

# Syllabus

PSYC 2060, version 3.0

Updated: August 2021

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## PSYC 2060—Educational Psychology

**Course Description:** Principles of learning, motivation, development and evaluation as related to the educative process.

### Textbooks and Other Materials

ODL is *not responsible* for student purchases that result in *the receipt of the wrong materials*. It is the responsibility of the student to order the correct textbook materials. Courses are written to specific textbook editions; edition substitutions *are not allowed*.

#### Textbook

Available from the publisher, Pearson, through <http://www.mypearsonstore.com/>.

Enhanced Pearson eText

Robert E. Slavin, *Educational Psychology: Theory & Practice*. 13<sup>th</sup> Edition. New York, NY: Pearson eText, 2021.

**ISBN-13:** 9780136912156

Print Loose-leaf Version with eText Package

Robert E. Slavin, *Educational Psychology: Theory & Practice*. 13<sup>th</sup> Edition. New York, NY: Pearson, 2021.

**ISBN-13:** 9780135753118

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### Ordering Information

Please review the following tips for ordering your course materials:

1. Do not purchase your textbooks until your enrollment is approved. During the processing period, a new section may be opened that could require a different textbook or edition.

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2. *Always order by the ISBN.* Publishers and vendors often offer the same textbook title under different ISBNs. You must have the correct ISBN to access your online website.
3. If you are having problems locating a textbook, contact us at [Answers@outreach.lsu.edu](mailto:Answers@outreach.lsu.edu) for assistance.

For this course, it is recommend that you order the textbook directly from Pearson (<http://www.mypearsonstore.com/>). You must follow the instructions listed in the Getting Started Module in Moodle in order to purchase the proper version of the assigned textbook.

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### Other Materials and Resources

This course will not require access to proprietary software or programs besides the eText edition of the textbook. However, students may wish to use a word-processing program to produce their essays before transferring them into Moodle. Stable internet access is necessary to view the course's Moodle page as well as the multimedia features of the textbook.

**Software:** Web Browser, Adobe Acrobat Reader

It is recommended that you use Mozilla Firefox or Google Chrome as your web browser. Internet Explorer is not compatible with your Moodle course site.

Adobe Acrobat Reader is required to view PDF document files.

**Hardware:** *Web cam with a microphone (built-in or external), headphones or working speakers, and high-speed internet*

Exams are completed online and require the hardware listed above. Students are encouraged to review the technical requirements provided on the ProctorU website and to perform a test on their equipment prior to enrolling in this course to make sure they have the necessary resources available.

**Technical Requirements:** <https://support.proctoru.com/hc/en-us/articles/115011772748-Equipment-Requirements>

**Equipment Test:** <http://www.proctoru.com/testitout/>

## Nature and Purpose of the Course

### Course Outcomes

Upon completion of this course, students are expected to be able to:

1. Identify and explain psychological topics, theories, and research related to education.
2. Identify and understand cognitive and social, moral and emotional development in relation to teaching and supporting student achievement.

3. Identify and prepare practical instructional techniques supported by the most recent classroom research.
4. Discuss current issues in education, including response to intervention (RTI), standardized testing, the common core state curricula, and licensing examinations for teachers.

PSYC 2060 Educational Psychology is a course designed to provide an overview of the major theories, issues, questions, and research methods that have shaped the study of educational psychology into a valid discipline of scientific and academic inquiry.

Emphasis is on a three-point model of education in which the student, teacher, and environment interact. For example, while most students benefit most from a phonics reading program, a significant number of young readers struggle with phonics programs, and instead benefit from instruction in sight reading. Individual differences in students' aptitudes and learning styles require flexible and varied teaching approaches, and psychology has been employed to improve the effectiveness of instruction for over 100 years.

In this course, we will study and apply theories to a few of the most important issues and components in education. In addition, course material will be presented with the goal of preparing students to become "intentional teachers" who consider their students' individual needs and the learning environment when developing instructional materials for their classes.

### Working with the Course Materials

Remember, this course covers an entire semester of work or the equivalent of a classroom course lasting 15 weeks. That means that each module in this course equals nearly a week of course work and will require the same time and effort on your part. *Do not expect to complete each module in a single study session. Understand, too, that if you choose to submit assignments at a very high pace, your instructor may not be able to grade your work at the same rate.*

Each module contains information, activities, and assignments organized under a consistent series of headings. Get familiar with how the module is organized. Each module in this course is organized into the following sections: the Module Learning Objectives, the Reading Assignment, a graded Quiz, and the graded Module Assignment. You should work through these parts of the module in order. Specific recommendations are provided in a link to the course module instructions, which you should review before beginning the first module.

