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1. **Virtual Campus**

**School of Education and Sports Science**

1. **Wayland Baptist 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.

1. **Course Prefix, Number, & Name**

 EDUC 5301- VC01 Advanced Principles and Practice

1. **Term and Year**

Spring Term (February 24 to May 16, 2020)

1. **Full Name of Instructor**

Dr. Barbara Allen Carr – Professor of Education

1. **Office Phone and WBU Email Address**

Office (806) 291-1055; E-mail Address carrb@wbu.edu

1. **Office Hours, Building, and Location**

Office Hours: 109 Van Howeling Education Complex (VHEC); M 10-12; W 10-11; TU & TR 9:45-10:45; Other times by appointment

1. **Class Meeting Time and 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.

1. **Catalog Description**

Development of skills related to the teaching/learning processes.

 Impact of culture, ethnicity, socioeconomic status, religion, and special populations on learning; identify ways to enhance learning and motivation; Contact hours: 45; Required field experience incorporated into this syllabus (6 hrs).

1. **Prerequisite**

None

**11. Required Textbook and Resources: *Student Textbook(s*)**

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. Access to WBU Learning Resources [**www.wbu.edu/lrc**](http://www.wbu.edu/lrc)

**12. Optional Materials:** None

**13. Course Outcome Competencies:** **Student Learning Outcome Competencies: (correlated to state ppr 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.

**14. Attendance Requirements:** As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings. 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 an unsatisfactory progress report with the campus executive director. 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.

**15. Statement on Plagiarism and 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 will result in suspension from the university.

**16. 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.”

**17. Course Requirements and Grading Criteria**

**COURSE REQUIREMENTS**

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. Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. Additionally, because it is so important for educators 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, assignments, readings, and discussions will be taken into consideration as will correct and appropriate format and construction. **All assignments must be *word processed* and submitted in accordance with due dates on the course calendar.**

**Participation Policy**

Students are expected to submit class assignments with punctuality and to participate actively in class discussions. Students are encouraged to communicate promptly with the professor in case of an unavoidable delay in order to keep pace with the requirements of the course. You are training to be a professional. If you wouldn’t use the excuse for your boss or principal, don’t use it as excuse for this class. You will never be better as a teacher than you are as a student.

1. Students will complete all **assigned readings** *promptly*. This course is designed to be completed with assignments due each week. Class discussions will include modeling, guided practice, and independent practice with discussions among class members as students prepare materials for their selected content area and grade level. Students are required to 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. **In-class assignments must be completed at the appointed time to ensure interaction with other students and will not be accepted late.**
2. Students will prepare written assignments, such as mini-research activities, interviews, lesson plans, presentations, quizzes, notes, and field experience summaries as instructed.
3. Students will complete a midterm and a final exam.

**Makeup/Late work Policy:** All assignments are due as scheduled. If, for some unforeseen reason, a student is not capable of meeting the deadline, arrangements must be made with the professor. **No points may be deducted from the assignment if the reasons are acceptable to the professor. If an assignment is late because of negligence of the student, the professor will decide whether to accept the work with deductions for late submission of the work.**

**Academic Course Requirements:**

1. Respect: Respect is absolutely necessary in this class. Internet bullying will result in dismissal from the class.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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
7. Grades: Students may view grades on Blackboard.

**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 (10 x 10 points) | 100 |  |
| A1 Journal Review  | 50 |  |
| A2 Review Podcast and Videos | 50 |  |
| A3 Examining Parenting Styles | 50 |  |
| A4 Video Review for Cultural Diversity | 50 |  |
| A5 Structured Observation | 50 |  |
| Midterm | 200 |  |
| A6  | 50 |  |
| A7 Observing Motivation/Achievement | 50 |  |
| A8 Practicing I-Messages | 50 |  |
| A9 Lesson Plan | 50 |  |
| A10 Problem Solving Practice | 50 |  |
| Final Exam | 200 |  |
| Total | 1000 |  |

## **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.

 **17.1 Include 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.”

**18. 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

**Session 3:**

* Ch 3 Self, Social, & Moral Development
* Ch 4 Learner
* Notes– PowerPoint Slides
* DB3
* A3

**Session 4:**

* Ch 5 Language Development, Diversity, & Immigrants
* Ch 6 Culture & Diversity
* DB 4
* A4

**Session 5:**

* Ch7 Behavioral Views of Learning
* DB5
* A5
* Midterm

**Session 6:**

* Ch 8 Cognitive Views of Learning
* Ch 9 Complex Cognitive Processes
* DB 6
* A6

**Session 7:**

* Ch 10 Constructivism & Designing Learning
* Ch 11 Social Cognitive Views of Learning
* DB 7
* A7

