# "WBUlogo"

**Virtual Campus**

**School of Education**

# UNIVERSITY MISSION STATEMENT - Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

# COURSE NUMBER & NAME: EDUC 5301 Advanced Principles and Practices

# **TERM**: SPRING 2019 (February 25-May 18, 2019)

# **INSTRUCTOR**:

Dr. Barbara Allen Carr

Professor of Education

Wayland Baptist University Plainview Campus

1900 W 7th St. CMB 1284

Plainview, Texas 79072

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# **OFFICE HOURS, BUILDING & LOCATION**:

M 10-12; W10-11; F 11-11:15; TU/TR 9:45-10:45; other arranged by appointment

Office Location: 109 Van Howeling Education Complex (VHEC)

# **COURSE MEETING TIME & LOCATION**: This is an internet based class and does not have designated meeting times. Assignments are presented in weekly sessions and are due as noted on the course calendar and syllabus. Access to class materials is provided via Blackboard using student login and password.

# **CATALOG DESCRIPTION**: Development of skills related to the teaching/learning processes.

# PREREQUISITE: Graduate Status Required Field Experience

# **REQUIRED TEXTBOOK AND RESOURCE MATERIAL**:

1. ***Textbook*:** Woolfolk, A. (2019). *Educational psychology (14th ed.). New York, NY: Pearson. [ISBN-13: 978-0-13-477432-9 or ISBN 10: 0-13-477432-9]*
2. **Access to the internet** is required; Blackboard is the learning system. All class materials distributed online; all assignments collected online.
3. Access to WBU Learning Resources [**www.wbu.edu/lrc**](http://www.wbu.edu/lrc)

# **COURSE OUTCOMES AND COMPETENCIES**:

1. Recognizing the differences that students bring to the classroom including learning style, motivation, culture, and behavior.
2. Define the phases and stages of student development.
3. Investigation of cultural and family differences.
4. Examination of self-concept, motivation, and the effects of learning on peer relationships.
5. Delineate character development and civic responsibility.

**MEANS FOR ASSESSING STUDENT ACHIEVEMENT:**

1. exams
2. written assignments
3. discussion boards
4. article review

# ATTENDANCE REQUIREMENTS: As stated in the Wayland Catalog, students enrolled the University’s Virtual campus should make every effort to participate in all class sessions. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file a report of unsatisfactory progress (ROUP). Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

# **STATEMENT ON PLAGIARISM & ACADEMIC DISHONESTY**: Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses may result in suspension from the university.

# **DISABILITY STATEMENT**: In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

# **COURSE REQUIREMENTS:**

* Respect: Respect is absolutely necessary in this class. Internet bullying will result in dismissal from the class.
* Professionalism: Any interactions related to this course should be kept at a professional level. Do not use the discussion boards to post material that is unrelated to the week’s topic. Political or religious rants, personal soapbox-like speeches, and the like will not be tolerated.
* Participation: Weekly participation is required. The lack of participation will only hurt your grade. As a general rule, you should login to Blackboard at least twice a week, if not more.
* Blackboard: Chapter session folders will be posted on blackboard under course content with more specific information regarding homework, assignments, and due dates. Course materials such as lecture notes, templates, and other items may also be accessed in this location.
* Assignments/Homework: All assignments should be completed and submitted at the assigned time. All assignments are due by 11:59 pm CST on the date indicated. Assignments will be due each week and late work is not acceptable. Overdue assignments WILL NOT be accepted unless extenuating circumstances are explained to and approved by the professor. Reading selections from the textbook will be assigned each week. Additional assignments will be posted within chapter modules.
* Discussion Boards: Several discussion board assignments are required throughout the course. An initial post and a response to at least two other students’ posts will be required. All posts and responses must be at least two paragraphs. These are intended to be interactive experiences, therefore no credit will be awarded for late submissions
* Grades: Students may view grades on Blackboard

## **UNIVERSITY GRADING SYSTEM:**

**A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete**. An incomplete may be given within the last two weeks of a long term or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to an F.

## **GRADING CRITERIA:**

Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting civility in our exchanges. Additionally, because it is so important for teachers to effectively communicate ideas to colleagues, parents, and administrators, writing clear and error-free English is a priority at Wayland School of Education. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both oral presentations and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from lectures, readings, and discussions will be taken into consideration as will correct and appropriate format and construction.

1. Students will complete all assigned readings, video observations, and assignments *promptly*. This course is designed to be completed during an 11-week term with assignments due each week. Under ***NO CIRCUMSTANCES*** will I accept the entire semester’s work during the last week or during the last day of class (any late work will receive point deductions). Assignments and examinations will become unavailable once the deadline for completion has passed. In the event you encounter special circumstances (including technology challenges), contact me immediately for instructions or assistance.
2. All assignments must be word processed and submitted in accordance with due dates on the course calendar. Assignments not completed on time may reflect a lowered grade. Late work will not be accepted unless approval is arranged with professor.
3. Weekly online discussion board interactions will allow dialogue among class members and provide opportunities for discussion among those persons who may exhibit a different perspective from your own. You are required to consider these perspectives and respond in an appropriate professional manner. There will be no tolerance for inappropriate responses including, but not limited to, vulgar or inappropriate language, name-calling, or demonstrations of anger. Students will *post* an answer to the question or comment and *respond* to two (2) others. **Posting and responses must be completed at the appointed time to ensure interaction with other students and will not be accepted late.**
4. Students will prepare written assignments.
5. Students will conduct mini-research activities.
6. Students will complete exams.

