



Syllabus - Educ 702

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Welcome

Welcome to *Educ 702 Advanced Educational Psychology: Theory Into Practice*. In this course we'll explore many of the theories of how people learn and grow, and how teachers and schools can positively impact students. We'll examine our working definitions and models for learning, with an eye to improving our teaching and ourselves.

Course Description

Understanding and application of psychological theories of education relative to human abilities, behavior, individual differences, and human relations in diverse teaching and learning settings.

Instructor: Kym Buchanan

- Email: kbuchana AT uwsp.edu
- Office phone: (715) 346-2906 [email is usually faster]
- Office: CPS 470
- Office hours: Wed, 2-2:50 pm (Fall & Spring), and by appointment

Intended Learning Outcomes

If you bring sufficient ability and apply reasonable effort to this course, you will improve your demonstrable knowledge, skills, and dispositions in how you:

1. Approach phenomena in motivation, learning, and human development, including applying multiple perspectives.
2. Articulate a vision for the fundamental processes of learning and the role a teacher plays.
3. Evaluate possible tools and strategies for teaching.
4. Apply educational psychology and positive psychology to your own professional success and personal happiness.

This is the central enduring understanding I want you to develop:

Our capacity to learn is extraordinary for many reasons, including our innate capacities to organize and process information, to adopt the speech, behavior, and mental processes of others, and to scrutinize questionable ideas and generate new ideas. We can improve as teachers by increasing our understanding of the nature of learning and then designing better experiences for students.

This course focuses on these [InTASC Model Core Teaching Standards](#):

1. Learner Development
3. Learning Environments
7. Planning for Instruction
8. Instructional Strategies

This course isn't aligned with Common Core State Standards. However, some assignments may touch on or focus on these standards (e.g., Design for Optimal Learning).

This course doesn't include preparation for using Response to Intervention (RTI). However, some assignments may touch on this model (e.g., How Learning Happens).

Content & Activities

The [Checklist](#) shows the major content and activities for this course.

Here are brief descriptions of the major assignments. Kat has detailed rubrics and directions which you should read before starting an assignment.

How Learning Happens: You'll write an informative and persuasive essay about teaching and learning. You'll focus on the most important big ideas, in your opinion.

Tool Analysis: You'll write a persuasive essay about a specific tool for teaching and learning. You'll evaluate it's usefulness.

Design for Optimal Learning: You'll assemble a persuasive project. You'll imagine that you have an unlimited budget and want to offer the perfect experience to your students.

Kat & Other Technology

Kat is an experimental learning management system, like D2L. I built Kat myself. [Kat can do many unusual things](#) to support teaching and learning, and it allows me to keep my course content open access (which is important to me). Kat is named in honor of Julia Stiles' character in the movie *10 Things I Hate About You* (and her Shakespearean inspiration).

We use e-reserve for some readings. We use the D2L Dropbox and Discussions tools.

Twitter

I have a Twitter feed that sometimes includes issues related to this course. I have two main goals for using Twitter: use a new technology in my teaching and build connections with students. If you're already savvy with Twitter, I'm [@reach2grow](#).

My feed will also appear on my homepage ([KymBuchanan.org](#)), and it's archived here: <http://twitter.com/#!/reach2grow>

I never post essential information only on Twitter. I use email and in-class announcements to keep you informed. If you follow my Twitter feed, I hope you find it interesting. But if you don't follow it, it won't interfere with your success in this course in any way.

Learning Online

This course is entirely 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 other face-to-face activities, 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 class, 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 or in person. 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.**

Please read the directions for each assignment carefully. Depending on the assignment, you will email me, submit in Kat, post to D2L under Discussions, or submit to the D2L 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.

Course Requirements & Grading

About Assignments

All the assignments are listed in the [Assignments](#) page in Kat. Directions and rubrics for all the assignments are in Kat. 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 and rubric for each assignment carefully. Depending on the assignment, you will email me, post to D2L, or submit to D2L. If you are emailing me, please send one assignment per email and use the correct subject. You can lose points by not submitting an assignment correctly.

For some assignments there may be different rubrics for undergraduate and graduate students. Be sure you refer to the correct rubric.

Please save all email and assignments for this course until you see a final grade on your transcript or Degree Progress Report and you are satisfied with your grade. This includes email from me and email from D2L. Please don't tell me "I did that but I deleted it."