**Session 8:**

* Ch 12 Motivation in Learning & Teaching
* DB 12
* A12

**Session 9:**

* Ch13 Managing Learning Environments
* Ch 14 Teaching Every Student
* DB 9
* A9

**Session 10:**

* Ch 15 Classroom Assessment
* DB 10
* A10

**Session 11:**

* Final Exam Due by Thursday PM

| **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.  |
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| **Date** | **Preparation Materials** | **Reading** | **Assignments**  |
| **1** | **Feb 24-****Mar 1** | **Syllabus/Basic Instructions** **Notes- ppt1****Reading Guide Ch 1** | **Ch1** | **Discussion Board 1 (DB1)-Introduction****A1: Journal Article Review 1** |
| **2** | **Mar 2-8** | **Notes – ppt 2**  | **Ch 2** | **DB2-Aesop’s Fable (Piaget) (field)****A2: Podcast/Video Review (field)** |
| **3** | **Mar 9-15** | **Notes – ppt 3-4**  | **Ch 3-4** | **DB3-****A3:**  |
| **Mar 16-20 Spring Break** |
| **4** | **Mar23-29** | **Notes – ppt5 & ppt6** | **Ch 5-6** | **DB4-Cultural Diversity****A4:**  |
| **5** | **Mar 30-****Apr 5** | **Notes – ppt7**  | **Ch 7** | **DB5-** **A5****Midterm Test (Ch 1-7)** |
| **April 10-Good Friday and April 13 Easter Monday** |
| **6** | **Apr 6-11** | **Notes – ppt 8-9**  | **Ch 8-9** | **DB6 –****A6:**  |
| **7** | **Apr 14-19** | **Notes - ppt 10 & ppt 11** | **Ch 10-11** | **DB7-** **A7:**  |
| **8** | **Apr 20-26** | **Notes – ppt 12** | **Ch 12** | **DB8-** **A8:**  |
| **9** | **Apr 27-May 3** | **Notes – ppt 13-14**  | **Ch 13-14** | **DB9 –****A9** |
| **10** | **May 4-10** | **Notes – ppt15** | **Ch 15** | **DB 10 -What Did I Learn?** |
| **11** | **May11-16** | **Final Exam Ch 8-15****Due by Midnight Thursday, May 15** | **Due Midnight Thursday!** | **Final Exam****Celebrate!** |

**19. Faculty May Add Additional Information as Desired:**

**COURSE OUTLINE**

**Ch1 – Learning, Teaching/ Educ Psych**

**Ch2 – Cognitive Development**

**Ch3 – Self, Social, & Moral Development**

**Ch4 – Learner Diff. & Learning Needs**

**Ch5 – Lang Dev, Diversity/Immigrants**

**Ch6-Culture & Diversity**

**Ch7 - Behavioral Views of Learning**

**Ch8- Cognitive Views of Learning**

**Ch9 - Complex Cognitive Processes**

**Ch10 -Learning Science/Constructivism**

**Ch11 - Social Cognitive Views of Motivation & Learning**

**Ch12 - Motivation in Learning &Teaching**

**Ch13 - Creating Learning Environments**

**Ch14-Teaching Every Student**

**Ch15 - Assessment**

**Certification Preparation Alignment:** Pedagogy & Professional Responsibilities (PPR):

*Domain I: Designing Instruction and assessment to promote student learning*

Competency 001: The teacher understands human development processes and applies this knowledge to plan instructional and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

* Understands the lifelong impact of the experiences provided in early childhood through grade 6 on individual development and on society.
* Recognizes that positive and productive environments for middle-level students involve creating a culture of high academic expectations, equity throughout the learning community, and developmental responsiveness.
* Recognizes the importance of helping students in grades 8 through 12 learn and apply life skills (e.g., self-direction, decision-making, goal-setting skills, workplace skills) to promote lifelong learning and active participation in society.
* Understands that student involvement in risky behaviors (e.g., drug and alcohol use, gang involvement) impacts development and learning.

Competency 002: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.

* Demonstrates knowledge of students with diverse personal and social characteristics (e.g., those related to ethnicity, gender, language background, exceptionality) and the significance of student diversity for teaching, learning, and assessment.
* Accepts and respects students with diverse backgrounds and needs.
* Knows how to use diversity in the classroom and the community to enrich all students’ learning experiences.
* Knows strategies for enhancing one’s own understanding of students’ diverse backgrounds and needs.
* Knows how to plan and adapt lessons to address students’ varied backgrounds, skills, interests, and learning needs, including the needs of English-language learners and students with disabilities.
* Understands cultural and socioeconomic differences (including differential access to technology) and knows how to plan instruction that is responsive to cultural and socioeconomic differences among students.
* Understands the instructional significance of varied student learning needs and preferences.

Competency 011: The Teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

* Interacts appropriately with all families, including those that have diverse characteristics, backgrounds and needs.
* Communicates effectively with families on a regular basis (e.g., to share information about students’ progress) and responds to their concerns.

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| ***Standard I. Domain I. Competencies 001-004 Domain III. Competencies 007-010The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.*** |
| 1.1k the intellectual, social, physical, and emotional developmental characteristics of students in different age groups;  |
| 1.3k characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs;  |
| 1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning;  |
| 1.2s adapt lessons to address students’ varied backgrounds, skills, interests, and learning needs, including the needs of English language learners;  |
| 1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction.  |
| 2.1k the importance of creating a learning environment in which diversity and individual differences are respected;  |
| 2.4k the importance of communicating enthusiasm for learning; |
| 2.1s interact with students in ways that reflect support and show respect for all students;  |
| 2.2s use strategies to ensure that interactions among students are polite, respectful, and cooperative;  |
| 2.21s respect students’ rights and dignity.  |
| 3.1k the importance of clear, accurate communication in the teaching and learning process;  |
| 3.2k principles and strategies for communicating effectively in varied teaching and learning contexts;  |
| 3.3k spoken and written language that is appropriate to students’ age, interests, and background;  |
| 4.1k the importance of families’ involvement in their children’s education;  |
| 4.2k appropriate ways for working and communicating effectively with families in varied contexts.  |
| 4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs;  |