



University of North Texas
College of Education
Department of Educational Psychology
EPSY 5000
Introduction to Educational Psychology

Welcome to Introduction to Educational Psychology. I look forward to getting to know you throughout the semester. The best way to contact me is through email. Typical response times are within 48 hours, Monday-Friday.

Instructor Contact

Name: Dr. Rachel U. Mun

Office Location: Matt 322-B

Phone number: (940) 565-2028

Email: rachel.mun@unt.edu

Virtual Office Hours: By appt

Teaching Assistant

Name: Lauren Eaton

Email: lauren.eaton@unt.edu

Virtual Office Hours: TTH 10AM-2PM, By appt

Course Description

3 hours. Review of theories and applications of educational psychology; basic concepts in learning, cognition, development and their applications to teaching and learning context.

Pre-requisites

None.

Course Objectives

Upon completion of this course, students will be able to:

- 1) Analyze components of expert teaching and learning.
- 2) Distinguish among various forms of human development and their impacts on teaching and learning.
- 3) Evaluate the influence of individual differences and group differences on teaching and learning.
- 4) Apply theories of motivation and learning to a classroom environment.
- 5) Analyze strengths and weaknesses of classroom assessment and standardized testing.

Required Materials

Slavin, R. E. (2021). *Educational psychology: Theory and practice* (13th ed.). Pearson.

Other supplemental readings will also be required but will be available online at no cost.

Technology Requirements

- Microsoft Word will be used for all word processing. You can access Office 365 on the course home page.

- Adobe Acrobat Reader (available here:
<http://www.adobe.com/uk/products/acrobat/readstep2.html>)

Course Requirements

Module 1 begins at midnight the morning of the first day of classes. Module 8 ends 11:59 pm on the Friday of the last week of class.

<i>Module</i>	<i>Reading and Study Requirements</i>	<i>Assignments & Assessments</i>	<i>Points</i>
WEEK 1 1: A. Becoming an Expert B. Cognitive Development	Chapters 1 and 2 Module 1 Materials	Introduction Post <ul style="list-style-type: none"> ▪ Initial response due Sat 8/28 11:59 PM ▪ 2 Replies due Sun 8/29 11:59 PM 	25
		Module 1: Discussion A <ul style="list-style-type: none"> ▪ Initial response due Sat 8/28 11:59 PM ▪ 2 Replies due Sun 8/29 11:59 PM 	25
		Module 1: Discussion B <ul style="list-style-type: none"> ▪ Initial response due Sat 8/28 11:59 PM ▪ 2 Replies due Sun 8/29 11:59 PM 	25
WEEK 2 2: Personal, Gender, Social, and Moral Development	Chapter 3 Module 2 Materials	Module 2: Discussion <ul style="list-style-type: none"> ▪ Initial response due Sat 9/4 11:59 PM ▪ 2 Replies due Sun 9/5 11:59 PM 	25
		Exam 1 (Modules 1-2) <ul style="list-style-type: none"> ▪ Due: Sun 9/5 11:59 PM 	150
WEEK 3 3: Individual Differences	Chapters 9 and 12 Module 3 Materials	Module 3: Discussion A <ul style="list-style-type: none"> ▪ Initial response due Sat 9/11 11:59 PM ▪ 2 Replies due Sun 9/12 11:59 PM 	25
		Module 3: Discussion B <ul style="list-style-type: none"> ▪ Initial response due Sat 9/11 11:59 PM ▪ 2 Replies due Sun 9/12 11:59 PM 	25
WEEK 4 4: Group Differences	Chapter 4 Module 4 Materials	Module 4: Discussion <ul style="list-style-type: none"> ▪ Initial response due Sat 9/18 11:59 PM ▪ 2 Replies due Sun 9/19 11:59 PM 	25
		Exam 2 (Modules 3-4) <ul style="list-style-type: none"> • Due: Sun 9/19 11:59 PM 	150
WEEK 5 5: Behavioral, Social, and Cognitive Approaches to Learning	Chapters 5-6 Module 5 Materials	Module 5: Discussion A <ul style="list-style-type: none"> ▪ Initial response due Sat 9/25 11:59 PM ▪ 2 Replies due Sun 9/26 11:59 PM 	25
		Module 5: Discussion B <ul style="list-style-type: none"> ▪ Initial response due Sat 9/25 11:59 PM ▪ 2 Replies due Sun 9/26 11:59 PM 	25

WEEK 6 6: Motivation	Chapter 10 Module 6 Materials	Module 6: Discussion	25
		<ul style="list-style-type: none"> ▪ Initial response due Sat 10/2 11:59 PM ▪ 2 Replies due Sun 10/3 11:59 PM 	
		Exam 3 (Modules 5-6)	150
		<ul style="list-style-type: none"> • Due: Sun 10/3 11:59 PM 	
WEEK 7 7: Classroom Management and Teaching	Chapters 11, 7, 8 Module 7 Materials	Module 7: Discussion A	25
		<ul style="list-style-type: none"> ▪ Initial response due Sat 10/9 11:59 PM ▪ 2 Replies due Sun 10/10 11:59 PM 	
		Module 7: Discussion B	25
		<ul style="list-style-type: none"> ▪ Initial response due Sat 10/9 11:59 PM ▪ 2 Replies due Sun 10/10 11:59 PM 	
WEEK 8 8: Student Assessments	Chapters 13-14 Module 8 Materials	Module 8: Discussion	25
		<ul style="list-style-type: none"> ▪ Initial response due Thurs 7/1 11:59 PM ▪ Replies due Fri 10/15 11:59 PM 	
		Exam 4 (Modules 7-8)	150
		<ul style="list-style-type: none"> • Due: Fri 10/15 11:59pm 	
		Reflection Paper	75
		<ul style="list-style-type: none"> • Due: Wed 10/13 11:59pm 	
Total points Possible			1000

Course Expectations

As the instructor in this course, I am responsible for

- providing course materials that will assist and enhance your achievement of the stated course goals, guidance,
- providing timely and helpful feedback within the stated guidelines, and
- assisting in maintaining a positive learning environment for everyone.

As a student in this course, you are responsible for

- reading and completing all requirements of the course in a timely manner,
- working to remain attentive and engaged in the course and interact with your fellow students, and
- assisting in maintaining a positive learning environment for everyone.

Assigned Readings

Readings will be assigned for each module. The readings will come from the required text for the course, but they will also be supplemented with other texts posted on Canvas. The readings form the foundation of your learning in the course. Your discussion board posts should reflect what you are reading.

Discussion Board Postings

- Participation in this course will be assessed through the quantity and quality of your discussion board postings. For full credit on the discussion board for each prompt, you need to respond to my prompt (this response should be at least one paragraph in length) and respond at least two times to your peers' responses (through asking a question based on their response or by commenting on their response- these responses should be about one paragraph in length). You are expected to refer to the readings and to include appropriate APA citations and references in original discussion posts. Dialogue is encouraged, and you may always post more than the requirements. For more information on the grading of discussion posts, see the rubric in Canvas under the "Grading Rubric" tab.
- These discussion board posts meet Objectives 1-5.

Reflection Paper

- Write a 2 page paper (APA) reflecting on what you have learned in this class and how you will apply what you have learned to your own practice. Which topics were most important to you? What questions do you still have?
- The reflection paper meets Objectives 1-5.

Exams

- Four open-book exams will be given in this course that cover the material from your modules and the textbook. These exams will be multiple choice exams and you will have 120 minutes to complete each exam. There are 40 questions in each exam.
- The exams meet Objectives 1-5.

Late Work and Make-Ups

No late work will be accepted and no make-up discussions or other assignments will be given.

Grading

Final course grades will be based on the following scale:

- A = 900 – 1000 pts.
- B = 800 – 899 pts.
- C = 700 – 799 pts.
- D = 600 – 699 pts.
- F = less than 600 pts.

Technical Support

It is unlikely I will be able to help with issues related to technical support. Ultimately, you are responsible for technical issues on your end, but please contact the Student Helpdesk for assistance when technical issues arise:

UNT Helpdesk
Sage Hall 130
940-565-2324
helpdesk@unt.edu

Technical Skill Requirements

To be successful in this course, you will need the following technical skills:

- Sending and receiving email
- Creating, sending, and receiving Microsoft Word documents

- Posting to discussion boards
- Printing Word documents OR opening and printing pdf files (using free Adobe Acrobat Reader)
- Navigating Canvas

Academic Integrity

Academic integrity policies at UNT clearly state expectations for original and honest work to be submitted in all courses. UNT has a zero tolerance policy towards plagiarism.

The Department of Educational Psychology values academic integrity and supports the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, dual submission of a paper/project, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Cases of Academic Dishonesty will be handled in accordance with UNT policies and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations, including dismissal from the university. [A link to the UNT Academic Policy on Student Standards for Academic Integrity is available on the “Academic Integrity and Netiquette” page in the Start Here Module for this class.](#)

Netiquette

The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and your instructor. Students engaging in unacceptable behavior may be referred to the UNT Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. UNT’s expectations for student conduct apply to all instructional forums, including electronic classroom, labs, discussion groups, etc. Please remember to remain respectful of your instructor and fellow classmates. [Links to information re: netiquette and the UNT Code of Student Conduct can be found on the “Academic Integrity and Netiquette” page in the Start Here Module for this class.](#)

ADA Policy

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and make arrangement with each faculty member prior to implementation in each class. Please communicate directly via email or phone with your instructor regarding your accommodations. For additional information see the Office of Disability Access website at <http://www.unt.edu/oda>. You may also contact them by phone at [940.565.4323](tel:940.565.4323).

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at <http://ecfr.gpoaccess.gov>. The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f)(6)(i)(G)" and can be found buried within this document: <http://frwebgate.access.gpo.gov/cgi-bin/get-cfr.cgi?TITLE=8&PART=214&SECTION=2&TYPE=TEXT>

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.