Course Syllabus

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Educational Psychology (EDUC 381), 2 credits

**Syllabus**
Spring/2023

Online

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| Instructor Name: Krista Gylund (she, her, hers)Office Location: Online  |

 |  Email: kgylund@uwsp.eduOffice Hours: Upon Request |

Course Description

* This course provides the psychological bases of educational procedures and practices; educational implications of characteristics of physical and mental growth, emotional behavior, learning, individual differences, and human relations.
* The purpose of this course is to educate and prepare you, as a professional, to work with diverse populations of students within the school environment by providing research based approaches for current best practices in education. This course will provide classroom applications of research-validated concepts to assist educators in student success.
* In this course, you will read course material to develop understanding of physical, social, emotional, and cognitive development; cultural, social, emotional and intellectual differences; learning and problem-solving processes; testing/measurement and how they relate to best classroom practices. Additionally, you will create several important personal documents which will allow you to reflect on the concepts of theory and what those would look like put into practice and critically analyze case studies and how they relate to educational research and classroom design for student learning outcomes.

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 the issues, methods, ideas, and models used by social scientists to investigate human learning, development, and behavior, and then apply this understanding to (a) your teaching in general, and (b) creating safe, inclusive classes where everyone can succeed.
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. Plan for and respond to student behavior that promotes or impedes safe, inclusive classes where everyone can succeed.
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. Responsive learning environments seldom "just happen": they take planning, preparation, sensitivity, and pluralism.

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

1. Learner Development
2. Learning Difference
3. Learning Environments
7. Planning for Instruction
9. Professional Learning and Ethical Practice
10. Leadership and Collaboration

All the assignments and experiences support these outcomes. The specific, substantial assignments are listed after each outcome. If you're completing a comprehensive portfolio (instead of a comprehensive exam), then you should place these assignments in your portfolio under the respective outcomes.

Students will demonstrate:

1. The application of knowledge in core and research areas, as well as in the chosen emphasis area or electives. [*Teaching Philosophy Essay*]
2. The ability to integrate content knowledge into curricular, instructional, and assessment strategies for students at different educational levels or applicable professional area. [*Practice Lesson*]
3. The ability to formulate, implement, and sustain evidence-based practices in an educational or professional environment. [*First Week Plan*]

Assignments: Highlights

Here are brief descriptions of the major assignments. Canvas has detailed rubrics and directions which you should read before starting an assignment. Alignment with the course outcomes is listed in parentheses (which is different from the Master's degree program outcomes indicated above).

**Reflection Posts:** You will respond to one or more prompts about the readings and other content. The overall purpose of this assignment is demonstrating your reflection on the big ideas in this course. (Course Outcomes 1, 2, &/or 3)

**First Week Plan**: You will prepare an agenda of the first week's activities in your class that relate to the learning environment. You explain how each activity helps your students meet your desired outcomes. (Course Outcome 3)

**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 assignment scaffold your success on this essay, as the "Path to Teaching Philosophy Essay." (Course Outcomes 1, 2, & 3)

Learning Online

This course is mostly online. While there are many advantages to this approach, there are some significant challenges. Unfortunately, online courses often have a higher drop or failure rate than face-to-face courses. There are some simple steps we can take to ensure you have a successful experience.

Since I won’t be lecturing or facilitating face-to-face activities (other than some Zoom content), it’s very important that you complete all the readings carefully. By “carefully,” I mean taking enough time to process the ideas and check your understanding. For some readings, I provide study questions or other tools to help you check your understanding.

Since we don’t meet as a Zoom class often, it’s very important that you communicate with me as needed. Email is an excellent way to reach me. I’m also happy to make an appointment to meet by phone. Please don’t hesitate to contact me, with questions about the course or assignments, questions about the reading or other content, problems in your life, etc. 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.**

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. 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 Canvas. Please don't tell me "I did that but I deleted it."

I sometimes give reminders about due dates via email. However, these reminders are only a courtesy, and I may forget. You are ultimately responsible for submitting your assignments on time.[(Links to an external site.)Links to an external site.](http://education.uwsp.edu/central/faq_courses.php)

Evaluation/Course Requirements\*

**Learning Requirements**                                            Points

Discussion Posts/Syllabus Discussion                                                                                        34    Assignments and Exercises (Criterion based)                                                                                                          32

Total Points                                                                                                                                   66

Required Course Materials

There is one required Textbook:

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

Technology Guidelines

You may want to indicate if this course requires any technology beyond what is available on campus.

**Online Statement:**This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns then an alternate assignment will be offered to you.

Inclusivity Statement

(Adopted from Lynn Hernandez, Brown University)

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. You may also contact the Dean of Students office directly.