I often give reminders about due dates via email and in class. However, these reminders are only a courtesy, and I may forget. You are ultimately responsible for submitting your assignments on time.

[Frequently Asked Questions \(Courses\)](#)

About Resubmit

Some assignments are "Resubmit" assignments. There are two due dates for Resubmit assignments. The first due date is a Submit. I will score your assignment using the rubric and record a score in the gradebook. The second due date is a Resubmit. If you wish, you can simply accept your score on the Submit. Or you can resubmit a revised version for a new score. By resubmitting, you can increase your score. In a face-to-face or hybrid course, the maximum increase is 10% (or at least 1 point). In an online course, the maximum increase is 20% (or at least 1 point). (You can't decrease your score.) If you submit an assignment late, you can't resubmit it. Likewise, I won't accept a late resubmit. (The late penalty would cancel the resubmit increase.)

Grading Scale

Your grade is based on how many points you earned (X), divided by how points you could have earned (Y). Based on that simple division ($X \div Y$), I will assign your final grade:

- 93-100% = A
- 90-92.9% = A-
- 87-89.9% = B+
- 83-86.9% = B
- 80-82.9% = B-
- 77-79.9% = C+
- 73-76.9% = C
- 70-72.9% = C-
- 60-69.9% = D

I reserve the right to bump a grade up (especially if it's close) based on my professional judgment. I will never bump a grade down. I don't give extra credit.

In all Early Childhood Education and Education undergraduate courses, students must receive a C- or better as a requirement for teacher certification. Failure to earn a C- or higher will result in the student needing to repeat the course.

Attendance

Except for rare cases of serious illness or family emergencies, a teacher shows up at school every day, on time, fully prepared, with a strong sense of personal responsibility. When a teacher can't meet his responsibilities due to unusual circumstances, he communicates with his colleagues and principal as soon as possible.

I expect you to honor your responsibilities. If this were a face-to-face course, I would expect you to attend every class meeting. This course is fully online, but I expect the equivalent level of communication and reliability. However, I understand that you have a life beyond this course. In general, the best way to avoid losing points is to contact me before an absence. After an unexpected absence, I'd like to see a physician's note. When you contact me about an absence, please specifically suggest how you think we should handle the absence (e.g., turning in an assignment late without a penalty).

Late Work

I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. An assignment completed no more than 48 hours late can receive no more than 80% of the points possible. An assignment completed no more than 1 week late can receive no more than 60% of the points possible. After 1 week, I usually refuse to accept a late assignment.

I probably won't accept late work after **Thu, Dec 14, 2017, 11:59 pm**.

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.

I especially encourage you to consider your professional presence and tone. This includes both face-to-face and online interactions with me and with your peers. For example, if you're teaching or presenting in a face-to-face class, I encourage you to have a professional appearance (e.g., business casual clothing). As another example, when composing an email, I encourage you to include a salutation (e.g., "Dear Dr. Buchanan"), complete sentences with correct conventions (e.g., spelling), and a signature (e.g., "Sincerely, Ima Student").

In a School of Education course, if you have concerns about the instructor you have the right to communicate with the Associate Dean. I'm the Associate Dean, so if you have concerns about me, you have the right to communicate with the College of Professional Studies Dean, Marty Loy (mloy@uwsp.edu, 715-346-4904).

Class Climate

I'm dedicated to creating safe, inclusive, welcoming classes in which all students 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 you 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](#) .

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](#) . If you have a disability and want an accommodation, please register with the [Disability Services and Assistive Technology Office](#)  and then contact me. If you're unfamiliar or uneasy with this process, please contact me anyways and we'll work through it together.

When contacting me about a life event or other exceptional need, please suggest the specific accommodation(s) you want (e.g., turning in an assignment late without a penalty, taking an Incomplete in this course).

Integrity

I expect you to come to class promptly and regularly, prepared to actively and fully participate in the activities. I expect you to treat me, your colleagues, and anyone else with respect and tolerance. I expect you to take responsibility for managing your life so that you complete all assignments on time. If you are unable to meet these expectations (e.g., attendance, assignments), I expect you to communicate with me and anyone else affected (e.g., your colleagues) as soon as possible, and to suggest a clear, fair plan to address the problem.

