Syllabus - EDUC 381

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Welcome

Welcome to *EDUC 381 Educational Psychology*. Understanding how people learn is an invaluable part of being a good teacher. It can help you become a better student, too!

Course Description

EDUC 381. Educational Psychology. 2 cr. Psychological bases of educational procedures and practices; educational implications of characteristics of physical and mental growth, emotional behavior, motivation, learning, individual differences, and human relations. Prereq: PSYC 110.

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Intended Learning Outcomes

If you bring sufficient ability and apply reasonable effort to this course, you will improve your demonstrable knowledge, skills, and dispositions in how you:

1. Explain the issues, methods, ideas, and models used by social scientists to investigate human learning , development, and behavior, and then apply this understanding in your teaching and professional development.
2. Examine the possible influences on students (e.g., home lives, peer groups, media, other social, cultural, or political institutions), and adapt your teaching appropriately.
3. Critically reflect on and discuss contentious issues in education.
4. Use the [InTASC Model Core Teaching Standards](#) in your planning, teaching, and self-evaluation.

This is the central enduring understanding I want you to develop:

A highly-effective teacher is a committed, reflective practitioner. The teacher uses a variety of promising strategies in response to students' uniqueness. This responsiveness is driven by continuous professional development, sensitivity, and a commitment to honor difference.

This course touches on all InTASC Model Core Teaching Standards, and focuses on:

1. Learner Development (a, b, c, d, e, h, i, j, k)
2. Learning Differences (a, c, d, f, g, h, j, k, l, m, n)
7. Planning for Instruction (a, c, d, h, i, j, k, m, n, o, p, q)
9. Professional Learning and Ethical Practice (a, b, c, d, e, f, g, i, j, m, n, o)

Parts of this course will help familiarize you with Common Core State Standards and Wisconsin Model Early Learning Standards. This includes a Thresholds topic and parts our study of planning, instructing and engaging, and assessing.

This course includes an introductory unit on Response to Intervention (RTI) and Positive Behavior Interventions & Supports (PBIS).

Content & Activities

The Calendar shows the major content and activities for this course. The Assignments page shows all the assignments and due dates. The major assignments include:

Rotating Assignments: These are individual or small-team oral lessons on specific topics. These lessons provide practice you as a teacher, as you teach your peers. You will usually be assigned a topic and given some requirements for your presentation. Topics may include chapters from the textbook, case studies, and current events and controversies.

Teaching Philosophy: This is an individual written essay. You will explain your professional beliefs about the essentials of quality teaching, and specific strategies you use to achieve those ideals. You must include your perspectives on several specific topics, and you can also address other topics. A variety of smaller assignment scaffold your success on this essay.

Kat & Other Technology

Kat is an experimental learning management system, like D2L. I built Kat myself. Kat can do many unusual things to support teaching and learning, and it allows me to keep my course content open access (which is important to me). Kat is named in honor of Julia Stiles' character in the movie *10 Things I Hate About You* (and her Shakespearean inspiration).

I encourage you to use technology as a student and a professional. You're welcome to bring a laptop, smartphone, or similar device to class. However, please use your device appropriately and respectfully. For example, checking email or surfing Facebook during class is rude and unprofessional.

We use digital cameras to record our teaching and in other possible projects. You can use your own camera (e.g., your phone) or I can loan you a camera. If I loan you a camera, you're responsible for taking care of the camera, deleting your work, charging the camera, and bringing the camera back to class. **Please take this responsibility seriously** because another student will be depending on you. If you prefer to use your own camera or phone instead, you may. Please be sure your device can record 20+ minutes of video.

We use D2L for the Gradebook, Dropbox, and Content > eReserve.

Twitter

I have a Twitter feed that sometimes includes issues related to this course. I have two main goals for using Twitter: use a new technology in my teaching and build connections with students. If you're already savvy with Twitter, I'm **@reach2grow**.

My feed will also appear on my homepage (KymBuchanan.org), and it's archived here: http://twitter.com/#!/reach2grow

I never post essential information only on Twitter. I use email and in-class announcements to keep you informed. If you follow my Twitter feed, I hope you find it interesting. But if you don't follow it, it won't interfere with your success in this course in any way.

