

Course Syllabus

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EDUC 381: Educational Psychology

Fall 2021

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Office Hours: Wednesdays 2-4:00 pm or by appointment

*Open virtual office hours on Fridays from 10-2 pm

Section	Day	Time	Location
EDUC 381/382-02	Tuesday/Thursday	12:30-1:45pm	CCC 207
EDUC 381/382-04	Tuesday/Thursday	3:30-4:45pm	CCC 207

Catalog Description

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

Intended Learning Outcomes

The following are the **course 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 or apply major concepts, methods, or theories used in the social sciences to investigate, analyze, or predict human behavior. In particular, apply this understanding to (a) your teaching in general and (b) creating safe, inclusive classes where everyone can succeed.
2. Examine and explain how social, cultural, or political institutions influence individuals or groups. In particular, examine and explain the possible influences on students (e.g., home lives, peer groups, media, other social, cultural, or political institutions), and then adapt your teaching appropriately.
3. 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. Responsive learning environments seldom "just happen": they take planning, preparation, sensitivity, and pluralism.

These are the **essential questions** we'll use to achieve those outcomes and understanding:

1. What knowledge, skills, and dispositions will help us (a) teach and (b) create safe, inclusive spaces where everyone can succeed?
2. What are possible influences on a student?

This course focuses on these **InTASC Model Core Teaching Standards**:

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 of our study of planning, engaging, instructing, and assessing.

Reflective Practitioner:

It is imperative that you take the time necessary to reflect on your interactions, disposition, and pedagogy throughout each school year. To be reflective is *not* being critical of yourself but rather a necessary tool to ensure that you are providing the best service to your students and colleagues. I will provide a myriad of resources to encourage reflection and collaboration in and outside of the classroom.

Professional Learning Community (PLC)

You will be a part of a Professional Learning Community throughout the semester. I will assign groups, but you will have an opportunity to make requests. You will likely be a part of a PLC when you are hired in a district, and there is a significant push toward "Co-Plan to Co-Serve," a larger cohort of educators that meet regularly to discuss ways in which each student can be best served.

Course Requirements & Grading

About Assignments

Directions and rubrics for all the assignments are in Canvas. 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 for each assignment carefully. Depending on the assignment, you will email me, post to Canvas under Discussions, or submit to the Canvas dropbox. 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 emails 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.

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 more than 80% of the possible points. An assignment completed no more than 1 week late can receive more than 60% of the possible points. After 1 week, I usually refuse to accept a late assignment.

Textbook & Supplies

There is one required rental textbook:

- Durwin, C.C., & Reese-Weber, M. (2017). *Ed Psych: Modules* (3rd Ed.). Thousand Oaks, CA: SAGE Publications.

There is one required purchase textbook:

- Codell, E.R. (2001). *Educating Esmé*. Chapel Hill, NC: Algonquin Books.
- There are multiple editions of *Esmé*. I use her diary dates and page numbers from my edition so that you can use any edition (including Kindle).

Additional readings will be in Canvas or on third-party websites.

FYI, you can access university computers from off-campus via the [Remote Lab](http://www.uwsp.edu/infotech/Pages/ComputerLabs/Remote-Lab.aspx) (<http://www.uwsp.edu/infotech/Pages/ComputerLabs/Remote-Lab.aspx>).

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

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.

Class Climate

I'm dedicated to creating safe, inclusive classes where everyone 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 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](http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx) (<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>).

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](http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf) (<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>). If you have a disability and want accommodation, please register with the [Disability Services and Assistive Technology Office](http://www.uwsp.edu/disability/Pages/default.aspx) (<http://www.uwsp.edu/disability/Pages/default.aspx>) and contact me. If you're unfamiliar or uneasy with this process, please contact me anyway, 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. However, life happens from time to time. If you cannot 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.

I have a loose expectation with cell phones. If you need to use it, you've earned the right to. Ultimately it is all of you who are paying for this education. I may approach you after class and inquire about your usage if it appears to be excessive. If it continues to be an issue, it will reflect on your attendance grade. *Your physical presence is not adequate enough to be present.*

As a teacher, I align my policy on academic misconduct (e.g., cheating) with [Chapter 14 of the UWSP Bill of Rights and Responsibilities](http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf) (<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>). 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, a written report from me, and contest my decision (UWSP 14.06 (1, 3)).

