

CEPD 4101-E01: Educational Psychology, Spring/2017

Class Meeting Time/Location	100 % Online	Online Hours	1:00-5:00 pm Mon.
Instructor	Li Cao, PhD	Telephone	678-839-6118 678-839-6558
Office Location	Room 147 Education Annex	westga email	lcao@westga.edu
Office Hours	1:00-4:00 pm, Wed. & 10:00-1:00 pm, Thu.	Skype or Google+ username	(If applicable)

Support for Courses

CourseDen D2L Home Page https://westga.view.usg.edu/	Student Services http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	Center for Academic Success http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	Distance Learning Library Services http://libguides.westga.edu/content.php?pid=194430
University Bookstore http://www.bookstore.westga.edu/	Ingram Library Services http://www.westga.edu/library/

COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (INTASC, NBPTS) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description

An introduction to psychological theories and principles applied to the classroom. The course will include aspects of learning, motivation, classroom management, and assessment. Emphasis will be placed on developmentally designed instruction for all students.

Prerequisites: Admission to Teacher Education.

Required Text(s)

Ormrod, J. E. (2014). *Educational psychology: Developing learners* (8th ed.). Upper Saddle River, NJ: Pearson.

Required Instructional Resource: Tk20 Subscription (available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.)

**If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see <http://www.westga.edu/academics/education/tk20-system.php>. For assistance, email tk20@westga.edu.

Course References:

Anderman, E. M., & Anderman, L. H. (2013). *Classroom motivation* (2nd ed.). Upper Saddle River, NJ: Pearson.

Anderson, J. R. (2015). *Cognitive psychology and its implications* (8th ed.). New York: Worth Publishers.

Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., Raths, J., & Wittrock, M. C. (2013). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives, Abridged edition*. Upper Saddle River, NJ: Pearson.

Antonetti, J. V., & Garver, J. R. (2015). *17,000 Classroom Visits Can't Be Wrong: Strategies That Engage Students, Promote Active Learning, and Boost Achievement*, Kindle Edition. Alexandria, VA: ASCD Publications.

Case, R. (1993). Theories of learning and theories of development. *Educational Psychologist*, 28(3), 219-233.

Corno, L. (2008). On teaching adoptively. *Educational Psychologist*, 43(3), 161-173.

Cushman, K. (2005). *Fires in the bathroom: Advice for teachers from high school students*. New York: The New Press.

Cushman, K., & Rogers, L. (2009). *Fires in the middle school bathroom: Advice for teachers from middle schoolers*. New York: The New Press.

- Boekaerts, M. (1995). Self-regulated learning: Bridging the gap between metacognitive and metamotivation theories. *Educational Psychologist, 30*(4), 195-200.
- Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. J. (2012). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement* (2nd ed.), Alexandria, VA: ASCD Publications.
- Eby, J., Herrell, A., & Jordan, M. (2010). *Teaching in K-12 schools: A reflective action approach* (5th ed.). Boston: Allyn & Bacon.
- Flanagan, C. (1993). Gender, achievement, and African-American students' perceptions of their school experience. *Educational Psychologist, 28*(4), 357-378.
- Gindis, B. (1995). The social/cultural implication of disability: Vygotsky's paradigm for special education. *Educational Psychologist, 30*(2), 77-81.
- Goodman, J. F. (1994). Combining traditional models of education with normal and disabled preschoolers. *Educational Psychologist, 29*(3), 113-120.
- Guskey, T. R. (1990). Cooperative mastery learning strategies. *The Elementary School Journal, 91*(1), 33-42.
- Hallam, S., & Ireson, J. (2007). Secondary school pupils' satisfaction with their ability grouping placements. *British Educational Research Journal, 33*(1), 27-45.
doi:10.1080/01411920601104342
- Kagan, S. (2013). *Kagan Cooperative Learning Structures* (MiniBook). San Clemente, CA: Kagan Publishing.
- Leon-Guerrero, R., Chris Matsumoto, C., & Jamie Martin, J. (2011). *Show ME the Data!: Data-Based Instructional Decisions Made Simple and Easy*. Lenexa, KS: Autism Asperger Publishing Co, US.
- Maehler, C., & Schuchardt, K. (2011). Working memory in children with learning disabilities: Rethinking the criterion of discrepancy. *International Journal of Disability, Development and Education, 58*(1), 5-17.
- Mager, R. F. (2005). *Preparing instructional objectives* (revised ed.). Mumbai: Jaico Publishing House.
- Mayer, R.E. (1996). Learners as information processors: Legacies and limitations of educational psychology's second metaphor. *Educational Psychologist, 31*(3/4), 151-161.
- Moran, A. (1991). What can learning styles research learn from cognitive psychology? *Educational Psychology, 11*(3/4), 239-245.
- Popham, W. J. (2013). *Classroom assessment: What teachers need to know* (7th ed.). Upper Saddle River, NJ: Pearson.
- Purdie, N., Hattie, J., & Douglas, G. (1996). Student conceptions of learning and their use of self-regulated learning strategies: A cross-cultural comparison. *Journal of Educational Psychology, 88*(1), 87-100.
- Shuell, T. J. (1988). The role of the student in learning from instruction. *Contemporary Educational Psychology, 13*, 276-295.
- Shuell, T. J. (1996a). Teaching and learning in a classroom context. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of Educational Psychology* (pp. 726-764). New York: Simon & Schuster Macmillan.
- Shuell, T.J. (1996b). The role of educational psychology in the preparation of teachers. *Educational Psychologist, 31*(1), 5-14.
- Thoonen, E., Slegers, P., Peetsma, T., & Oort, F. (2011). Can teachers motivate students to learn? *Educational Studies, 37*, 345-360.