Course Requirements & Grading

About Assignments

All the assignments are listed in the Assignments page in Kat. Directions and rubrics for all the assignments are in Kat. I'm always happy to answer questions on an assignment, so please don't hesitate to ask. **I care about your success.** I'd rather clear up your confusion today than deduct points on an assignment tomorrow.

Please read the directions and rubric for each assignment carefully. Depending the assignment, you will email me, post to D2L, or submit to D2L. If you are emailing me, please send one assignment per email and use the correct subject. You can lose points by not submitting an assignment correctly.

For some assignments there may be different rubrics for undergraduate and graduate students. Be sure you refer to the correct rubric.

Please save all email and assignments for this course until you see a final grade on your transcript or Degree Progress Report and you are satisfied with your grade. This includes email from me and email from D2L. Please don't tell me "I did that but I deleted it."

I often give reminders about due dates via email and in class. However, these reminders are only a courtesy, and I may forget. You are ultimately responsible for submitting your assignments on time.

Frequently Asked Questions (Courses)

There are no required **field experiences** in this course (e.g., practicum).

About Resubmit

Some assignments are "Resubmit" assignments. There are two due dates for Resubmit assignments. The first due date is a Submit. I will score your assignment using the rubric and record a score in the gradebook. The second due date is a Resubmit. If you wish, you can simply accept your score on the Submit. Or you can resubmit a revised version for a new score. By resubmitting, you can increase your score by as much as 10% (or at least 1 point). (You can't decrease your score.) If you submit an assignment late, you can't resubmit it. Likewise, I won't accept a late resubmit. (The late penalty would cancel the resubmit increase.)

Portfolio Requirements

In this course, you will add the following assignments to your portfolio. You will receive points for doing so.

- Teaching Philosophy
- Discussion Guide

Teaching Philosophy and Discussion Guide are also embedded signature assessments, and will help prepare you for the edTPA.

Grading Scale

Your grade is based on how many points you earned (X), divided by how points you could have earned (Y). Based on that simple division (X ÷ Y), I will assign your final grade:

- 93-100% = A

- 90-92.9% = A-
- 87-89.9% = B+
- 83-86.9% = B
- 80-82.9% = B-
- 77-79.9% = C+
- 73-76.9% = C
- 70-72.9% = C-
- 60-69.9% = D

I reserve the right to bump a grade up (especially if it's close) based on my professional judgment. I will never bump a grade down. I don't give extra credit.

In all Early Childhood Education and Education undergraduate courses, students must receive a C- or better as a requirement for teacher certification. Failure to earn a C- or higher will result in the student needing to repeat the course.

Attendance

Except for rare cases of serious illness or family emergencies, a professional shows up at school every day, on time, fully prepared, with a strong sense of personal responsibility. When professionals can't meet their responsibilities due to unusual circumstances, they communicate with their supervisors and colleagues as soon as possible.

I expect you to honor your responsibilities, including attending every class meeting. However, I understand that you have a life beyond this course, and that unexpected problems or crises can interfere with your attendance or assignments. I also want you to be safe. If weather or other circumstances threaten your safety while traveling to or from class, I understand if you decide not to attend.

In general, the best way to avoid losing points is to contact me before an absence. When you contact me about an absence, please specifically suggest how you think we should handle the absence (e.g., turning in an assignment late without a penalty).

Late Work

I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. An assignment completed no more than 48 hours late can receive no more than 80% of the points possible. An assignment completed no more than 1 week late can receive no more than 60% of the points possible. After 1 week, I usually refuse to accept a late assignment.

I won't accept late work after **Thu, Nov 16, 2017, 11:59 pm**.

Dispositions & Conduct

I view my students as pre-professionals or current professionals. Your conduct in this course should demonstrate your qualifications for professional responsibilities (e.g., teaching and guiding young people). I will treat you as a professional, and I expect you to demonstrate your qualifications in many ways.

I especially encourage you to consider your professional presence and tone. This includes both face-to-face and online interactions with me and with your peers. For example, if you're teaching or presenting in a face-to-face class, I encourage you to have a professional appearance (e.g., business casual clothing). As another example, when composing an email, I encourage you to include a salutation (e.g., "Dear Dr. Buchanan"), complete sentences with correct conventions (e.g., spelling), and a signature (e.g., "Sincerely, Ima Student").

