# IDEAL PROGRAM COURSE SYLLABUS ONLINE

Dear Student,

Please read the following course syllabus carefully, especially the course expectations and activities. If you have any questions, please do not hesitate to communicate with the IDEAL office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in our courses build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount of time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend a minimum of ten-twelve hours per week on course material.

# To participate in the IDEAL Program, it is expected that you will do the following:

- 1. Participate in and complete the online orientation prior to your first online course.
- 2. Obtain the required course materials prior to the course start date.
- 3. If you do not participate during the first week of the course, you will be dropped one letter grade. If a student doesn't participate for two or more weeks a grade of "F" will be entered for a final grade.
- 4. Login to your course a minimum of three times per week.
- 5. Complete all assignments to the best of your ability.
- 6. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.
- 7. If you have any technical difficulties, you must contact the Office of Distance Education immediately at ubonline@bridgeport.edu.

It is the student's responsibility to familiarize himself or herself with and adhere to the standards set forth in the policies on cheating and plagiarism as defined in Chapters 2 and 5 of the Key to UB <a href="http://www.bridgeport.edu/pages/2623.asp">http://www.bridgeport.edu/pages/2623.asp</a> or the appropriate graduate program handbook.

# E-mail correspondence

It is imperative that you check your UB e-mail on a regular basis. All written correspondence, to include IDEAL and the University will be sent to you through his e-mail. **The University can no longer correspond to your personal e-mail account(s).** 

# Have questions about taking an online course? Go to:

"Instructions for Taking a UB Online Course"

[http://www.bridgeport.edu/academics/online/yourfirstcourse.aspx]

The IDEAL Program

# Syllabus: Educational Psychology

# Psyc 314 Summer 2013

Josephine Hauer, Ed.D. Email: <a href="mailto:hauer@bridgeport.edu">hauer@bridgeport.edu</a> (203) 610-4496 (cell)

# Course Description & Objectives

This course offers a survey of the major theories of educational psychology and their applications to learning and teaching. After completing this course you should be able to:

- 1. Name and discuss the major domains that have been studied in educational psychology in an attempt to answer the question "Why do some students learn more than others?" and critically think about these in the form of a model of the teaching/ learning process.
- 2. Name and discuss the major components and techniques of classroom planning, management and instruction that have been addressed in the study of the teaching/learning process as well as how these general techniques can be modified to address individual differences.
- 3. Define learning and compare and contrast the factors that cognitive, behavioral, and humanistic theorists believe influence the learning process, giving specific examples of how these principles could be used in the classroom.

There are number of disciplines that contribute to an understanding of educational issues. The goal of this course is to improve your ability to reason psychologically about teaching and learning. In practicing this ability, you will have the opportunity to survey current research and theory in educational psychology and thus develop an informed view of your own foundational beliefs about the learning process.

## **Policies**

Faculty and students/learners will be held responsible for understanding and adhering to all policies contained within the following two documents:

Please read the following policies carefully, especially the course expectations and activities. If you have any questions, please do not hesitate to communicate with the IDEAL office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in our courses build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount of time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend a minimum of ten-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

- 1. Participate in and complete the online orientation prior to your first online course.
- 2. Obtain the required course materials prior to the course start date.

- 3. If you do not participate during the first week of the course, you will be dropped one letter grade. If a student doesn't participate for two or more weeks a grade of "F" will be entered for a final grade.
- 4. Login to your course a minimum of three times per week. Each online week starts on Monday at 12:00 am and finishes on Sunday at 11:59 pm.
- 5. Complete all assignments by the due dates. No late written assignments accepted. Complete the three tests on time as these will not be available once they close.
- 6. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.
- 7. If you have any technical difficulties, you must contact the Office of Distance Education immediately at <a href="mailto:ubonline@bridgeport.edu">ubonline@bridgeport.edu</a>.

#### Cheating and Plagiarism

It is the student's responsibility to be familiar with and adhere to the standards set forth in the policies on cheating and plagiarism as defined in Chapters 2 and 5 of the Key to UB <a href="http://www.bridgeport.edu/pages/2623.asp">http://www.bridgeport.edu/pages/2623.asp</a> or the appropriate graduate program handbook.

## E-mail correspondence

It is imperative that you check your UB e-mail on a regular basis. All written correspondence, to include IDEAL and the University will be sent to you through his e-mail. The University can no longer correspond to your personal e-mail account(s).

Have questions about taking an online course? Go to:

http://www.bridgeport.edu/Media/Website%20Resources/documents/continuinged/dl/Taking online classes.htm

## **Course Text**

Slavin, R. (2011). <u>Educational psychology: Theory into practice</u>, (10th ed.). Boston: Allyn and Bacon. ISBN-10: 0137034350 or ISBN-13: 9780137034352

Supplementary course materials (Instructor Notes/audio presentations, Power Point presentations, etc.) will be posted in the online classroom.

# **Grading Scale and Assignment Points**

	Total Possible Points
Weekly Discussion Questions	16
Weekly Participation	8
Individual Bio	1
3 Tests	60
Paper	15
Total Possible Points	100

Grade	Α	A-	B+	В	B-	C+	С	C-	D+	D	D-	F
Percentage	95+	90-94	87-89	84-86	80-83	77-79	74-76	70-73	67-69	64-66	60-63	<60

#### Course Assignments

Week One: Introduction to Educational Psychology and Cognitive, Language and Literacy Development					
	Details	Due	Points		
Reading	Read Ch. 1 and 2 of Educational Psychology	Friday			
Reading	Review Instructor's posts and syllabus	All week			
Participation	Participate in class discussion with a MINIMUM of 3 posts per week. Participation posts need to be substantive but this does not mean a minimum of 200 words. Consider 45 - 50 words a <b>basic minimum</b> for participation posts. More important are the content, evidence of critical thinking, examples and overall quality of your response to classmates to determine whether they are substantive or not.	3 days	1		

Discussion Questions	Respond to weekly discussion questions. You must respond to 2 questions each week to meet DQ requirements. DQ responses are due by Friday of each week and should be at least 200 words in the body of the response NOT counting reference or signature line. If DQs are posted after Friday, these responses are counted toward participation ONLY. You earn one point for each DQ posted by Friday each week (24 points total) Cite the course text and/or other references using APA formatting.	Friday	2	
Individual Bio and Reflection	<b>Write</b> a brief personal bio and explain why you are taking this class. What do you hope to gain from studying educational psychology?	Saturday	1	
Week Two: Socio-m	noral Emotional Development and Student Diversity			
	Details	Due	Points	
Reading	Read Ch. 3 and 4 of Educational Psychology	Friday		
Reading	Review Instructor's posts	All week		
Participation	· ·			
Discussion Questions	Respond to weekly discussion questions. You must respond to 2 questions each week to meet DQ requirements. DQ responses are due by Friday of each week and should be at least 200 words in the body of the response NOT counting reference or signature line. If DQs are posted after Friday, these responses are counted toward participation ONLY. You earn one point for each DQ posted by Friday each week (24 points total) Cite the course text and/or other references using APA formatting.	Friday	2	
Test #1	Complete the test on Chapters 2-3	Sunday	20	
Week Three: Behav	ioral Theories of Learning and Applications			
	Details	Due	Points	
Reading	Read Ch. 5 of Educational Psychology	Friday		
Reading	Review Instructor's posts	All week		
Participate in class discussion with a MINIMUM of 3 posts per week.  Participation posts need to be substantive but this does not mean a minimum of 200 words. Consider 45 - 50 words a basic minimum for participation posts. More important are the content, evidence of critical thinking, examples and overall quality of your response to classmates. There is no partial credit for LESS than 3 substantial posts per week. DQ responses do not count toward participation.			1	
Discussion Questions	Friday	2		