- Weinstein, C., Romano, M., & Mignano, A. (2010). *Elementary classroom management: Lessons from research and practice* (5th ed.). New York: McGraw-Hill.
- Willis, J. (Ed.). (2009). *Constructivist instructional design (C-ID): Foundations, models, and examples*. Charlotte, NC: Information Age Publishing.
- Worthy, J. (2010). Only the names have been changed: Ability grouping revisited. *The Urban Review*, 42(4), 271-295.

Approaches to Instruction

This course will be delivered entirely online using UWG's CourseDen system, other Internet resources, and printed materials. Various pedagogical methods will be used for this course, including (but not limited to) static and narrated PowerPoint presentations, pre-recorded lectures, online videos, class discussions, quiz, and research project. All assignments and evaluation criteria upon which grades will be based are described in detail below.

Required readings and assignment due dates are included in the Course Schedule at the end of this document. *A complete list of reading assignments and supplemental learning activities for each unit is provided as part of the corresponding learning module on CourseDen.*

This course will be delivered entirely (100%) online. As such, you will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
Visual/Audio/video Instruction	2250 minutes (37.5 hours)
Class Discussions	720 minutes (12 hours)
Other Activities and Assignments	3780 minutes (63 hours)

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

Course Objectives and Learning Outcomes

Students will:

1. define educational psychology and explain its significance for teaching and learning (Anderson, 2015; Corno, 2008; Shuell, 1996a, 1996b)
(Knowledgeable; Reflective; Proactive; Inquisitive INTASC 1, 2);
2. compare and contrast behavioral theories of learning and discuss their implications for teaching and learning (Gentile, 1997; Slavin, 2008; Shuell, 1996a; Weinstein, Romano, & Mignano, 2010)
(Lifelong Learners; Knowledgeable; Reflective; INTASC 2, 4);
3. compare and contrast cognitive theories of learning and discuss the implications of each for teaching and learning (Case, 1993; Mayer, 1996; Moran, 1991; Shuell, 1988; Willis, 2009)
(Lifelong Learners; Knowledgeable; Reflective; INTASC 1, 2, 4);

4. identify strategies for encouraging the achievement of all students, focusing especially on multicultural diversity and students with special needs (Corno, 2008; Flanagan, 1993; Gindis, 1995; Goodman, 1994; Guskey, 1990; Maehler, & Schuchardt, 2011; Purdie, Hattie, & Douglas, 1996) (Adaptive; Culturally Sensitive; INTASC 3, 4);
5. identify effective classroom management strategies (Anderson et al., 2013; Gentile, 1997; Shuell, 1996a; Weinstein, Romano, & Mignano, 2010) (Decision Makers; Adaptive; Knowledgeable; Reflective; INTASC 1);
6. compare and contrast theories of motivation and discuss their implications for teaching and learning (Anderman & Anderman, 2013; Antonetti, & Garver, 2015; Gentile, 1997; Thoonen, et al., 2011) (Knowledgeable; Reflective; INTASC 3, 4, 5); and
7. compare and contrast methods of assessment and develop skill in the interpretation of standardized test scores (Gentile, 1997; Popham, 2013; Shuell, 1996a, 1996b) (Adaptive; Culturally Sensitive; Knowledgeable; Reflective; INTASC 8).

