

# Welcome

In this accelerated course we'll explore the how people learn and grow, through the lens of educational psychology or "ed psych." Understanding ed psych is an invaluable part of being a good teacher. It can help you become a better student, too! As part of our exploration, we'll focus on how to create safe, inclusive classes where everyone can succeed.

## Course Basics

### Catalog Description

*EDUC 723 The Psychology of the Classroom.* 2 cr. Exploration of the impact of psychology and human interaction on teaching, learning, and classroom management. Core concepts of educational psychology will be explored and applied to classroom management techniques.

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## 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 Differences
3. Learning Environments
7. Planning for Instruction
9. Professional Learning and Ethical Practice
10. Leadership and Collaboration

This course is aligned with the **Master's degree program outcomes**. 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.

Master's degree graduates will demonstrate:

1. The application of graduate-level knowledge in core and research areas, as well as in the chosen emphasis area or, if seeking a general Master's degree with no emphasis area, electives. [*Teaching Philosophy Essay*]
2. The ability to integrate content knowledge into curricular, instructional, and assessment strategies for students at different educational levels or in the Master's student 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).

**Discussion 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)

**Practice Lesson:** You will plan and teach a short lesson to your peers. You will be given a topic and detailed requirements for your lesson. (Course Outcomes 1, 2, &/or 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.](#))

## 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 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.)

See the Assignments below or to left for the due dates. If you choose to resubmit an assignment, please include "RESUBMIT" in the file name. (You turn in a Resubmit the same place you turned in the Submit, so that I can easily compare the versions.)

## 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.

## 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 won't accept any assignments after **Wednesday, Jul 17, 2020, 11:59 pm**.

## Textbook & Supplies

There are two required rental textbooks:

- Durwin, C.C., & Reese-Weber, M. (2017). *Ed Psych: Modules* (3rd Ed.). Thousand Oaks, CA: SAGE Publications.
- Bianco, A. (2002). *One-minute discipline: Classroom management strategies that work!* San Francisco, CA: John Wiley & Sons, Inc.

Additional readings will be in Canvas or on third-party websites.

## 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 with me and with your peers. For example, if you're teaching or presenting online, 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: Lynda Fernholz, lfernhol@uwsp.edu, 715-346-3223.

## Class Climate

I'm dedicated to creating safe, inclusive classes where everyone 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 \(Links to an external site.\)](#).

## 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 \(Links to an external site.\)](#). If you have a disability and want an accommodation, please register with the [Disability Services and Assistive Technology Office \(Links to an external site.\)](#) 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 Zoom class meetings 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 \(Links to an external site.\)](#). 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 \(Links to an external site.\)](#) 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.

## Acknowledgments

I would like to thank Kym Buchanan for the development of the course materials and both Kym and Lynda Fernholz for reaching out to me to teach this course. This syllabus was adopted from Kym Buchanan and revised to fit the online teaching environment requirements and my contact information.

### **Assignment: Respond to the Syllabus**

Reading this syllabus is an assignment. When you've finished, please complete the Respond to the Syllabus assignment.

## About Course Summary

The Course Summary below is tentative and may change. I will announce any changes via email.

## Course Summary: