COURSE OUTLINE and SYLLABUS
INST 301: Educational Psychology (SPRING 2013)

Instructor:
Dr. Robert S. Woodward, Jr. “JAY”
Office 602 Harrington
Office phone: 845-1802
Email: drjay@tamu.edu
Office Hours: (by appointment)

Textbook:

Course Purpose:
In INST 301 Educational Psychology, we will examine theory and research that has
direct implications for educational practice and some of the educational applications
that have developed from this theory and research. Topics that will be covered over the
course of the semester can be separated into four main areas:
✓ Introduction, overview of the terms and methods used in Educational Psychology
✓ Development, which will encompass physical, social, and cognitive realms;
✓ Learning, which will include theories and perspectives on knowledge acquisition;
✓ Motivation, which will involve individual, collective, and social aspects.

Course Objectives:
1. Gain insight into the nature of learners and of the learning process for the design
   and implementation of effective teaching strategies.
2. Compare and contrast “textbook” applications of educational, psychological,
developmental, and sociological theories to “real-life” practices and approaches.
3. Use your critical thinking skills and your knowledge of self and subject matter to
   fully develop your own personal concept of what aspects are essential and
   uniquely inherent to the realm of educational psychology

Student Responsibilities: Students enrolled in INST 301 are expected to:
1. Read all specified chapters/articles by the date indicated on the syllabus.
   (Assigned modules/pages listed under each scheduled session should be
   read prior to coming to class on that date)
2. Attend all class sessions ... while I follow the book, I also bring in a lot of outside
   material and unexcused and/or unauthorized absences will put you behind both
   in the classroom and in the gradebook!
3. Actively participate in and contribute to all in-class discussions and activities
4. Complete and hand in all assignments by the date listed on the syllabus
**Course Evaluation:** INST 301 meets on M/W from 4:10-5:25 p.m. in Harrington 204. Your grade in this course will be determined by the following:

- Attendance (5 days @ 6 pts. each) 30 pts.
- "MARVEL"ous Teacher Project Education Superheroes! 21 pts.
- R.E.A.C.T. Papers (4 @ 10 pts. each) 40 pts.
- Typical Evaluation of Student Thinking (T.E.S.T.) (4 @ variable points) 210 pts.

**TOTAL** 301 pts.

**Grading:** Letter grades will be assigned on the following basis:

- A = 265 - 301 pts.
- B = 230 - 264 pts.
- C = 200 - 229 pts.
- D = 175 - 199 pts.
- F = anything below 175 pts.

**Academic Honesty**

As commonly defined, plagiarism consists of passing off as one’s own words, writings, etc., which belong to another. Therefore, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. In addition, all materials generated for this class are copyrighted. As such, you do not have the right to copy the handouts, unless I specifically grant permission. If you have any questions concerning plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section entitled “Scholastic Dishonesty.”

**AGGIE HONOR CODE**

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

**Americans with Disabilities Act**

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact the Department of Disability Services in Cain Hall B118. You may call 845-1637 or email disability@tamu.edu. Additional information is available at [http://disability.tamu.edu](http://disability.tamu.edu)

**Students with Special Needs**

Any student who could require assistance in the event of a necessary evacuation of the building in which this class is taught are asked to notify the instructor so that individuals can be identified to assist him/her during an evacuation.
Explanation of Assignments:

➢ “Attendance”
Attendance is expected and encouraged for this class. To help ensure that this is the case, there will be 5 in-class assignments given at random during the semester. These will be short exercises involving some form of participation on your part & will be used to determine your class attendance, preparedness, and participation. Each will be worth 6 points apiece and cannot be made up, unless you have an approved university excuse for your absence.

➢ “R.E.A.C.T. Papers”
Video “release” dates: Jan 28 / Feb 18 / March 18 / April 8
Due Dates: Feb 4 / Feb 25 / March 25 / April 15

The R.E.A.C.T. assignment will call for you to view an online educational video pertaining to the unit we are currently covering. The video can be watched at your convenience and class will not convene on days in which these assignments are scheduled. Each student will be provided the web link in an email to the site on which the video can be viewed. These videos have been selected to enhance textbook materials and classroom lectures, but more importantly, get you to think critically and contextually on your philosophy of education.

For this assignment, you will be asked to “R”espond to, “E”xpand upon, “A”rgue with, “C”omment on, and/or “I”think about (R.E.A.C.T.) what you have just viewed. There are no right or wrong responses – feel free to comment freely and openly on any or all of the content that affected, enlightened, inspired, outraged, or unnerved you (that should cover all the vowels). What particularly about this video impacted you in this way? Why?

Each R.E.A.C.T. paper should be 2-3 pages in length (double spaced) and students should integrate classroom material (where applicable), previous educational experiences (personal or relational), and their persona into their discussion.

➢ “MARVEL”ous Teacher Project
Due April 29

As an individual, as part of a “dynamic duo,” or in a “fantastic four” group, students will study a specific education situation that is adversely facing students, teachers, and/or administrators in the school system. You will need to do outside research to demonstrate how pervasive this situation is by citing recent articles, reports, or studies that establish or verify the existence of this particular problem (can be local, state, or national in nature).

As part of your information gathering, you will need to interview (in person, on phone, or by email) at least two current K-12 teachers and get their thoughts, reactions, and solutions to the scenario you are studying. From there, you will write a paper that provides a synopsis and summary of your education scenario, with all the information you found in your background research, selected quotes from the teachers you interviewed, and your opinions and recommendations on how best to solve the issue. With solving the issue in mind …

Finally, you will design a “SUPER” hero teacher to solve the problem that you are studying. This teacher can be created with any special powers you feel would be necessary to swoop in and save the day (and of course, they should have a cool name and creative costume).

➢ T.E.S.T.S. (Typical Evaluation of Student Thinking)

➢ January 30th (Introduction … 20 questions / 40 points)
➢ February 20th (Development … 30 questions / 60 points)
➢ March 20th (Learning … 30 questions / 60 points)
➢ April 10th (Motivation … 25 questions / 50 points)

These T.E.S.T.S. are designed to assessed your understanding of the material presented in each topical unit (not cumulative). Items will be in a multiple choice format and will include information from the text, videos, class discussions, lectures, etc. They will require higher order thinking skills such as synthesis and application and students will need to study to do well. You will need to bring a grey 8.5” x 11” scantron for each test.
# Tentative Class Schedule

<table>
<thead>
<tr>
<th>Dates</th>
<th>Manic Monday</th>
<th>What-a-Wednesday!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 14/16</td>
<td>(class will not meet)</td>
<td>Class Overview/Introduction</td>
</tr>
<tr>
<td>Jan 21/23</td>
<td>Research &amp; Theory in EPSY Module 2 (pp. 11-23)</td>
<td>Intelligence Theories Module 10 (pp. 137-147)</td>
</tr>
<tr>
<td>Feb 4/6</td>
<td>General Principles of Dev. Module 3 (pp. 30-43)</td>
<td>Cognitive Development Modules 4 &amp; 5 (pp. 45-70)</td>
</tr>
<tr>
<td></td>
<td><strong>R.E.A.C.T. #1 DUE</strong></td>
<td></td>
</tr>
<tr>
<td>Feb 11/13</td>
<td>Physical &amp; Personal Development Module 8 (pp. 95-111)</td>
<td>Social and Moral Development Modules 7 &amp; 9 (pp. 81-94 &amp; pp. 119-127)</td>
</tr>
<tr>
<td>Feb 18/20</td>
<td>* &quot;Lessons from the Heart&quot;</td>
<td><strong>DEVELOPMENT T.E.S.T.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>R.E.A.C.T. #2 DUE</strong></td>
<td></td>
</tr>
<tr>
<td>Mar 4/6</td>
<td>Social Views of Learning Modules 18, 27-28 (pp. 423-439)</td>
<td><strong>WALK DISNEY</strong> Hi Ho, Hi Ho, Off to Break you go!</td>
</tr>
<tr>
<td>Mar 18/20</td>
<td>* &quot;Turning on the Switch&quot;</td>
<td><strong>LEARNING T.E.S.T.</strong></td>
</tr>
<tr>
<td>Mar 25/27</td>
<td>Intro to Motivation Module 29 (pp 459-464)</td>
<td>Motivation in Context Module 30 (pp. 466-480)</td>
</tr>
<tr>
<td></td>
<td><strong>R.E.A.C.T. #3 DUE</strong></td>
<td></td>
</tr>
<tr>
<td>April 1/3</td>
<td><strong>APRIL FOOLS DAY!</strong> No Class</td>
<td><strong>MOTIVATION T.E.S.T.</strong></td>
</tr>
<tr>
<td>April 8/10</td>
<td>* &quot;Motivational Drive&quot;</td>
<td></td>
</tr>
<tr>
<td>April 15/17</td>
<td>Waiting for Superman!</td>
<td>Final Project Overview Explanation of Rubric / Expectations</td>
</tr>
<tr>
<td></td>
<td><strong>R.E.A.C.T. #4 DUE</strong></td>
<td></td>
</tr>
<tr>
<td>April 22/24</td>
<td>PANEL DISCUSSION Local Teachers from B/CS area schools</td>
<td>Final Project Work Day</td>
</tr>
<tr>
<td>April 29</td>
<td><strong>MARVELous Projects Due</strong></td>
<td></td>
</tr>
</tbody>
</table>

---

A * symbol means that an optional test review session will occur on that date