Assignments and Evaluation Procedures

Attendance and Class Participation:

Students are expected to demonstrate professional attitude and behaviors throughout the course. They are expected to attend every class, read the assigned material before class, actively participate in class activities, follow instruction, provide and accept feedback constructively, persist at assigned tasks, be respectful and courteous to others, and actively contribute to success of the class.

(Objective #1)

Quizzes: (Three Tests, Top Two Performances Count -- 50 + 50 = 100 points)

Quizzes help you check your understanding of course information and show you if you are building the appropriate foundation for later classes. You are required to take three quizzes over the semester. Each quiz consists of 25 multiple choice questions and is worth of 50 points. You are allowed to drop the lowest quiz score of the three quizzes. Quiz 1 covers chapter 1, 2, and 6. Quiz 2 covers chapter 7, 9, and 13. Quiz 3 covers chapter 10, 11, 12, and 14. Quiz will be timed and delivered online. You may use class notes and readings during the exam. However, you must complete the exam yourself – without the help of other students or individuals. *If an emergency arises the day of a test please contact the instructor or Educational Technology and Foundations Department office at 678-839-5259 as soon as possible.*

(Objective #1, 2, 3, 4, 5, 6, 7)

Comprehensive Exam: (100 points)

The comprehensive exam will be given during the last week of class. The exam will consist of 50 multiple-choice items covering information discussed in class or provided in your text and readings over

the semester. Please be reminded that the test items in all three quizzes and the final examination are in the format of multiple choice questions. However, these test items are not normal multiple choice answer questions. They assess your **understanding of the concepts and their applications in practice** at both the lower and higher level of learning, so **they are challenging and require you to think critically**. Please take your time to read and think carefully before choosing your response to each test item.

(Objective #1, 2, 3, 4, 5, 6, 7)

METACOG CHECKS (10 x 10 = 100 points)

Starting on Module 2 and continuing throughout the course, you will be asked to complete ten short “Metacog Check activities” at the selected modules. The purpose of the activity is to help you check understanding of the course content, to prompt you to distribute your study throughout the course, and for you to reflect on your study habits.

Each Metacog Check will ask a couple questions related to your study habits and also five multiple-choice items along with confidence judgments. The items will come from topics recently covered in class and in our textbook. Each activity will be worth a total of 10 points with 5 points for the multiple choice questions and 5 points for your response to the open-ended questions. Metacog Check 1 will be used as practice and no grade will be attached to this practice.

Metacog Check folder is located at the lower part of each Module/Class. Metacog check activities will be carried out online via Qualtrics on the designated date of the corresponding module/class. Please click the provided weblink to access each Metacog Check activity and follow the on-screen instructions. When you completed Metacog Check activity, you need to copy your performance score page from Qualtrics and paste it to the corresponding Metacog Check X Confirmation Assignment on CourseDen. This will confirm your completion of Metacog Check activity and allow registration of your grade of the Metacog Check X activity.

(Objective #1, 2, 3, 4, 5, 6, 7)

TUTORING SYSTEM PROJECT (20 + 15 + 100 = 135 points)

This is the biggest assignment of the class. Your task is to develop a Web-based tutoring system, i.e., a practical and hands-on training tool, on a topic of your interest in learning, teaching, and motivation. The purpose is to apply the concepts that you learned from the course to train your target audience to learn to use a practical skill/strategy to improve learning.

You need to formulate a team of four classmates to develop this project. This team approach is to facilitate collaboration, cross inspiration, and interdependence. Please follow the steps:

Step 1, Start Early: You need to read the instructions, rubrics, and review the sample TS projects. You can find these documents in Module 14 on CourseDen. After getting an overall picture of the TS project, you need to self-select and form a group of four classmates for your TS Group Project. You can find a Group sign-up folder in Communication tab on CourseDen. You need to sign up to form your group by Jan. 29.

Step 2, Plan Early (20 points): You need to follow the TS Planning Rubric and work with your group on TS Planning. Your TS Group Planning and Member Contribution Sheet are due Feb. 26. You are to continuously develop your TS draft based on the feedback on your TS Planning.

Step 3, Peer Feedback (5 + 10 points): You need to submit your draft TS project both on the TS Peer Critique Discussion folder and TS Assignment for feedback by Apr. 25. You are required to use Final TS

Rubric and provide specific and constructive feedback on at least two TS draft projects developed by other teams by Apr. 27

Step 4, Review and Revise (100 points): You need to use feedback to revise your draft TS into the final TS Project and submit your Final TS Project by Apr. 30. Late submission (after 11:59 pm on Apr. 30) will incur a 5-point deduction from the grade each day that it is late.

