

Education 381: Educational Psychology

University of Wisconsin – Stevens Point

Fall 2018

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

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. Pre-req: PSYC 110.

Instructor: Lynn Payne

- Email: lynn.e.payne@uwsp.edu
- Office phone: 715-346-4430 you will need to leave a message and I will call you back. Email is usually faster - In the subject line of the email, please include EDUC381
- Office: CPS 439
- Office hours: Wed, 11 – 11:40 pm (Fall), and by appointment

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).

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.

You need lined, loose notebook paper and a pen or pencil, for in-class assignments. I encourage you to take notes. 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.

Content & Activities

The Calendar shows the major content and activities for this course. 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.

Technology

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 but more importantly is disrespectful to the instructor and fellow students.

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.

COURSE REQUIREMENTS & GRADING

About Assignments

All the assignments are listed D2L. Directions and rubrics for all the assignments are located with the assignment. If you have questions, please ask, it is likely someone else might be wondering the same thing.

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.

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 (Course)

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. In a face-to-face or hybrid course, the maximum increase is 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, there is no longer a Portfolio requirement, rather the Teaching Philosophy and Discussion Guide are 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 ($X \div Y$), 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 50% of the points possible. After 1 week, I usually refuse to accept a late assignment.

I won't accept late work after **Thursday, November 1, 2018, 11:59 pm.**

Dispositions & Conduct

I view my students as pre-professionals or current professionals. One of the most valuable dispositions in this course is professionalism. It is expected that students approach this course as if it were the beginning of his or her career. 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 expect that you will be prepared for every class period, turning in assignments on time, attending every class unless there is a reason, and letting me know in advance when a class will be missed, in the event of an emergency. Informing me that a class will be missed does not necessarily mean that the student will be excused for that class period. See Attendance section for details.

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. Dr Kym Buchanan (kym.buchanan@uwsp.edu, 715-346-2906).

Class Climate

The School of Education strives to honor the uniqueness of all learners. I'm dedicated to creating safe, inclusive, welcoming classes in which all students can succeed. I mindfully plan and teach this course in ways that promote pluralism: celebrating the coexistence of multiple identities, cultures, and belief systems.

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.

UWSP Community Bills of Rights and Responsibilities

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

UWSP values a safe, honest, respectful and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document and it is intended to help establish a positive living and learning environment at UWSP.

The Rights and Responsibilities document also includes the policies regarding academic misconduct (cheating), which can be found in [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)).

American with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal law requiring education institutions to provide reasonable accommodations for students with disabilities. 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.

Emergency Response in CPS 322

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.

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. 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).

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.

Assignments EDUC 381

Title	Points Possible	Due-Assignments are Due by 11:59 pm
Aide	0	Rotating
Rotating Guide	38	Rotating
Dispositions Self-Assessment	4	Sept 19, 2018
Discussion Guide: Reflection (Needs to be Uploaded Within One Week of Presentation)	4	Nov 7, 2018
Background Reflection	4	Sept 26, 2018
Choices Plan (Submit)	4	Oct 3, 2018
Professional Development Philosophy	4	Oct 10, 2018
Esmé Response	4	Oct 17, 2018
Choices Plan (Resubmit (optional))	0	Oct 24, 2018
Teaching Philosophy: Essay (Submit)	20	Oct 24, 2018
Teaching Philosophy: Essay (Resubmit (optional))	0	Oct 31, 2018
Final Exam	4	Nov 7, 2018
Letter to the Next Class	2	Nov 7, 2018
Partner Rating (optional)	2	Nov 7, 2018
Attendance	10	End of Course
Grade Adjustment (Instructor Choice) – 2 pts possible	0	End of Course
Total	98	