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.

Grading Scale

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

Communicating with your Instructor

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| --- | --- |
|   | Email is the quickest way to reach me at: kgylund@uwsp.edu |
|   | Zoom Videoconference is also available by request. |

**Communicate Clearly**

Remember some faculty receive as many as 100 emails per day. Yours should be clear, concise, and professional so that your issues can be responded to effectively. **Please list your course name as the subject of your email because I do have more than one course and need to know which you are referring.** Include the entire thread of an ongoing email conversation so that your instructor can recall the history of your issue without searching for other emails you have sent. Sign off with your first and last name. Professionalism is a requirement for SOE students and is imperative as a future educator; therefore, please be aware of your tone and response when talking or emailing your professors.

Office hours

I am available with an appointment. Individual meetings can be arranged through an email request. I do not hold normal office hours during the following weeks: (Thanksgiving week, Spring Break, Summer Break, and finals weeks.)

Attendance

Attending to the course requirements, since this is an online course, will likely be the single most important factor in determining your performance and grade in the course

If you decide to drop a class, please do so using myPoint 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 (have not turned in assignments or emailed me to let me know there is an issue), you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

* 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 enroll in a course and cannot begin completing assignments 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 missed assignments, you may be 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.

Late Work

* Late work will NOT be accepted without an email, prior to the due date, asking for an extension. The exception is if you have an emergency. Please don’t ask after the fact or you will be told to see the syllabus regarding late work.

Emergency Procedures

* In the event of a **medical emergency call 9-1-1** or use campus phone [list location in room or nearest your classroom]. Offer assistance if trained and willing to do so. Guide emergency responders to the victim.
* In the event of **a tornado warning**, if you are in the building, **proceed to the lowest level interior room** without window exposure at [list primary location for shelter closest to classroom,]. See [uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx Links to an external site.](http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx)for floor plans showing severe weather shelters on campus.  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 [state logical location to meet 200 yards away from building]. Notify instructor or emergency response personnel of any missing individuals.
* **Active Shooter – RUN. 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.](http://www.uwsp.edu/rmgt/Pages/em/procedures)for details on all emergency response at UW-Stevens Point.”

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) Links to an external site.weeks Links to an external site.](https://www.uwsp.edu/veteran-services/Pages/short-term-leave.aspx)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 Links to an external site.](https://www.uwsp.edu/veteran-services/Pages/Call-Up-Guidelines.aspx).

Religious Beliefs Accommodation

It is UW System policy ([UWS 22 Links to an external site.](https://docs.legis.wisconsin.gov/code/admin_code/uws/22)) 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.

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* Links to an external site.](https://www.uwsp.edu/datc/Pages/default.aspx)*to complete an Accommodations Request form.  Phone: 346-3365 or Room 609 Albertson Hall.*

Help Resources

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| 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 or at (715) 346-4357 (HELP) or visit this [link for more information.Links to an external site.](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 Links to an external site.](https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx).

Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

 *UWSP 14.03 Academic misconduct subject to disciplinary action.*

(1)  Academic misconduct is an act in which a student:

(a)  Seeks to claim credit for the work or efforts of another without authorization or citation;

(b)  Uses unauthorized materials or fabricated data in any academic exercise;

(c)  Forges or falsifies academic documents or records;

(d)  Intentionally impedes or damages the academic work of others;

(e)  Engages in conduct aimed at making false representation of a student's academic performance; or

(f)  Assists other students in any of these acts.

(2)  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
* Tampering with the laboratory experiment or computer program of another student
* Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor 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 Links to an external site.](http://docs.legis.wisconsin.gov/code/admin_code/uws/14.pdf).

Other Campus Policies

**FERPA**

The[Links to an external site.Family Educational Rights and Privacy Act Links to an external site.](https://www.uwsp.edu/regrec/Pages/ferpa.aspx)(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 information on the[Dean of Students webpage Links to an external site.](https://www.uwsp.edu/DOS/sexualassault)for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page Links to an external site..Links to an external site.](https://www.uwsp.edu/hr/Pages/Affirmative%20Action/Title-IX.aspx)

**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 1stin our[Links to an external site.Annual Security Report Links to an external site.](https://www.uwsp.edu/dos/clery/Documents/ASR-ASFR.pdf). 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[Links to an external site.Jeanne Clery Act Links to an external site.](https://www.uwsp.edu/dos/clery/Pages/default.aspx)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.[Links to an external site.Center for Prevention – DFSCALinks to an external site.](https://www.uwsp.edu/dos/aoda-ipv/Pages/dfsca.aspx)

**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 Links to an external site.](http://libraryguides.uwsp.edu/copyright?hs=a).

Course Summary: Available on Canvas