Review	Review the test prep questions on Chapters 5 and 6 to prepare for Test #2		
Week Four: Infori	mation Processing and Cognitive Theories of Learning		
	Details	Due	Points
Reading	Read Ch. 6 of Educational Psychology	Friday	
Reading	Review Instructor's posts	All week	
Participation	Participate in class discussion with a MINIMUM of 3 posts per week. Participation posts need to be substantive but this does not mean a minimum of 200 words. Consider 45 - 50 words a <b>basic minimum</b> for participation posts. More important are the content, evidence of critical thinking, examples and overall quality of your response to classmates. There is no partial credit for LESS than 3 substantial posts per week. DQ responses do not count toward participation	3 days	1
Discussion Questions	Respond to weekly discussion questions. You must respond to 2 questions each week to meet DQ requirements. DQ responses are due by Friday of each week and should be at least 200 words in the body of the response NOT counting reference or signature line. If DQs are posted after Friday, these responses are counted toward participation ONLY. You earn one point for each DQ posted by Friday each week (24 points total) Cite the course text and/or other references using APA formatting.	Friday	2
Test #2	Complete the test on Chapters 5 and 6	Sunday	20
Week Five: The E	iffective Lesson		
	Details	Due	Points
Reading	Read Ch. 7 of Educational Psychology	Friday	
Reading	Review Instructor's posts	All week	
Participation	Participate in class discussion with a MINIMUM of 3 posts per week.  Participation posts need to be substantive but this does not mean a minimum of 200 words. Consider 45 - 50 words a basic minimum for participation posts. More important are the content, evidence of critical thinking, examples and overall quality of your response to classmates.  There is no partial credit for LESS than 3 substantial posts per week. DQ responses do not count toward participation.		1
Discussion Questions	Respond to weekly discussion questions. You must respond to 2 questions each week to meet DQ requirements. DQ responses are due by Friday of each week and should be at least 200 words in the body of the response NOT counting reference or signature line. If DQs are posted after Friday, these responses are counted toward participation ONLY. You earn one point for each DQ posted by Friday each week (24 points total) Cite the course text and/or other references using APA formatting.		2
Extra Credit	Complete the extra credit assignment based on Chapter 7 content to earn up to 5 points.	Sunday	5
Week Six: Constr	ructivist Approaches to Instruction		
	Details	Due	Points
	Details	Due	Politis

Reading	Review Instructor's posts	All week		
Participation	Participate in class discussion with a MINIMUM of 3 posts per week. Participation posts need to be substantive but this does not mean a minimum of 200 words. Consider 45 - 50 words a <b>basic minimum</b> for participation posts. More important are the content, evidence of critical thinking, examples and overall quality of your response to classmates. There is no partial credit for LESS than 3 substantial posts per week. DQ responses do not count toward participation.	3 days	1	
Discussion Questions	Respond to weekly discussion questions. You must respond to 2 questions each week to meet DQ requirements. DQ responses are due by Friday of each week and should be at least 200 words in the body of the response NOT counting reference or signature line. If DQs are posted after Friday, these responses are counted toward participation ONLY. You earn one point for each DQ posted by Friday each week (24 points total) Cite the course text and/or other references using APA formatting.			
Review	Review the test prep questions on Chapters 8 and 10 to prepare for Test #3			
Week Seven: Motiva	ating Students to Learn			
	Details	Due	Points	
Reading	Read Ch.10 of Educational Psychology	Friday		
Reading	Review Instructor's posts	All week		
Participation	Participate in class discussion with a MINIMUM of 3 posts per week. Participation posts need to be substantive but this does not mean a minimum of 200 words. Consider 45 - 50 words a basic minimum for participation posts. More important are the content, evidence of critical thinking, examples and overall quality of your response to classmates. There is no partial credit for LESS than 3 substantial posts per week. DQ responses do not count toward participation.		1	
Discussion Questions  Respond to weekly discussion questions. You must respond to 2 questions each week to meet DQ requirements. DQ responses are due by Friday of each week and should be at least 200 words in the body of the response NOT counting reference or signature line. If DQs are posted after Friday, these responses are counted toward participation ONLY. You earn one point for each DQ posted by Friday each week (24 points total) Cite the course text and/or other references using APA formatting.		Friday	2	
Test #3	Complete the test on Chapters 8 and 10	Sunday	20	
Week Eight: Effectiv	ve Learning Environments and Student Assessment			
	Details	Due	Points	
Reading	Read Ch. 11 and 13 of Educational Psychology	Friday		
Reading	Review Instructor's posts	All week		
Participate in class discussion with a MINIMUM of 3 posts per week. Participation posts need to be substantive but this does not mean a minimum of 200 words. Consider 45 - 50 words a basic minimum for participation posts. More important are the content, evidence of critical thinking, examples and overall quality of your response to classmates. There is no partial credit for LESS than 3 substantial posts per week. DQ			1	

	responses do not count toward participation.		
Discussion Questions	Respond to weekly discussion questions. You must respond to 2 questions each week to meet DQ requirements. DQ responses are due by Friday of each week and should be at least 200 words in the body of the response NOT counting reference or signature line. If DQs are posted after Friday, these responses are counted toward participation ONLY. You earn one point for each DQ posted by Friday each week (24 points total) Cite the course text and/or other references using APA formatting.	Friday	2
Research Paper	Write and submit an 8 page double spaced research paper on a topic related to Educational Psychology. Include a minimum of <b>four</b> academic references. The 8 pages include the cover and sources pages. The body of the paper should be 6 pages. Use APA format for all in-text citations and references. Use correct grammar, punctuation and full sentences. Tips for writing an effective paper that presents your thinking and conclusions in the best way:	Sunday	15
	<ul> <li>Do Plan well! It is important to schedule enough time to organize and write a clean, focused paper as this is critical to your academic growth.</li> <li>Do use subtitles if appropriate to organize the different sections of your discussion. Avoid run-on sentences and long paragraphs.</li> <li>Do illustrate main ideas with specific examples and/or citations from academic sources.</li> <li>Do use APA standards for in-text citations and the format of the References page.</li> <li>Don't insert long quotations in a paper of this length. Rather paraphrase main ideas from books or articles. You may certainly include short quotations – one or two lines at the most.</li> <li>Don't insert web site addresses into the text or the citation directly. Refer to APA standards for the proper way to format electronic resources (web sites, online articles, etc.).</li> <li>Do include an introductory paragraph and a concluding paragraph at the end of the paper.</li> <li>Do meet the page and formatting requirement for the assignment!</li> <li>Do keep the voice of the paper consistent - the best is third person. Avoid using "I" or "we" extensively in academic papers. This paper is a research paper not a personal reflective essay. Include citations to our course text and/or other academic articles.</li> <li>Do keep the tense of the verbs consistent - choose either present or past - either is fine.</li> <li>Do NOT use Wikipedia or other NON academic websites as sources for the paper. These are fine to review for general knowledge, but all citations should have a clear author and date.</li> </ul>		

#### **ACADEMIC POLICIES**

#### **Ethics Statement of Confidentiality**

An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

#### **Attendance Policy**

Course attendance, especially in an online course, is an integral part of the academic experience; therefore, students are expected to be participative in all course activities and discussions. If you do not participate during the first week of the course, you will be dropped from the course. If you cannot participate in all the course activities you should consider dropping the course.

# **Drop Procedures**

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the following web page:

http://www.bridgeport.edu/pages/2595.asp

- Drop a course after the start date.....\$30.00 per transaction
- Drop prior to the start date......100% Tuition Refund
- Drop prior to the second week of the course......75% Tuition Refund
- Drop prior to the third week of the course......50% Tuition Refund
- Drop during/after the third week of the course......0% Tuition Refund

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the Academic Calendar to see the fees for a drop and the impact on tuition. The Academic Calendar can be found at: <a href="http://www.bridgeport.edu/pages/2595.asp">http://www.bridgeport.edu/pages/2595.asp</a>

# **Academic Dishonesty**

We are committed to intellectual integrity in our academic pursuits; therefore, the IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory computer-programming course. He has co-workers who program in the same language as his final project. As the end of the term approaches, he wonders how he will find the time to get the project finished, and asks one of his co-workers for help. His co-worker hands him a disk with a complete program similar to the kind required for the course project. The student makes minor modifications to the program, and submits it under his own name.