**Course grading criteria: All assignments are due as noted on course calendar. Late work will not be accepted unless approved by the instructor prior to the due date; late work for discussion board entries will not be accepted at all. Late assignments may reflect a deduction to points earned.**

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| **Assignment** | **Possible Points** | **Points Earned** |
| Discussion Board (9 x 10 points) | 90 |  |
| A1 Journal Review | 50 |  |
| A2 Review Podcast and Videos | 50 |  |
| A3Examining Parenting Styles | 50 |  |
| A4 Video Review for Cultural Diversity | 50 |  |
| A5 Structured Observation | 50 |  |
| Midterm | 200 |  |
| A6 Observation of the Learning Sciences | 50 |  |
| A7 Observing Motivation & Achievement | 50 |  |
| A8 Practicing I-Messages | 50 |  |
| DB9-Present Lesson Plan | 60 |  |
| A9Problem Solving Practice | 50 |  |
| Final Exam | 200 |  |
| Total | 1000 |  |

**Grade Appeal Statement:** “Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”

# TENTATIVE SCHEDULE = The instructor reserves the right to amend the tentative course outline as needed during the course. It is the student’s responsibility to keep up with changes to the schedule below. All assignments are due by 11:59 PM (CST) on the day indicated. [NOTE] Specific Information regarding assignments, instructions, and due dates for each session can be found in Blackboard under “course content” tab within the weekly session folders.

**Session 1:**

* Ch 1 Learning, Teaching, & Educational Psychology
* Notes – PowerPoint Slides
* **Discussion Board 1-Introduction**
* **Assignment Journal Article Review**

**Session 2:**

* Ch 2 Cognitive Development
* DB 2 Aesop’s Fable
* A2 Reviewing Podcasts & Videos

**Session 3:**

* Ch 3 Self, Social, & Moral Development
* Ch 4 Learner
* Notes– PowerPoint Slides
* DB3 What is Intelligence?
* A3 Examining Parenting Styles

**Session 4:**

* Ch 5 Language Development, Diversity, & Immigrants
* Ch 6 Culture & Diversity
* DB 4 Benefits of Bilingualism
* A4 Film Review for Cultural Diversity

**Session 5:**

* Ch7 Behavioral Views of Learning
* DB5 Behavioral Views of Learning
* A5 Structured Observation for Behavioral Analysis
* Midterm

**Session 6:**

* Ch 8 Cognitive Views of Learning
* Ch 9 Complex Cognitive Processes
* DB 6 Heuristics
* A6 Observation of the Learning Sciences

**Session 7:**

* Ch 10 Constructivism & Designing Learning
* Ch 11 Social Cognitive Views of Learning
* DB 7 Spit Ball Self Efficacy
* A7 Observing Motivation and Achievement

**Session 8:**

* Ch 12 Motivation in Learning & Teaching
* DB 8 Motivation
* A8 Practicing I-Messages

**Session 9:**

* Ch13 Managing Learning Environments
* Ch 14 Teaching Every Student
* DB 9 Presentation of Lesson Plan
* A9Problem Solving Practice

**Session 10:**

* Ch 15 Classroom Assessment
* DB 10 What Did I Learn?
* A10

**Session 11:**

* **Final Exam Due by Thursday PM**

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| **EDUC 5301: Advanced Principles and Practices - Tentative Schedule**  **ASSIGNMENTs - All assignments are due by midnight Sunday night to accommodate those who must complete the work during the weekend (except final assignment which is due Thursday at midnight). \*\*\***I reserve the right to amend the tentative schedule as needed. | | | | |
| **Date** | | **Preparation Materials** | **Reading** | **Assignments** |
| **1** | Feb 25-Mar 3 | **Syllabus/Basic Instructions**  **Notes- ppt1**  **Reading Guide Ch 1** | **Ch1** | **Discussion Board 1 (DB1)-Introduction**  **A1: Journal Article Review 1** |
| **2** | Mar 4-10 | **Notes – ppt 2** | **Ch 2** | **DB2-Aesop’s Fable (Piaget) (field)**  **A2: Podcast/Video Review (field)** |
| Mar 11-15 Spring Break | | | | |
| **3** | Mar18-24 | **Notes – ppt 3-4** | **Ch 3-4** | **DB3-**  **A3:** |
| **4** | Mar 25-31 | **Notes – ppt5 & ppt6** | **Ch 5-6** | **DB4-Cultural Diversity**  **A4:** |
| **5** | Apr 1-7 | **Notes – ppt7** | **Ch 7** | **DB5-**  **A5**  **Midterm Test (Ch 1-7)** |
| **6** | Apr 8-14 | **Notes – ppt 8-9** | **Ch 8-9** | **DB6 –**  **A6:** |
| **7** | Apr 15-21 | **Notes - ppt 10 & ppt 11** | **Ch 10-11** | **DB7-**  **A7:** |
| **8** | Apr 22-28 | **Notes – ppt 12** | **Ch 12** | **DB8-**  **A8:** |
| **9** | Apr 29-May5 | **Notes – ppt 13-14** | **Ch 13-14** | **DB9 –**  **A9** |
| **10** | May6-12 | **Notes – ppt15** | **Ch 15** | **DB 10 -What Did I Learn?** |
| **11** | May13-18 | **Final Exam Ch 8-15**  **Due by Midnight Thursday, May 16** | **Due Midnight Thursday!** | **Final Exam**  **Celebrate!** |