

# Course Syllabus

[Jump to Today](#)



## EDUC 381 Educational Psychology

Instructor: Dr Uzeyir Ogurlu (aka Dr.O)      Office: College of Professional Studies, Room 450

Email: [uogurlu@uwsp.edu](mailto:uogurlu@uwsp.edu)      Office Hours: Mondays 10-12 (virtual),  
[uogurlu@uwsp.edu](mailto:uogurlu@uwsp.edu) (best way to contact)      Tuesday 3-4 or by appointment

Classes	Day	Time	Location
Team Meetings	On Wed or Decided by the team	Decided by the team	Zoom or Science Building (SCI) D314
Class Meetings	Mondays	4-4.50 pm	Science Building (SCI) D314

### COURSE DESCRIPTION

In this course, we'll explore how people learn and grow, through the lens of educational psychology or "ed psych." Understanding ed psych is an invaluable part of being a good teacher. It can help you become a better student, too! I'm eager to share my ideas, and I look forward to what I'll learn from you. I hope you find this experience interesting and useful.

*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.

## Course 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 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.

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.

### 3. C. Dispositions Model

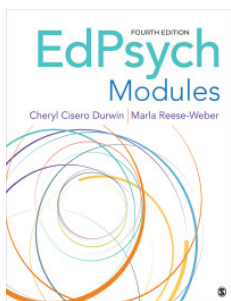
As a teacher, I align my policies and choices with my department's expectations. The School of Education has adopted a [model of disposition](#) ↓

([https://uwstp.instructure.com/courses/523662/files/49638117/download?download\\_frd=1](https://uwstp.instructure.com/courses/523662/files/49638117/download?download_frd=1)) s. 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.

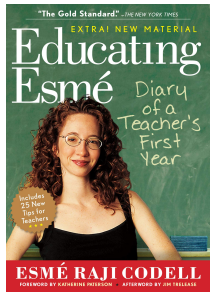
## Required Course Materials

There are 2 required textbooks:

***Durwin, C.C., & Reese-Weber, M. (2021). Ed Psych: Modules (4th Ed.). Thousand Oaks, CA: SAGE Publications.***



**Codell, E.R. (2001). *Educating Esmé*. Chapel Hill, NC: Algonquin Books.**



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 (including Kindle).

UWSP Libraries own *Educating Esmé: Diary of a Teacher's First Year* as an ebook. Here is the link

<https://ebookcentral.proquest.com/lib/uwsp/detail.action?docID=3418965>

<https://ebookcentral.proquest.com/lib/uwsp/detail.action?docID=3418965>)

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

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

## Assignments

Don't worry about looking foolish or wasting my time. 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. You will submit all assignments to CANVAS. Do not email me any assignments but your questions.

Your final grade in this course will reflect the quality of your work across the semester. It is my goal to help you learn as much as possible from this course.

- All the assignments are listed on CANVAS.
- Directions and rubrics for all the assignments are listed on CANVAS too.
- Please read the directions and rubric for each assignment carefully.
- All assignments must be submitted via CANVAS unless otherwise indicated.
- You must save all your work electronically and also in hardcopy format for your records before submitting it.
- I'm always happy to answer questions on an assignment, please don't hesitate to ask.
- All submissions must be typed using 12-point Times New Roman font, with 1-inch margins on all sides. A cover page specifying the assignment, due date, instructor's name, and student's name must be included.

- **DO NOT SUBMIT GOOGLE DOC LINKS FOR YOUR ASSIGNMENTS UNLESS OTHERWISE SPECIFIED**

#	Assignments	Possible Points
1	Response to the Syllabus	4
2	EDI Plan	6
3	Professional Development Plan	6
4	Esme Response	8
5	Teaching Philosophy Essay	32
6	Team Meetings	60
7	Documentary Analysis	10
8	Attendance	10
9	Quizzes	97
10	Participation /Rate Your Peer	16

### Grading Scale:

## Grading Scale

Percentage	Grade	Percentage	Grade
100%-94%	A	76-74%	C
93-90%	A-	73-70%	C-
89-87%	B+	69-67%	D+
86-84%	B	66-64%	D
83-80%	B-	60 & Below	F
79-77%	C+		

I reserve the right to bump a grade up (especially if it's close) based on your participation and performance in the class and my professional judgment.

## Assignments

### Respond to the Syllabus

By the due date, I would like you to read the class syllabus carefully and then to write down your understanding of various points. This is so I can be sure you understand what you are getting yourself into. You automatically receive full points if you complete it on time. By completing this assignment, you are saying that you've read the syllabus. You're also saying that if you have any questions about the syllabus, you have asked me, or you will ask me. In this assignment, you will also introduce yourself to me. I will read your introduction and reply to you individually. Detailed info and guidelines are [here](#) on Canvas.

## EDI Plan

Over time, educators have used different vocabulary to talk about honoring differences. Currently, many educators use the phrase "equity, diversity, and inclusion" or "EDI." As teachers, we can help change these social norms if we deliberately model tolerance and if we make honoring difference a central

theme in our curriculum and instruction. You will answer some questions related to EDI. Detailed info and guidelines are [here](#) on Canvas.

### **Professional Development Plan**

We should partly base on teaching philosophies on research and expert interpretations of research. Beyond our initial training (e.g., a university degree and a license), we need to continue our professional development (or "PD"). We should use proactive, routine, sustainable strategies. In this assignment, you'll describe your PD Plan: clear, specific strategies to continue your professional development. Detailed info and guidelines are [here](#) on Canvas.

### **Esme Response**

We can find inspiration for our teaching philosophies from many sources, including real and fictional teachers. In this assignment, you will write reflectively about a real teacher's apparent teaching philosophy and how it influences your own thinking and values. First, read Educating Esmé. As you read, pay attention to Esmé's apparent teaching philosophy. Pick up 3 questions and write a response in 1-3 sentences. Detailed info and guidelines are [here](#) on Canvas.

### **Teaching Philosophy 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 assignments ( Professional Development Plan, Esme Response) scaffold your success in this essay. Detailed info and guidelines are [here](#) on Canvas.

### **Team Meetings**

You're assigned to a team. Here is [the link](#) (<https://docs.google.com/spreadsheets/d/1RYWwyqgwZXr4Od2u3pagPrUrInUEBFw8nsIECwoSeEI/edit?usp=sharing>) to see your team. You must meet several times on days and times that work for all your members. You meet without the instructor. In each team meeting, you receive directions on what to discuss. As a team, you submit a concise report on your meeting. Detailed info and guidelines are [here](#) on Canvas

### **Documentary Discussion Guidelines**

In this assignment, you will watch 1 documentary about education. After watching each documentary you will post your thoughts about the documentary on Canvas. Detailed info and guidelines are [here](#) on

Canvas.

## Quizzes

For each module, there is 15 question quiz. With your teammates, you will discuss the questions using the book and then answer them individually. Detailed info and guidelines are [here](#) on Canvas.

## Rate Your Peers

At the end of the semester (after all team meetings), you will rate your team members. Based on your rate and my observation, you will get your participation points. Detailed info and guidelines are [here](#) on Canvas.

## Course and University Policies

### Attendance:

Your attendance and participation are essential. Collaboration with your peers outside class is strongly encouraged. All students are expected to read the assigned material before each class session. Students will be asked to discuss textbook and lecture material in small groups. You are allowed only 2 absences for illness or personal emergency from this course. After the second class is missed, you will have a deduction of 4 points for each class you missed. More than 4 absences are a serious cause for concern; they will necessitate a conference with me. For make-up, contact me.

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 turned in within 48 hours of the due that has a maximum value of 80% of possible points. An assignment turned in between 3 and 5 days late can earn a maximum of 60% of the points possible. After 5 days, I usually refuse to accept a late assignment.

## COVID Policy

For your health and safety, UW-Stevens Point:

Strongly encourages all students, faculty and staff to get vaccinated as soon as possible. While not required, vaccination is the surest way to protect yourself from serious illness. Vaccines are available

If you have questions or concerns, see our COVID-19 site or contact UWSP Student Health Service at [health.services.office@uwsp.edu](mailto:health.services.office@uwsp.edu). (<mailto:health.services.office@uwsp.edu>)

We continue to follow the guidance of local, state, and federal health experts and UW System leaders.

Thank you for your taking responsibility for your own health and keeping our campus communities safe so we may continue to have in-person classes, events and activities this fall

## Academic Dishonesty

Academic dishonesty will not be tolerated. This includes, but is not limited to, cheating on an exam, plagiarism, and/or giving (or asking for) the questions or answers on a quiz. Breaches of academic dishonesty will result in a failing grade and will be taken up with the university committee charged with prosecuting academic dishonesty. "Turnitin" software will be used for assignments in this course. Turnitin helps students avoid plagiarism and helps instructors give assessment feedback to students.

Here's the policy, for your reference:

### UWSP 14.01 Statement of Principles

The board of regents, administrators, faculty, academic staff and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.

To read UWSP's definition of academic misconduct, please consult UWSP 14.03. In short, examples of academic misconduct include, but are not limited to:

- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course

Students suspected of academic misconduct will be asked to meet with me to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](http://docs.legis.wisconsin.gov/code/admin_code/uws/14.pdf) ([http://docs.legis.wisconsin.gov/code/admin\\_code/uws/14.pdf](http://docs.legis.wisconsin.gov/code/admin_code/uws/14.pdf)).

## Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present



materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this link. You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu) (<mailto:dos@uwsp.edu>).

### **Religious Beliefs Accommodation**

It is UW System policy to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.

You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office

### **Confidentiality**

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

### **Equal Access for Students with Disabilities**

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](https://www.uwsp.edu/datc/Pages/default.aspx) (<https://www.uwsp.edu/datc/Pages/default.aspx>) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

## Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

### UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu) or at (715) 346-4357 (HELP) or visit this [link for more information.](https://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx) (<https://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx>)

### Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx) (<https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>).

### Academic Coaching

If you feel you need help with any of the following skills: **time management strategies, note-taking, study skills, communication on campus, or preparing for mid-terms**, please consider scheduling an appointment with an Academic Coach on campus or virtually. They are here to help you be successful in your online courses when you feel you need extra support. Email Kari Van Den Elzen ([kvandene@uwsp.edu](mailto:kvandene@uwsp.edu) (<mailto:kvandene@uwsp.edu>)) to schedule an appointment or use the Navigate student app by selecting Tutoring Learning Center. You can meet as many times as you need. Coaches are also available to review campus technology platforms with you. (**Canvas, AccesSPoint, Office 365, Navigate, etc.**)

This course and syllabus were developed using the UWSP Online Instructor Guidebook and developed in part using resources, activities, assignments, and guidance from Dr. Kym Buchanan

## TENTATIVE CALANDER

Week	Class Meeting	EdPsych Module
1	Wed, Sep 7	Syllabus
2	Mon, Sep 12	2. Contexts of Development
	Wed, Sep 14	Team Meeting-1
3	Mon, Sep 19	3. Social-Emotional Development
	Wed, Sep 21	Team Meeting-2
4	Mon, Sep 26	4. Moral Development
	Wed, Sep 28	Team Meeting-3
5	Mon, Oct. 3	6. Cognitive Development/NO CLASS
	Wed, Oct. 5	Team Meeting-4
6	Mon, Oct. 10	8. Behavioral Learning Theories
	Wed, Oct. 12	Team Meeting-5
7	Mon, Oct. 17	9. Social Cognitive Theory
	Wed, Oct. 19	Team Meeting-6
8	Mon, Oct. 24	10. Information Processing
	Wed, Oct. 26	Team Meeting-7
9	Mon, Oct. 31	11. Metacognition
	Wed, Nov. 2	Team Meeting-8
10	Mon, Nov. 7	12. Transfer of Skills and Knowledge
	Wed, Nov. 9	Team Meeting-9