(Objective #1, 2, 3, 4, 5, 6, 7)

Participation in Research:

In order to pass this course you must pass the research component. You have two options for the participation. The first option is to participate in a research project to promote classroom learning and instruction. This process will help you understand research and develop critical thinking skills in your prospective teaching profession. The second option is to write a critique of three recent (published after 2011) peer reviewed research articles on a particular topic of your interest in educational psychology. If you choose the second option, you will simply not participate in the research project. However, if you choose the second option, please let me know by the second class Sunday Apr. 23, 2017.

(Objective #1, 2, 3, 4, 5, 6, 7)

Option 1 Research Study: Students will be asked to fill in a few survey questionnaires online at different times over the semester. Students will need to complete the survey questions to meet the course requirement. The availability, participation links, and deadlines of each survey will be announced as the semester proceeds.

Option 2 Research Critiques: The critique paper should be typed, double-spaced, and 6 page long. The paper critiques three data-based research articles in the Journal of Educational Psychology published after 2011. The journal can be found at the UWG library website. The format of the critique paper should follow the American Psychological Association (APA) Publication Manual (6th. ed.) style. The critique paper is due by the second last class meeting and will be graded on a satisfactory or unsatisfactory basis. You must attach a copy of the journal article with your critique paper if you choose the second option. Your critique paper consists of two parts:

- 1) Review of Articles (3 pages)
 1. Purpose of study, competing hypotheses;
 2. Description of the experiment(s);
 3. Results of experiment(s);
 4. Conclusions; implications for theory/practice
- 2) Analysis of the Articles (3 pages)
 5. Discuss the quality of the article from your viewpoint;
 6. Discuss theoretical implications of findings with respect to class topics;
 7. Discuss instructional implications of findings from your viewpoint

Evaluation Procedures & Grading Policy:

Assignment	Point	Rang	Grading Scale
Self-Introduction	(1 × 5) = 5 points	409-455	A = 90 - 100%
OOPS Discussion	(1 × 15) = 15 points	364-408	B = 80 - 89%
3 Quizzes (50 points each, drop 1)	(2 × 50) = 100 points	318-363	C = 70 - 79%,
Comprehensive final (can't drop)	(2 × 50) = 100 points	273-318	D = 60 - 69%
Metacog Checks	(10 × 10) = 100 points	0-272	F = below 60%
Tutorial System Planning	(1 × 20) = 20 points		
TS Project Peer Critique	(1 × 15) = 15 points		
TS Final Project	(1 × 100) = 100 points		
Research Participation	(1 × 10) = 10 Bonus points	Satisfactory or	Dissatisfactory
Course Evaluation	(1 × 5) = 5 Bonus points		
TK20		1 - 4 point rubric	

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Each semester, university policies are updated as federal, state, university, and accreditation standards change. Please review the information found in the Common Language for Course Syllabi documentation at:

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information the following policies apply to this course.

PROFESSIONALISM

An important part of the EDUC courses is to begin to understand what a professional knows and how a professional acts. Professional behaviors or dispositions are expected in EDUC classes. Report any changes in your schedule or life that will impact your participation in class or with your group. Communicate. When interacting with others, be sure to follow online etiquette. Remember, your posts are visible to others so think before you type!

ASSIGNMENTS

All assignments and field observations are posted on CourseDen with complete instructions. All assignments are due by midnight on Sunday of each week unless otherwise specified. Assignments must be completed in the required format and be free of spelling, typographical, and mechanical errors. Assignments should be typed using 11 point Arial font. Each edge of the page should have a one-inch margin. Assignments should be submitted electronically through CourseDen, as indicated in the assignment description. The professor reserves the right to return any assignments that lack professional quality for reworking or to reject the assignment. No make-up tests will be available and late assignments will not be accepted without prior permission from the professor. When submitting assignments online, be sure you receive verification that the submission was successful. You are responsible for successful submission of the assignment through CourseDen; assignments submitted as email attachments will not be accepted unless given prior approval.

Variations in the class schedule may require changes in exam or assignment dates, but any changes will be clearly communicated to students.

No extra credit will be offered unless specified in the course syllabus. Work completed for another class, including field observation hours, is not acceptable for this class.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Undergraduate Catalog*.

AMERICAN DISABILITY ACT AND SPECIAL NEEDS

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.

For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services must contact the instructor by the end of the second week of the term so that appropriate accommodations may be arranged.

UNIVERSITY ACTIVITIES

Any student involved in athletics or other university activities that conflict with class meetings or activities must provide evidence of those conflicts no more than the second week of the semester, and alternate arrangements will be made at that time. Conflicts that are not communicated until later in the semester may not be approved. It is the student's responsibility to be aware of conflicts at the beginning of the semester, to communicate that information to the professor, and to complete any assignments prior to the absence.