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](http://education.uwsp.edu/central/soe_dispositions_model.pdf) (http://education.uwsp.edu/central/soe_dispositions_model.pdf) 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 a medical emergency, call 9-1-1 or use the Red Emergency Phone in the hallway. Offer assistance if trained and willing to do so. Guide emergency responders to the victim.

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

In the event of a fire alarm, evacuate the building calmly. 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 (<http://education.uwsp.edu/381/www.uwsp.edu/rmgt/Pages/em/procedures>) for details on all emergency responses at UW-Stevens Point.

Assignment: Respond to the Syllabus

Reading this syllabus is an assignment. When you've finished, please 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.

Course Summary:

Date	Details	Assignment:
Sept. 2nd	Syllabus Review PLC Preferences	Respond to the Syllabus PLC Preferences

Sept. 7th	<p>Ground Rules</p> <p>How to Succeed</p> <p>Honoring Difference</p> <p>Myers-Briggs</p>	<p>Dispositions Self-Assessment</p> <p>Myers-Briggs Reflection</p>
Sept. 9th	<p>The Importance of Educational Psychology In The Classroom</p> <p>Hattie's Visible Learning, PLC activity</p>	<p>Read pages 30-45 (Module 2)</p>
Sept. 14th	<p>What's Needed For Students To Thrive?</p>	<p>EDI Plan</p>
Sept. 16th	<p>EDI Plan Work-Time</p>	
Sept. 21st	<p>EDI Presentations</p>	
Sept. 23rd	<p>EDI Presentations</p>	<p>Read pgs. 48-66</p>
Sept. 23rd	<p>Barriers to Development (Adverse Childhood Experiences, Trauma Explained)</p> <p>"ReMoved" Part 3 (https://www.youtube.com/watch?v=fegRjSgRYXk)</p>	<p>Read the "Fostering Resilient Learners" attachment (pgs. 13-35)</p>
Sept. 30th	<p>Trauma, Stress, and Brain Science (Sporleder [20-27])</p> <p>"How Stress Affects Your Brain" (https://www.youtube.com/watch?v=WuyPuH9ojCE)</p>	

	<p><u>"Childhood Trauma and the Brain</u> <u>(https://www.youtube.com/watch?v=xYBUY1kZpf8)</u>"</p> <p>PLC Reflection Activity</p>	
Oct. 5th	<p>Promote Resilience In The Classroom (<i>7 C's of Resilience</i>)</p> <p>Intro to Social-Emotional Project</p>	<p><u>7 Cs Video</u> <u>(https://www.youtube.com/watch?v=DTmi4kHor_s)</u></p>
Oct. 7th	<p>Social-Emotional Project Work-Day</p>	<p>Read pages 116-129</p>
Oct. 12th	<p>Responding to Student Disclosure of Emotional Pain</p> <p>PLC Project (1), PLC Project (2)</p>	<p>Read pages 160-174</p> <p><u>Tulsa Burning: The Body</u> <u>(https://www.wnycstudios.org/podcasts/blindspot/articles/body)</u></p>
Oct. 14th	<p>Managing Behaviors, Behavioral Learning Theories, Soul Wounds</p> <p>PLC Project (3)</p>	<p>Read pages 178-188</p>
Oct. 19th	<p>PLC Case Studies (Behavior [<i>What Would You Do?</i>])-- Use the Cognitive Behavioral Triangle to process behavior. Use CBT before making a decision.</p> <p>PLC Project (4), PLC Project (5)</p>	
Oct. 21st	<p>Motivation, Growth Mindset</p> <p>PLC Project (6), PLC Project (8)</p>	<p>Read pages 278-291</p>
Oct. 26th	<p>Emotional, Social, and Behavioral Disorders</p> <p>PLC Project (8)</p>	<p>Read pages 464-479</p>

Oct. 28th	Teaching Philosophy Essay (TPE) Introduction, work- time/processing with classmates	TPE
Nov. 2nd	Self-Care	Peer Rating, TPE
Nov. 4th	Final Exam/Activity	TPE Due

Assignments:

Assignment	Points
Respond to Syllabus/PLC Preference	2
Dispositions Self-Assessment	4
Myers-Briggs Personality Assessment	5
EDI Plan	15
Social-Emotional Lesson/Activity	20
Tulsa Burning Episode 5: The Body	10
Teaching Philosophy Essay (TPE)	25
Attendance	19
Total	100

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





Based on my professional judgment, I reserve the right to bump a grade up (especially if it's close). 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.