The course is divided into 14 modules. For each module, students should read the assigned pages and view the additional resources listed in the module. The student will then complete a timed multiple-choice quiz and an untimed Moodle assignment consisting of several brief (50-150 words) short-answer essay questions. The quizzes will emphasize key terms and concepts, while the writing assignments will focus more on application and synthesis. There will be two multiple-choice and short-answer exams, a mid-course exam and comprehensive final. Students will be able to access their module quizzes to use as practice questions for each

exam. However, while quiz questions are typical of the style and general topics of the exam questions, they will be different from the questions on the exam and should serve to focus study in the textbook and lecture materials, rather than be used as the sole study aid.

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### Suggested Study Techniques

1. Carefully review the module objectives to help you focus on the information that will be covered on the exams.
2. Concentrate on the reading assignments, the module lecture material, and any additional resources provided. This review should include a detailed examination of any illustrative problems and examples. After an assignment has been completed, a rapid re-reading of the related text and other materials is strongly recommended.
3. Put yourself on a definite schedule. Set aside a certain block of hours per day or week for this course and work in a place where distractions are minimal.
4. Try to submit one assignment each week or at least every two weeks. Delays in submitting assignments usually result in lagging interest and the inability to complete the course.
5. Review your module assignments after they have been graded, paying special attention to any instructor feedback provided. (We suggest that you wait for assignment feedback before you submit subsequent assignments.)
6. Regardless of how you complete your graded assignments, keep in mind that module completion should not be your sole preparation for your exams. As with any college course, you should study for your exams.

### Reading Assignments

To do well in this course, it is essential that you read and study all the course materials that precede the module quiz and assignment. The module lecture materials provide a recap of the reading assignment, and include a list of key terms and links in your eText which are particularly important. Keep in mind that quiz and exam questions will include some material not explicitly stated in lecture. You should not begin the module assignment until you have read the material for the module.

You will read an average of 30 pages per module. In addition, many of the multimedia links from the eText include videos or diagrams with which you should become familiar. Specific information on reading assignments will be given in each module.

### Topic Outline

This course covers the following specific topics:

Module	Topic
01	Educational Psychology: A Foundation for Teaching

- 02 Cognitive Development
- 03 Social, Moral, and Emotional Development
- 04 Student Diversity
- 05 Behavioral and Social Theories of Learning
- 06 Cognitive Theories of Learning
- MID-COURSE EXAMINATION**
- 07 The Direct Instruction Lesson
- 08 Student-Centered and Constructivist Approaches to Instruction
- 09 Grouping, Differentiation, and Technology
- 10 Motivating Students to Learn
- 11 Effective Learning Environments
- 12 Learners with Exceptionalities
- 13 Assessing Student Learning
- 14 Standardized Tests and Accountability
- FINAL EXAMINATION**

## Module Assignments

### Module Quiz

You are required to complete a module quiz and short essay assignment for each module.

Quizzes are graded objectively according to a key, with relative weights for each item indicated in the quiz. You will be permitted to review your quiz after submission, and you will be able to re-take the quiz as many times as you like to study the course material, but only the first attempt will be graded. You will have approximately 12-15 questions and 30 minutes to complete the quiz.

### Module Assignments

Your Module Assignments will be completed through Moodle. All assignment questions will assess your understanding of the module readings and materials. Each assignment includes three to five short-answer questions. Written assignments completed in Moodle will require you to upload a Word document containing your answers.

You should carefully study the material before you begin the quiz and essay assignments, because quizzes are timed and you may only make one attempt for credit. This study should include a detailed examination of the materials posted in the module, as well as the assigned reading.

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Do not rely too heavily on your textbook or other resource material when preparing your assignments. If you do, you may not realize until exam time that the perfect response you prepared for an assignment was only possible because you referred to resource material without really learning or understanding the material and concepts. Therefore, *you should attempt each assignment without referring to the resource material*, and if you find it necessary to look up an answer, be sure you have actually learned the concept and material rather than merely reflecting it in the answer.

You should submit each module assignment as soon as it is completed. Some courses have restrictions that require that a grade be received before you can submit additional assignments. Specific information on assignment submission is included in the Module Instructions. Please be sure to follow these instructions.

Once you *submit* an assignment, you cannot revise it, so be sure to check your work. Your instructor will normally post a grade for your assignment within *seven calendar days*. Understand that occasional delays will occur, such as during holidays and semester breaks or if you submit several module assignments within the same week. You must have been enrolled in the course for *at least three weeks*, regardless of when the modules and other exams are completed.

You must have a *grade posted in the Moodle grade book for the Module 14 Assignment in order to unlock access to the Final Exam*. Please allow at least seven days for the final assignment grade to be posted in the gradebook.

