature, you should send the email to me via CourseDen. Student CourseDen emails will be addressed during working hours, within two business days. You may also email me directly at yyang@westga.edu under rare emergency situations.

- I will make every attempt to return major assignments within 7-10 business days, but the amount of feedback required may extend that time.

Additional Support Information

Technical Support

If you have trouble with CourseDen, your best route is to contact Distance Learning or the 24-hour helpline. Please get help from student support services at UWG by calling at 678-839-6248 or emailing at online@westga.edu for online technical training and assistance, particularly if you are new to online learning!

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at UWG Online Student Help.

Center for Academic Success

The Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops though the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also

offer "Back on Track," a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

Here is a great resource of **Student Services** for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out **UWG Cares**.

Full URL Support for Courses

- **CourseDen D2L Home Page**
https://westga.view.usg.edu/
- **D2L UWG Online Help** (8 AM – 5 PM)
http://uwgonline.westga.edu/students.php
online@westga.edu
- **24/7/365 D2L Help Center**
https://d2lhelp.view.usg.edu/
- **University Bookstore**
http://www.bookstore.westga.edu/
- **Common Language for Course Syllabi**
https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php
- **UWG Cares**
http://www.westga.edu/UWGCares/
- **Center for Disability**
https://www.westga.edu/student-services/counseling/accessibility-services.php

- **Student Services**
http://uwgonline.westga.edu/online-student-guide.php
- **Center for Academic Success**
http://www.westga.edu/cas/
- **Distance Learning Library Services**
- https://www.westga.edu/library/resource-sharing.php
- **Ingram Library Services**
http://www.westga.edu/library/
- **Proctored Exams**
http://uwgonline.westga.edu/exams.php#student
- **Student Services**
https://uwgonline.westga.edu/online-student-guide.php
- **UWG Accessibility Statements for Technology**
https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqefffvts1f

Course Schedule Information

(All times are EST. Dates may change at the instructor's discretion; all changes will be posted in the News/Announcements section of CourseDen)

Dates	Class Topic	Reading/Assignments
Weeks 1-2 8/14-8/27	Class Orientation ● Syllabus ● Project Guidelines and Rubrics Introduction ● Chapter 1: Applying Psychology to Learning ● Chapter 2: Becoming a Reflective Teacher	*Read the book chapters* *Review supplementary materials on D2L* "Who are we?" self-introduction and discussion post *due Aug 19 (8/19)* *Plagiarism Quiz due 8/19 (quiz opens 8/14-8/19/2018)* *Class Orientation Quiz due 8/26 (8/21-8/26/2018)* *OER-A due 8/26*
Week 3 8/28-9/3	Psychosocial and Cognitive Development ● Chapter 4: Student Development	*Read the book chapters* *Review supplementary materials on D2L* *Content Quiz 1 (CQ1) due 9/2 (quiz opens 8/28-9/2)* *Human Development Project due 9/2/2019*
Weeks 4-5 9/4-9/17	Social Cognition & Motivation ● Chapter 7: Motivation and Perceptions of Self ● Chapter 16: Social Cognitive Theory	*Read the book chapters* *Review supplementary materials on D2L* *Discussion Post 1 due 9/9* *Discussion Post peer responses due 9/16* *CQ2 due 9/16 (quiz opens 9/11-9/16)* *OER-B due 9/16/2019*
Weeks 6-7 9/18-10/1	Approaches to Learning ● Chapter 3: The Learning Process ● Chapter 10: Facilitating Complex Learning	*Read the book chapters* *Review supplementary materials on D2L* *CQ3 due 9/30 (quiz opens 9/25-9/30)*
10/3-10/6	*HAPPY FALL BREAK!!!!*	
Weeks 8-9 10/7-10/22	Student Diversity ● Chapter 5: Student Diversity ● Chapter 6: Accommodating Student Variability *Dag Folger series: Religious diversity 10/15*	*Read the book chapters* *Review supplementary materials on D2L* *Discussion Post 2 due 10/14* *Discussion Post peer responses due 10/21* *CQ4 due 10/21 (quiz opens 10/16-10/21)* *OER-C due 10/21/2019*
Weeks 10-12 10/23-11/12	Approaches to Instruction ● Chapter 8: Classroom Management ● Chapter 9: Classroom Communication ● Chapter 11: Planning Instruction	*Read the book chapters* *Review supplementary materials on D2L* *Learning Environment Project due 11/4/2019* *OER-D due 11/4* *CQ5 due 11/11 (quiz opens 11/6-1/11)*

Dates	Class Topic	Reading/Assignments
Weeks 13-14 11/13-11/22	Assessment & Evaluation ● Chapter 12: Assessment of Classroom Learning ● Chapter 13: Standardized Testing	*Read the book chapters* *Review supplementary materials on D2L* *CQ6 due 11/18 (quiz opens 11/13-11/18)* *Assessment & Evaluation Project due 11/18/2019*
11/25-11/30	*HAPPY THANKSGIVING!!!!*	
Week 15 12/2-12/6	Class Wrap-up	Bonus-point opportunities *(due 12/4)* UWG formal summative course evaluation *(due 12/4)*

Optional Virtual Meeting Dates: 8/28; 10/9; 11/13 (11am-12pm)