I expect you to complete your assignments with integrity. For most assignments, you will be free to use resources and people inside and outside of this course. Some assignments may even require this. However, I expect you to give proper credit for anything that isn't your own original work. I urge you to make intellectual integrity a central part of your professional identity. Professionals in a variety of fields routinely use other people's work (e.g., lesson plans in education). But accidentally or deliberately leaving off credit is professionally and morally wrong. I use anti-plagiarism tools. I don't expect my students to plagiarize others' work; rather, you can be confident that no one is plagiarizing your work (e.g., in a future class). If you are unclear on how to give proper credit, please ask me before turning in the assignment.

As a teacher, I align my policy on academic misconduct (e.g., cheating) with [Chapter 14 of the UWSP Bill of Rights and Responsibilities](#) . This is my general policy: I will allow you to redo the relevant assignment for no more than 50% possible, and you won't be eligible to earn higher than a B+ in this course (UWSP 14.04 (1) (d, e)). I will honor your right to a conference with me, to a written report from me, and to contest my decision (UWSP 14.06 (1, 3)).

I take cheating personally: it upsets and frustrates me. I care very much about your learning, not just scores. If you cheat, you hurt my feelings.

Dispositions Model

As a teacher, I align my policies and choices with my department's expectations. The School of Education has adopted [a model of the dispositions](#)  we expect from our students and graduates. I don't expect you to be at the final "Mastering" level in your dispositions. Instead, I offer this model for your own self-evaluation and goal-setting.

Textbook & Supplies

There is no textbook for this course. Instead, all the readings are available free via links in the [Checklist](#) or on e-reserve.

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

Acknowledgments

Many people have helped me develop my teaching identity and my materials. I am particularly indebted to: Lisa Bardon, Maysee Herr, Pat Shaw, and my other colleagues at UWSP; Rand Spiro and Jere Brophy at Michigan State University; and Manuel Mateo and Mary Jane Pelson in Portland, Oregon.

Assignment: Respond to the Syllabus

Reading this syllabus is an assignment. When you've finished, please go to Kat and 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.

Perfection is attained not when there is no longer anything to add, but when there is no longer anything to take away. -St. Exupery
([more quotes](#))

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CSS: [General Presentation](#)

Some content and curriculum based on work by: Maysee Herr, Rand Spiro, Lisa Bardon, Quinn Stanley, Larry Riggs, Pat Shaw, Sue Slick, and others at the University of Wisconsin Stevens Point. Unattributed images are the work of the author or taken from Microsoft PowerPoint.

Last revised 10/1/17



Assignments (EDUC 702)

#	Title	Points Possible	Due	
11	Respond to the Syllabus	2	Thu, Oct 5	11:59:00 PM
12	Open Journal (Unit 1)	2	Thu, Oct 5	11:59:00 PM
21	Open Journal (Unit 2)	2	Thu, Oct 12	11:59:00 PM
22	Choose Your Theory for Unit 4	0	Thu, Oct 12	11:59:00 PM
31	Open Journal (Unit 3)	2	Thu, Oct 19	11:59:00 PM
32	Zoom Meeting	4	Thu, Oct 19	11:59:00 PM
33	How Learning Happens	12	Thu, Oct 19	11:59:00 PM
41	Open Journal (Unit 4)	2	Thu, Oct 26	11:59:00 PM
51	Open Journal (Unit 5)	2	Thu, Nov 2	11:59:00 PM
52	Tool Analysis	12	Thu, Nov 2	11:59:00 PM
53	How Learning Happens (Resubmit (optional))	0	Thu, Nov 2	11:59:00 PM
61	Open Journal (Unit 6)	2	Thu, Nov 9	11:59:00 PM
71	Open Journal (Unit 7)	2	Thu, Nov 16	11:59:00 PM
72	Design for Optimal Learning	20	Thu, Nov 16	11:59:00 PM
73	Tool Analysis (Resubmit (optional))	0	Thu, Nov 16	11:59:00 PM
81	Study Questions (any 2)	4	Thu, Nov 30	11:59:00 PM
82	Open Journal (Unit 8)	2	Thu, Nov 30	11:59:00 PM
91	Design for Optimal Learning (Resubmit (optional))	0	Thu, Dec 7	11:59:00 PM
92	Respond to Peers	2	Thu, Dec 7	11:59:00 PM
	Total	72		

Dang it, Jim. I'm an astronomer, not a doctor! I mean, I am a doctor, but I'm not that kind of doctor. I have a doctorate, it's not the same thing. You can't help people with a doctorate. You just sit there and you're useless! -Doctor Doppler in *Treasure Planet* (2002) ([more quotes](#))

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