STUDENT EMAIL POLICY

University of West Georgia students are provided a MyUWG email account, which is the only official means of communication between the University and student. Please direct all email communications with the professor through Course Den email. Only emergencies should be

communicated through the university email account. Emails must be professional in appearance and in quality. Emails should identify the purpose of the email in the subject line. Emails should contain an identifying salutation (that is, Dr. Jenkins), should be professional in format and tone, and should include identifying information (i.e. student name, id#, course and section). Remember, you're not texting you are delivering a professional communication!

STUDENT TECHNOLOGY NEEDS

Because this class is online, each student is responsible for having access to hardware and software that will enable full access to class materials and resources. Students are encouraged to take advantage of the hardware support and free software provided through their technology fees. Failure of hardware or software is not an acceptable excuse for missed assignments or exams. Plan in advance for power failures, internet interruptions, etc. See Online Support information above.

Additional Support Information

Center for Academic Success

The [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at [678-839-6280](tel:678-839-6280) or the email address is cas@westga.edu.

UWG Cares

If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/>. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Student Services

Click on the following link [Student Services](#) for a listing of all services available to students at UWG.

Communication Rules

Communication Rules: Since multiple sections of this course is offered, please send communications regarding this class via D2L CourseDen. This would help with the context of your communication and speed up response time.

Network Etiquette

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.

- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times

Dr. Cao will make every attempt to respond to your email and question within 24 hours, and return major assignments within 7-10 days, except during traveling for UWG and professional conferences.

CLASS OUTLINE

A tentative weekly class outline appears below. You must complete all class activities, and submit all assignments, tests, and projects by midnight on the specified date. Online class requires more self-discipline and self-regulation. Please be careful not to fall behind the class schedule.

IF THERE IS ANY CONFLICT BETWEEN WHAT IS PRESENTED HERE AND WHAT IS SEEN ON COURSEDEN, COURSEDEN TAKES PRECEDENCE!

Module/Date	Lessons to Complete	Class Activities & Assignments	Due
M0, Jan. 7-14	Getting Started	Overview of the course	
		Self-Introduction	Jan. 11
		OOPS Discussion	Jan. 13
M1, Jan. 16-21	Unit 1: Ch. 1 Teaching & Ed Psych.		
M2, Jan. 23-28	Unit 1: Ch. 2 Cognitive Development	Metacog check 1-Practice	Jan. 29
	Formulate your Tutorial Project Group	By signing up your group	Jan. 29
M3, Jan. 30-Feb. 4	Unit 2: Ch. 6 Learning & Cognition	Metacog check 2	Feb. 5
M4, Feb. 6-11	Unit 2: Ch. 6 Learning & Cognition	Metacog check 3	Feb. 12
M5, Feb. 13-18	Unit 2: Ch. 7 Complex Cognitive Processes	Metacog check 4	Feb. 19
	Quiz 1 (60 min.)		Feb. 19
M6, Feb. 20-25	Unit 2: Ch. 7 Complex Cognitive Processes	Metacog check 4-ex	Feb. 26
	Planning Your Tutorial System Project		Feb. 26
M7, Feb. 27-Mar. 4	Unit 2: Ch. 9 Behaviorist Theory	Metacog check 5	Mar. 5
M8, Mar. 6-11	Unit 2: Ch. 13 Creating Lrn Environment	Metacog check 6	Mar. 12
	Quiz 2 (60 min.)		Mar. 12
M9, Mar. 13-18	Unit 2: Ch. 10 Social Cognitive View	Metacog check 7	Mar. 19
Mar. 20-24	Spring Break	No Class	
M10, Mar. 27-Apr. 1	Unit 2: Ch. 11 Motivation & Affect	Metacog check 8	Apr. 2
M11, Apr. 3-8	Unit 3: Ch. 12 Instructional Strategy	Metacog check 9	Apr. 9
M12, Apr. 10-15	Unit 3: Ch. 14 Classroom Assessment	Metacog check 10	Apr. 16
	Quiz 3 (60 min.)		Apr. 16
M13, Apr. 17-22	Unit 3: Ch. 15 Summarizing Achievement		

	Research Participation		Apr. 23
M14, Apr. 24-29	Unit 4: Putting it Together		
	Tutorial System Project Draft		Apr. 25
	Tutorial System Peer Critique		Apr. 27
	Final Tutorial System Project		Apr. 30
M15, May 1-3	Final Exam (120 min.)		May 3