In a School of Education course, if you have concerns about the instructor you have the right to communicate with the Associate Dean. I'm the Associate Dean, so if you have concerns about me, you have the right to communicate with the College of Professional Studies Dean, Marty Loy (mloy@uwsp.edu, 715-346-4904).

Class Climate

I'm dedicated to creating safe, inclusive, welcoming classes in which all students can succeed. This course is a Safe Zone for LGBTQ issues and more. I won't condone disrespectful or discriminatory language or behavior. I extend an open door invitation to all my students. If you feel unwelcome or unsafe in this course, or you have any concerns about your ability to succeed, please let me know. We can address the issue together, confidentially.

As a teacher, I align my policies and choices with my university's guidance, including the UWSP Community Bill of Rights and Responsibilities ⬀.

Exceptional Needs

I'm dedicated to accommodating the needs of my students. I don't believe that equal treatment is the same as fair treatment. A course requirement like a deadline may be unfair to you, based on a life event or a disability. If I agree that the requirement is unfair, then I'm happy to make an accommodation. Here are some exceptional needs I have accommodated in the past: learning disability, physical disability, chronic illness, death in the family, car accident, sick child.

As a teacher, I align my policies and choices with the Americans with Disabilities Act (ADA), a federal law that requires educational institutions to provide reasonable accommodations for students with disabilities. Here is more information about UWSP's relevant policies ⬀. If you have a disability and want an accommodation, please register with the Disability Services and Assistive Technology Office ⬀ and then contact me. If you're unfamiliar or uneasy with this process, please contact me anyways and we'll work through it together.

When contacting me about a life event or other exceptional need, please suggest the specific accommodation(s) you want (e.g., turning in an assignment late without a penalty, taking an Incomplete in this course).

Integrity

I expect you to come to class promptly and regularly, prepared to actively and fully participate in the activities. I expect you to treat me, your colleagues, and anyone else with respect and tolerance. I expect you to take responsibility for managing your life so that you complete all assignments on time. If you are unable to meet these expectations (e.g., attendance, assignments), I expect you to communicate with me and anyone else affected (e.g., your colleagues) as soon as possible, and to suggest a clear, fair plan to address the problem.

I expect you to complete your assignments with integrity. For most assignments, you will be free to use resources and people inside and outside of this course. Some assignments may even require this. However, I expect you to give proper credit for anything that isn't your own original work. I urge you to make intellectual integrity a central part of your professional identity. Professionals in a variety of fields routinely use other people's work (e.g., lesson plans in education). But accidentally or deliberately leaving off credit is professionally and morally wrong. I use anti-plagiarism tools. I don't expect my students to plagiarize others' work; rather, you can be confident that no one is plagiarizing your work (e.g., in a future class). If you are unclear on how to give proper credit, please ask me before turning in the assignment.

As a teacher, I align my policy on academic misconduct (e.g., cheating) with Chapter 14 of the UWSP Bill of Rights and Responsibilities ⬀. This is my general policy: I will allow you to redo the relevant assignment for no more than 50% possible, and you won't be eligible to earn higher than a B+ in this course (UWSP 14.04 (1) (d, e)). I will honor your right to a conference with me, to a written report from me, and to contest my decision (UWSP 14.06 (1, 3)).

I take cheating personally: it upsets and frustrates me. I care very much about your learning, not just scores. If you cheat, you hurt my feelings.

Dispositions Model

As a teacher, I align my policies and choices with my department's expectations. The School of Education has adopted a model of the dispositions ⬂ we expect from our students and graduates. I don't expect you to be at the final "Mastering" level in your dispositions. Instead, I offer this model for your own self-evaluation and goal-setting.

Emergency Response in CPS 326

In the event of a medical emergency call 9-1-1 or use Red Emergency Phone in the hallway, directly opposite the classroom. Offer assistance if trained and willing to do so. Guide emergency responders to victim.

In the event of a tornado warning, proceed to the lowest level interior room without window exposure: any interior hallway or room on CPS 2nd floor or lower. Avoid wide-span structures (gyms, pools, or large classrooms).

In the event of a fire alarm, evacuate the building in a calm manner. Meet at the 4th Ave (south) doors to the HEC/Quandt Gym. Notify instructor or emergency command personnel of any missing individuals.

Active Shooter/Code React – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders.

See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures ⬈ for details on all emergency response at UW-Stevens Point.

