

Education 381, 2 credits

Syllabus

Spring, 2022

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Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement and/or through email.

Section	Day	Time	Location
EDUC 381-04	Tuesday/Thursday	3:30-4:45	CPS 326

I. Purpose and Course 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.

II. Student 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:

4. What knowledge, skills, and dispositions will help us (a) teach and (b) create safe, inclusive spaces where everyone can succeed?
5. 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.

III. 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.

IV. Professional Learning Communities (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.

V. 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.

VI. Late Work:

I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. There will be a penalty to your grade if assignments are turned in late without letting me know ahead of time.

VII. InTASC Model Core Teaching Standards Addressed in this Course:

This course touches on all InTASC Model Core Teaching Standards, and focuses on the ones listed below in the table, as required for licensure by the Wisconsin Department of Public Instruction. Each standard this course meets is aligned to a minimum of one Signature Embedded Assessment. Students must receive a grade of C- or higher on each Signature Embedded Assessment in order to pass the course.

InTASC Model Core Teaching Standard	Signature Embedded Assignment
InTASC Standard 1: Learner Development (a, b, c, d, e, f, h, i, j, k) The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	
InTASC Standard 3: Learning Environments (a, b, c, d, e, f, g, i, j, k, l, n, o, p, q, r) The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.	
InTASC Standard 10: Leadership and Collaboration (a, b, c, d, e, j, l, m, n, o, p, q, t) The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	

VIII. 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.

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

FYI, you can access university computers from off-campus via the [Remote Lab \(Links to an external site.\)](#).

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

IX. 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.

X. 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 \(Links to an external site.\)](#).

XI. 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 \(Links to an external site.\)](#). If you have a disability and want accommodation, please register with the [Disability Services and Assistive Technology Office \(Links to an external site.\)](#) 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).

XII. 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 \(Links to an external site.\)](#). 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)).

XIII. Dispositions:

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 \(Links to an external site.\)](#) 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.

XIV. 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 ([Links to an external site.](#)) for details on all emergency responses at UW-Stevens Point.

XV. Building Rapport:

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that I can help you find a solution.

XVI. Understanding When You May Drop This Course:

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (1) documented and significant change in work hours leaving students unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

XVII. Incomplete Policy:

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned at instructor discretion. All incomplete course assignments must be completed within the timeframe outlined by a plan agreed upon by the student and instructor

XVIII. Equal Access for Students with Disabilities:

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against 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.

- The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments.
- If you have a documented disability and verification from the Disability and Assistive Technology Center and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation before classes start.
- If you suspect you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible to complete an Accommodations Request form. DATC can be reached at 715-346-3365 or DATC@uwsp.edu.
- For more information about UWSP's policies, visit: <https://www.uwsp.edu/datc/Pages/default.aspx>

XIX. 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.

I commit to doing my part as well by keeping myself informed on the most recent research and practices that best support inclusive learning.

XX. 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 (1st Floor, Albertson Hall)

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 or at (715) 346-4357 (HELP) or visit this [link for more information](#).

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](#).

XXIV. Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, [not to exceed two \(2\) weeks](#) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Other Campus Policies

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know*

may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the [Title IX page](#) for more information for guidance on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students.

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

XXVI. COVID-19 Policies

Face Coverings: At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a

condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course. (This policy is not applicable to our online/virtual classroom course.)

- Other Guidance:
 - Please monitor your own health each day using this screening tool. If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
 - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
 - Maintain a minimum of 6 feet of physical distance from others whenever possible.
 - Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
 - Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
 - Please maintain these same healthy practices outside the classroom.

XXVII. School of Education Policies

Students MUST achieve a grade of “C-” or higher for teacher certification. Any grade lower than a “C-” will require a repeat of the course.

XXX. Viewing Grades/Feedback in Canvas

Points you receive for graded activities will be posted to the Canvas Grade page. Email me if you do not see your assignment grades within 72 hours of submitting the assignment.

XXXI. Course Requirements:

The following assignments are designed to help you foster proficiencies for successful teaching.

Assignment	Brief Description	Points
Respond to the Syllabus	Read the syllabus and follow the prompts to update Canvas and Zoom.	2
Dispositions Self-Assessment	Using Flipgrid, you will self-assess where you are with UWSP’s School of Education dispositions.	4
Myers-Briggs Personality Assessment	Using Myers-Briggs, take the self-assessment and evaluate the results	5

EDI Plan	Creating a plan to ensure an equitable education for anyone you are in a position to serve.	15
Social Emotional Lesson/Activity	SEL lesson that highlights several areas of resilience in the classroom.	20
Tulsa Burning Episode 5: The Body	Powerful podcast that highlights the affect trauma plays into historical racism	10
Teaching Philosophy Essay (TPE)	Final project. Teaching Philosophy Essay encourages you to reflect on your approach as an educator and write down what matters to you the most in the field of education.	25

Attendance/Participation

- Attending class is an extremely important factor contributing to your performance and grade in the course. In most class meetings you will have at least one project, exercise, test, and/or discussion that will indirectly impact your grade and your class discussions will count toward participation. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. Attendance is worth 19 points for this course.

- Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation.” Additionally, below are attendance guidelines as outlined by the UWSP registrar:
 - Attend all your classes regularly. We do not have a system of permitted "cuts."
 - If you decide to drop a class, please do so using accesSPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.
 - During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.
 - If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu.
 - If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
 - If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.

- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

XXXIII. Grading Scale*

94 – 100% = A	77 – 79% = C+	60 – 63% = D-
90 – 93% = A-	74 – 76% = C	< 60% = F
87 – 89% = B+	70 – 73% = C-	
84 – 86% = B	67 – 69% = D+	
80 – 83% = B-	64 – 66% = D	

XXXIV. Course Schedule*

Course Outline *(Subject to Change)*

Date	Topic	Readings to Complete (BEFORE CLASS)	Assignments
January 25th	Syllabus Review PLC Preference	None	Respond to Syllabus PLC Preferences
January 27th	-Ground Rules -How to Succeed -Honoring Difference		Dispositions Self-Assessment
February 1st	The importance of Educational Psychology in The Classroom	Read pages 30-45	

	Hattie's Visible Learning, PLC activity		
February 3rd	<u>What's Needed For Students To Thrive?</u>	Article on Parent Engagement	EDI Plan
February 8th	EDI Plan Work-Time		
February 10th	EDI Presentations		
February 15th	EDI Presentations		
February 17th	Barriers to Development (Adverse Childhood Experiences, Trauma Explained)		Tulsa Burning: The Body
February 22nd	Trauma, Stress, and Brain Science	Sporleder (20-27)	PLC Reflection Activity Watch "ReMoved" pt. 2
February 24th	Promoting Resilience In The Classroom (7 Cs of Resilience) Intro to Social Emotional Project	"Fostering Resilient Learners" (13-35)	Watch the 7 Cs Video
March 1st	Social Emotional Project Work-Day	Pages 116-129	
March 3rd	Responding to Student Disclosure of Emotional Pain PLC Project (1), PLC Project (2)	160-174	
March 8th	Managing Behaviors, Behavioral Learning Theories, Soul Wounds PLC Project (3)	<u>New York Times Article on Tulsa Massacre</u>	
March 10th	Learning, Listening, Responding PLC Project (4)		Reflection
March 15th	The Power of Connection PLC Project (5), PLC Project (6)		
March 17th	Growth Mindset, Motivation, Rewards		

	PLC Project (7), PLC Project (8)		
March 29th	Teaching Philosophy Essay Intro, work-time/process with classmates		TPE
March 31st	Overview, Review		TPE
April 5th	Final Activity		