Course Summary:

Date	Details	Due
Tue Sep 7, 2021	 Respond to Syllabus/PLC Preference (https://uwstp.instructure.com/courses/436956/assignments/3865732)	due by 11:59pm
Thu Sep 9, 2021	 Dispositions Self-Assessment (https://uwstp.instructure.com/courses/436956/assignments/3865738)	due by 11:59am
Tue Sep 14, 2021	 Educational Psychology (https://uwstp.instructure.com/calendar?event_id=806937&include_contexts=course_436956)	3:30pm to 4:45pm
Tue Sep 21, 2021	 EDI Plan (https://uwstp.instructure.com/courses/436956/assignments/3865802)	due by 11:59pm
Tue Sep 28, 2021	 Read pages 48-66 (https://uwstp.instructure.com/courses/436956/assignments/4010328)	due by 12pm
Tue Sep 28, 2021	 Educational Psychology (https://uwstp.instructure.com/calendar?event_id=827088&include_contexts=course_436956)	3:50pm to 4:50pm
Thu Sep 30, 2021	 Read "Fostering Resilient Learners" attachment (pgs. 15-35) (https://uwstp.instructure.com/courses/436956/assignments/4010323)	due by 12pm
Tue Oct 12, 2021	 Read pages 116-129 (https://uwstp.instructure.com/courses/436956/assignments/4010324)	due by 11:59am
Tue Oct 12, 2021	 Educational Psychology (https://uwstp.instructure.com/calendar?event_id=841037&include_contexts=course_436956)	3:30pm to 4:45pm
Tue Oct 12, 2021	 Carly, Paige, Ian Lesson/Activity (https://uwstp.instructure.com/courses/436956/assignments/4045032)	due by 11:59pm

Date	Details	Due
Thu Oct 14, 2021	 Social-Emotional Lesson/Activity https://uwstp.instructure.com/courses/436956/assignments/4010331	due by 11:59pm
Thu Oct 14, 2021	 Read pages 160-174 https://uwstp.instructure.com/courses/436956/assignments/4010325	due by 11:59am
Thu Oct 14, 2021	 Makenzie, America, Megan, Kierra Lesson/Activity https://uwstp.instructure.com/courses/436956/assignments/4045564	due by 11:59pm
Tue Oct 19, 2021	 Read 178-188 https://uwstp.instructure.com/courses/436956/assignments/4010322	due by 11:59am
Tue Oct 19, 2021	 Autumn, Alyssa, Kally, Hailey Lesson/Activity https://uwstp.instructure.com/courses/436956/assignments/4045563	due by 11:59pm
Tue Oct 19, 2021	 Kaytlyn, Sierra, BreAnna, Alexis Lesson/Activity https://uwstp.instructure.com/courses/436956/assignments/4045562	due by 11:59pm
Tue Oct 19, 2021	 Tulsa Burning Episode 5: The Body https://uwstp.instructure.com/courses/436956/assignments/3865921	due by 11:59pm
Thu Oct 21, 2021	 Emily, Haley, Erin, Aubrey Lesson/Activity https://uwstp.instructure.com/courses/436956/assignments/4045567	due by 11:59pm
Thu Oct 21, 2021	 Isaac, Michael, Chase, Kaiden Lesson/Activity https://uwstp.instructure.com/courses/436956/assignments/4045566	due by 11:59pm
Tue Oct 26, 2021	 Read pages 278-291 https://uwstp.instructure.com/courses/436956/assignments/4010326	due by 11:59am
Tue Oct 26, 2021	 Makenna, Grace, Emma Lesson/Activity https://uwstp.instructure.com/courses/436956/assignments/4045568	due by 11:59pm

Date	Details	Due
	 Torin, George, Morgan, McKenna Lesson/Activity (https://uwstp.instructure.com/courses/436956/assignments/4045561)	due by 11:59pm
Thu Oct 28, 2021	 Read pages 464-479 (https://uwstp.instructure.com/courses/436956/assignments/4010327)	due by 11:59am
Thu Nov 4, 2021	 Teaching Philosophy Essay (TPE) (https://uwstp.instructure.com/courses/436956/assignments/3865908)	due by 11:59pm
	 Roll Call Attendance (https://uwstp.instructure.com/courses/436956/assignments/4010330)	