Case #2: A student enrolled in a religious studies course has never taken a humanities or history course, and is unsure about how to structure a research paper. She is doing research on the World Wide Web, and comes across a paper written by a student from another university. Using her computer mouse, she copies and pastes the document into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called "research papers" without full recognition of the source. Presenting as one's own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

<sup>\*\*</sup>Please note students will not be automatically dropped for not participating during the first week. Lack of participation for one week will reduce the final grade by one letter grade. If you have to miss the first week of the online course, you must contact your instructor in writing before the first week. However, a grade reduction will apply.

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet as well as in the library. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn't have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own classes; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site: <a href="http://www.indiana.edu/~istd/plagiarism">http://www.indiana.edu/~istd/plagiarism</a> test.html

#### ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies.

The Center is staffed by writing professionals and peer tutors. More information can be found at: <a href="http://myub.bridgeport.edu/academics/academicrescenter/Pages/default.aspx">http://myub.bridgeport.edu/academics/academicrescenter/Pages/default.aspx</a> The Center is located in the Wahlstrom Library, Room 506. Hours of operation are Mondays –Thursday 9am – 6pm and Fridays 9am – 1pm. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: <a href="https://www.etutoring.org">www.etutoring.org</a>. To use this free service you must have a UBNet account.

## **Obtaining a UBNet Account**

Every registered student should obtain a UBNet Account. The account allows you to access your grades, access library services, access online tutoring, access the computers in computer labs, and provides an email account in which the University sends out information. Go to: <a href="http://www.bridgeport.edu/ubnet">http://www.bridgeport.edu/ubnet</a> - Click on "New UBNet Account" and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your Bridgeport.edu email forwarded to any other email account you use. Following the activation of your UBNet account (takes 24 hours), login at:

http://www.bridgeport.edu/email and click on "forwards" at the top of the page. Follow the directions to forward email messages to your other account.

#### **Accessing Your Grades & Schedule Online**

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. Information on WebAdvisor is password protected and requires you to use your UBNet username and password. To access WebAdvisor, go to: http://www.bridgeport.edu/webadvisor

- 1. Login in with your UBNet username and password.
- 2. Click on "Student Menu."
- 3. Click on "My Grades."

If you are carrying a financial balance, access to WebAdvisor will be restricted.

## **Using the Library**

You can access the library through the library's website: <a href="http://www.bridgeport.edu/library">http://www.bridgeport.edu/library</a>. Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

To access the online journals for research purposes, you will need a UBNet account (see above).

# IMPORTANT CONTACT INFORMATION

Office	Contact	Telephone	Email
Bridgeport Campus Security		(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	Robinson Hernandez	(203) 576-4692	bursar@bridgeport.edu
Cashier	Lana Mistry	(203) 576-4682	cashier@bridgeport.edu
Financial Aid		(203) 576-4568	sfs@bridgeport.eud
Registrar		(203) 576-4642	registrar@bridgeport.edu
Emergency Notification Phone		(203) 576-4159	
Distance Education Office		(203) 576-4853	ubonline@bridgeport.edu
IDEAL Office		(203) 576-4800	idealinfo@bridgeport.edu

# **CAMPUS CONTACT INFORMATION**

Campus	Address	Te	lephone	Email
Bridgeport	126 Park Avenue Bridgeport, CT 06604	(203)	576-4800	idealinfo@bridgeport.edu
Stamford	5 Riverbend Drive Stamford, CT 06750	(203)	358-0700	ubstamford@bridgeport.edu
Waterbury	84 Progress Lane Waterbury, CT 06705	(203)	573-8501	ubwaterbury@bridgeport.edu
Woodbridge	6 Lunar Drive Woodbridge, CT 06525	(203)	576-4800	idealinfo@bridgeport.edu
IDEAL Office		(203)	576-4800	idealinfo@bridgeport.edu
Directions t	to IDEAL Campus locations	tions <a href="http://www.bridgeport.edu/pages/2260.g">http://www.bridgeport.edu/pages/2260.g</a>		

To fill out your financial aid report to the Federal Government, please go online to <a href="www.fafsa.ed.gov">www.fafsa.ed.gov</a>. The school code for the University of Bridgeport is <a href="001416">001416</a>. Federal Student Aid Information: 1-800-433-3243.