## Academic Integrity

Students in Online Distance Learning (ODL) courses must comply with the *LSU Code of Student Conduct*. Suspected violations of the academic integrity policy may be referred to LSU Student Advocacy & Accountability (SAA), a unit of the Dean of Students. If found responsible of a violation, you will then be subject to whatever penalty SAA determines and will forfeit all course tuition and fees.

### Plagiarism

Students are responsible for completing and submitting their own course work and preparing their own modules. All work submitted in the course modules must be the student's own work unless outside work is appropriate to the assignment; all outside material must be properly acknowledged. It is also unacceptable to copy directly from your textbook or to use published answer keys or the teacher's edition of a textbook.

### Collaboration

Unauthorized collaboration constitutes plagiarism. Collaborative efforts that extend beyond

the limits approved by the instructor are violations of the academic integrity policy. Students who study together are expected to prepare and write their own individual work for submission and grading.

For more information and links to the *LSU Code of Student Conduct* and the SAA website, go to the [ODL Academic Integrity policy](#) on our website.

## Examinations and Grading Policy

There will be two examinations in this course. Exam items will assess knowledge of terms and theories related to the field, but will also include application questions of this knowledge to assess conceptual understanding. The mid-course exam will feature a combination of multiple-choice, true/false questions, and several short essay items, while the final exam will include only essay items. All essay items on the exams will assess your ability to integrate knowledge and formulate arguments supported with reasoning and evidence obtained throughout the course. Specifically, the final exam will require you to apply knowledge obtained throughout the course to practices within the educational system and classroom. Both exams will evaluate your understanding of the materials presented in the textbook readings, videos and applications, and module notes.

The mid-course exam follows Module 06. The final exam follows Module 14. Though the final exam will focus mostly on the material covered in Modules 07 through 14, you will be expected to refer back to topics and subjects covered throughout the entire course. These exams should be completed without notes, textbook, and/or other resources, and you must complete all exams by yourself.

You will have a maximum of *three* hours to complete each exam.

### **YOU MUST EARN A PASSING AVERAGE ON THE EXAMINATIONS IN ORDER TO PASS THE COURSE.**

If you earn a passing average on the examinations, your grade will be calculated as follows:

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- Module assignments count 15 points each.
- Quizzes are 15 points each.
- Exams are 100 points each.
- Course grade = average of module assignments + average of quizzes + exam scores. Each component is weighted by predetermined percentages.

Course grade =

Component	Weight (%)
Average of Module Assignments	20%
Average of Quizzes	20%
Mid-Course Exam	30%
Final Exam	30%

### Grading Scale

The following grading scale applies:

- 97%–100% = A+
- 93%–96% = A
- 90%–92% = A-
- 87%–89% = B+
- 83%–86% = B
- 80%–82% = B-
- 77%–79% = C+
- 73%–76% = C
- 70%–72% = C-
- 67%–69% = D+
- 63%–66% = D
- 60%–62% = D-
- 0%–59% = F

**IMPORTANT:** The final exam cannot be taken until you meet the following requirements. Under no circumstances may the final exam be taken earlier.

1. You must have been enrolled in the course for *at least three weeks*, regardless of when the modules and other exams are completed.
2. You must have a *grade posted in the Moodle grade book for the Module 14 Assignment in order to unlock access to the Final Exam*. Please allow at least 7 days for the final assignment grade to be posted in the gradebook.

To read the full exam policy and other policy statements, visit <http://www.outreach.lsu.edu/Extended-Campus/Online-Distance-Learning/Guidelines-Policies/Policies>. Go to Continuing Education's homepage. Click on *Extended Campus*, select *Online Distance Learning*, and then click the link for *Guidelines and Policies*.



## Taking Your Examinations

You are *required* to create an Louisiana State University ODL ProctorU account and to take your examinations through ProctorU, a remote proctoring service that allows you to take exams anywhere with internet access. Information on creating your ProctorU account can be found in the *Getting Started* module. You cannot use an account created through another university, so if you already have an account, you will still need to create an account associated with LSU Online Distance Learning (ODL).

The ProctorU website provides links you can use to find out how ProctorU works and to check your computer to see that it meets the technical requirements. In addition, to test using ProctorU, you need *access to a web cam with a microphone (built-in or external), headphones or working speakers, and high speed internet* to use this service. A complete list of technical requirements is available from the ProcturU website.

You should schedule your exams about a week before you are ready to take them in order to avoid any additional charges.

## Transcript Information

After you have completed this course, your grade will be filed with the Office of the University Registrar. If a transcript is needed, it is your responsibility to make a request to the registrar. If you would like to order a transcript, visit the Office of the University Registrar Transcript Requests page to view your options

(<http://sites01.lsu.edu/wp/registraroffice/student-services/transcript-request/>).

## Copyright

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Editor's initials  
MLM/TK