



Online Course Syllabus

CSL545 L01.A

Educational Psychology

Summer 2019

Contact Information

Instructor Name: Dr. Tiffany M. Crayton, Ph.D., LPC, NCC

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Instructor Office Hours: By appointment only. Please contact by email or phone number that is provided.

Course Description and Prerequisites

An examination of educational psychological theory and foundational concepts informing effective psychological practices. Topics include cognitive and social development, theories of motivation and learning, classroom management, individual and group differences, and student assessment.

Course Objectives

- Demonstrate the relationship between research, theory and practice of the classroom teacher.
- Engage in discussion regarding current research in education on *CANVAS*.
- Identify and describe the major theories (and theorists) that have impacted child development, educational psychology, and classroom instruction.
- Identify and describe factors/issues associated with academic success and/or risk (i.e. language acquisition, culture, gender, socioeconomic status, and varying exceptionalities).
- Propose, develop, and create an original research project on a current topic in Educational Psychology that includes strategies for critical thinking and problem solving.
- Analyze underlying views of the cognitive process and understand the construct of motivation in the learning process.
- Recognize the significance of the knowledgeable, integrated teacher in the classroom.
- Understand the variables associated with student behavior, classroom management, environment and discipline.
- Apply knowledge through case studies.
- Analyze and adapt the understanding of conceptual ideas and appropriate to the developmental level and learning style of the student.

Required Textbooks

Woolfolk, A. (2017). Educational Psychology: Active Learning Edition (13th ed.). Pearson. ISBN: 9780134013527

Course Requirements and Assignments

1. **Weekly Quizzes:** Each online quiz (6 quizzes in total) is 5% of the student's semester grade for a total of **30%** of the student's final grade.
2. **Discussion Boards:** There are (6 discussion boards in total) and each discussion board is 5% for a total of **30%** of the student's final grade.
3. **Paper:** Forty percent (**40%**) of the student's grade will depend on the completion of a 10-15 page topical paper, which explores a pre-approved topic selected from the textbook. For example you may choose to write about culture and diversity in education and how it impacts a student's learning; behavioral views and learning or motivation and learning. The paper must provide an in-depth analysis of the selected topic and be written in APA format. It must also incorporate 5-7 academic journal articles demonstrating an understanding of the recent scholarship (articles within the last 5 years) on the topic.

In preparation of your paper please be mindful of the following evaluation points:

- Introduction: _____ (25 pts.) Does the paper have a clear introduction? For example, does the paper address current statistics, current events, and current research regarding the topic in order to appropriately introduce and grab the reader's attention?
- Body of the Text: _____ (25 pts.) Does the paper address the most important dimensions and key concepts regarding the topic? Does the research relate to these key dimensions and issues include—both recent books and reputable journal articles related to psychology? Are these sources cited according to APA style throughout the body of the paper? Are the sources cited according to APA style in the Reference section of the paper? Are the writer's thoughts clear and easy to follow throughout the body of the paper with clear transition sentences?
- Conclusion: _____ (25 pts) Does the conclusion summarize the key insights and principles? Does the paper have a conclusion that addresses the main implications of the identified topic.
- Grammar and Style _____ (25 pts.) Are the sentences complete as opposed to fragmented sentences? Are there few grammatical and spelling mistakes? Is there a title page, abstract, and reference page? Is the paper typed in Times New Roman, Size 12 font, with 1-inch margins on the sides and 1 inch margins on the top and bottom? Are the pages numbered? Is the paper formatted according to APA style?
- The ten to fifteen page paper should be written in APA style format. When writing and organizing the paper, the student will create and maintain a basic structure according to APA style. The following links will help you to learn everything you need to know about APA style

and format, with a sample paper provided. In addition to an APA style and critical thinking rubric:

- <https://owl.english.purdue.edu/owl/resource/560/01/>
- <https://www.rcampus.com/rubricshowc.cfm?code=Z9gW78&sp=yes&> (APA Style Rubric)

<http://assessment.arizona.edu/sites/default/files/CriticalThinking.pdf> (Critical Thinking Rubric)

Attendance

Students are responsible for enrolling in courses for which they anticipate being able to participate weekly during the weeks appearing on course schedules, and then making every effort to do so. Such participation may include the following: completing quizzes or exams; emailing faculty or class members as part of an assignment; discussion board posting or response; turning in an assignment; or other communication reflecting ongoing learning in the course. When unavoidable situations result in non-participation, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how participation affects students' ability to meet course learning objectives and whether participation affects course grades..

Grading Scale

A	97-100	4.0 grade points per semester hour
A-	93-96	3.7 grade points per semester hour
B+	91-92	3.3 grade points per semester hour
B	88-90	3.0 grade points per semester hour
B-	86-87	2.7 grade points per semester hour
C+	83-85	2.3 grade points per semester hour
C	80-82	2.0 grade points per semester hour
C-	78-79	1.7 grade points per semester hour
D+	75-77	1.3 grade points per semester hour
D	72-74	1.0 grade point per semester hour
D-	70-71	0.7 grade points per semester hour
F	0-69	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Canvas and CAMS: Criswell College uses Canvas as its web-based learning tool and CAMS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number twenty-four hours a day. Students needing help with CAMS should contact the Campus Software Manager at bstifle@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through Dr. Jeff Campbell, Dean of Students, at jcampbell@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at library@criswell.edu.

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing writingcenter@criswell.edu or calling 214.818.1373.

Distance Education

Students participating in courses through Distance Education, with or without live interaction, must complete the academic requirements for those courses with the integrity and commitment necessary to participate in and benefit from all of the exercises provided by the professor for learning the subject matter of the course. Therefore, credit for Distance Education courses is the same as credit for courses taken on campus.

Distance education students can access information about Criswell College's Wallace Library at http://www.criswell.edu/current_students/library/. The Wallace Library manual is available at http://www.criswell.edu/current_students/library/library_handbook/.

Course Outline/Calendar

Week	Date	Assigned Reading	Discussion Board	Assignments Due
1	5/27	Chapter 1 & 2	DB-1	Quiz on Chapters 1 & 2
2	6/3	Chapters 3 & 4	DB-2	Quiz on Chapters 3 & 4
3	6/10	Chapters 5 & 6		Quiz on Chapters 5 & 6
4	6/17	Chapters 7 & 8	DB-3	Quiz on Chapters 7 & 8

5	6/24	Chapters 9 & 10	DB-4	Quiz on Chapters 9 & 10
6	7/1	Chapters 11 & 12	DB-5	Quiz on Chapters 11 & 12
7	7/8	Chapters 13 & 14	DB-6	
8	7/15	Paper Due		