Textbook & Supplies

There is one required rental textbook:

- Woolfolk, A. (2016). *Educational Psychology* (13th Edition). New York, NY: Pearson.

(We also use Woolfolk in EDUC 382.)

There is one required purchase textbook:

- Codell, E.R. (2001). *Educating Esmé*. Chapel Hill, NC: Algonquin Books.
- Available in UWSP Bookstore, or Amazon ⬈, including Kindle edition
- There are multiple editions of *Esmé*. I use her diary dates as well as page numbers from my edition, so you can use any edition.

There will be additional readings on Kat and e-reserve.

You need lined, loose notebook paper and a pen or pencil, for in-class assignments. I encourage you to take notes, but you may prefer to annotate my lecture notes (available via the Calendar). If you create handouts for your peers, I encourage you to three-hole punch them as a courtesy.

Please let me know if you have difficulty getting supplies for this class, and I will discretely help you.
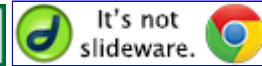
Acknowledgments

Many people have helped me develop my teaching identity and my materials. I am particularly indebted to: Lisa Bardon, Maysee Herr, Pat Shaw, and my other colleagues at UWSP; Rand Spiro and Jere Brophy at Michigan State University; and Manuel Mateo and Mary Jane Pelson in Portland, Oregon.

Assignment: Respond to the Syllabus

Reading this syllabus is an assignment. When you've finished, please go to Kat and complete the Respond to the Syllabus assignment. If you're taking more than one course with me this semester, you must complete this assignment for each course/syllabus.

The universe is vast and we are so small. There is really only one thing we can ever truly control: whether we are good or evil. - Oma Desala, *Stargate: SG1* (more quotes)

CSS:

Some content and curriculum based on work by: Maysee Herr, Rand Spiro, Lisa Bardon, Quinn Stanley, Larry Riggs, Pat Shaw, Sue Slick, and others at the University of Wisconsin Stevens Point. Unattributed images are the work of the author or taken from Microsoft PowerPoint.

Last revised 9/3/17

Assignments (EDUC 381)

#	Title	Points Possible	Due	
11	Rotating Sign-Up	0	Thu, Sep 7	11:59:00 PM
21	Respond to the Syllabus	2	Thu, Sep 14	11:59:00 PM
991	Aide	0	Rotating	
992	Discussion Guide: Lesson	16	Rotating	
993	Playful Guide	6	Rotating	
994	Reading Guide	6	Rotating	
995	Thresholds Guide	4	Rotating	
21	PLC Report Class #3	4	Thu, Sep 14	11:59:00 PM
31	Dispositions Self-Assessment	4	Thu, Sep 21	11:59:00 PM
32	PLC Report Class #5	4	Thu, Sep 21	11:59:00 PM
41	Background Reflection	4	Thu, Sep 28	11:59:00 PM
51	Choices Plan (Submit)	4	Thu, Oct 5	11:59:00 PM
61	Professional Development Philosophy	4	Thu, Oct 12	11:59:00 PM
71	Esmé Response	4	Thu, Oct 19	11:59:00 PM
81	Choices Plan (Resubmit (optional))	0	Thu, Oct 26	11:59:00 PM
82	Teaching Philosophy: Essay (Submit)	20	Thu, Oct 26	11:59:00 PM
91	Teaching Philosophy: Essay (Resubmit (optional))	0	Thu, Nov 2	11:59:00 PM
92	PLC Report Class #17	4	Thu, Nov 2	11:59:00 PM
111	Discussion Guide: Reflection & Add to Portfolio	4	Thu, Nov 16	11:59:00 PM
112	Final Exam	4	Thu, Nov 16	11:59:00 PM
113	Letter to the Next Class	2	Thu, Nov 16	11:59:00 PM
114	Partner Rating	2	Thu, Nov 16	11:59:00 PM
115	Teaching Philosophy: Add to Portfolio	2	Thu, Nov 16	11:59:00 PM
116	Attendance	10	End of Course	
117	Grade Adjustment (Instructor Choice)	0	End of Course	
	Total	110		

Most men are a little better than their circumstances give them a chance to be. -William Faulkner (more quotes)
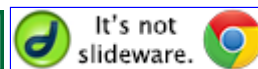
CSS: General Presentation

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