

Syllabus
Fall 2017 TE150: Reflections on Learning Section 05
Monday & Wednesday 3:00 – 4:20 pm
Bessey Hall Room 106

Instructor:

Brittany Dillman

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Office: Erickson Hall, Room 168

Office Hours:

- In person or virtual office hours can be arranged on an individual or as needed basis.
- Please feel free to contact Brittany via email for any number of questions or concerns. Please keep in mind that for all email communication, complete sentences, appropriate grammar, and clear identification of yourself (first and last name) are expected.
- Emails will be attended to as quickly as I can (24-48 hours) but you should not expect an instant response at all times (especially in the evenings). Please plan ahead with questions or concerns related to assignments.

Text: Course reader/Course pack

TE150

Collegeville Textbooks

321 E. Grand River

(517) 922-0013

It is recommended to call before you go to ensure it is in stock.

All other readings will be provided electronically.

Materials: All students must have a course notebook and course reader/course pack and bring them both to every class. Laptops will be used frequently and are requested, but not required.

Course Overview:

Ideas about human learning and development influence many teaching activities, including lesson planning, structuring exercises, and diagnosing learning difficulties. In this course, we will focus on key concepts from educational psychology and related disciplines such as cognitive and developmental psychology. After this course, you will understand not only what constitutes typical learning and development, but more importantly, the mechanisms that cause these changes.

Major Assignments:

Major Assignment Weights:

Exams: 45%

Reading Quizzes, Flipgrid Videos, and In-Class Work: 15%

Global Learning Project: 35%

Participation: 5%

Exams (40%):

Each exam will be a combination of identification of terms, short answer questions, and essay. Questions will be based on what we learn in class as well as the assigned readings and homework. Review materials will be provided to help you prepare. It is recommended to begin preparing approximately 1 week before the exam.

Reading Quizzes & In-Class Work (15%):

It is absolutely critical that students come to class thoroughly prepared to discuss the assigned readings. In preparation for each class period, students will take a quiz in D2L before class or in class to help ensure reading is done. Students will be allowed to take reading quizzes in D2L twice. The average of the two attempts will be used. You are encouraged to use the second attempt if you are not happy with your first attempt's grade.

In-class work will be composed of things like reflections, exit slips, and groups tasks.

Global Learning (35%):

For this project, you are required to find a student from a different country than you, engage in at least 2 cultural interactions, and reflect on the experiences. Details will be provided in class and in documentation in D2L.

Participation (5%):

Students are expected to participate fully in all class learning activities. Your participation grade will be determined based on your engagement in course activities and discussions. Specifically, students are expected to:

- Focus.
- Engage in class.
- Allow others to engage.
- Use technology appropriately.

Evaluation and Course Policies:

Grading Scale:

4.0 = 100-92

3.5 = 91-88

3.0 = 87-84

2.5 = 83-80

2.0 = 79-76

1.5 = 75-72

1.0 = 71-68

0.5 = 67-64

Standard rounding will be used. (0.0 – 0.4 will be rounded down, 0.5 – 0.9 will be rounded up.)

Attendance:

We will take attendance at every class meeting. We encourage all students to not miss class unless absolutely necessary. If you miss class, we will **not** ask you to provide a reason.

If you miss more than three classes, your overall course grade will be changed accordingly:

- 4 absences - course grade lowered by 4 percentage points.
- 5 absences - course grade lowered by 6 percentage points.
- 6 absences - course grade lowered by 8 percentage points.
- 7 absences - course grade lowered by 10 percentage points and so on

The only absences that will not count toward the three-absence limited are absences due to participation in university-approved events (e.g., religious holidays, intercollegiate sports, etc.) or for a grief absence. You must provide written documentation to document your absence and arrange to make up any missing work as far in advance of your absence as possible.

It is your responsibility to check your attendance in D2L. Please let Brittany know as soon as possible if you have any concerns.

Arriving late to class or leaving class during the lesson or early:

Students who arrive late, leave early, or leave and come back during class will be marked late. Three lates are equivalent to one absence. Students more than 15 minutes late or who leave class more than 15 minutes early will be marked absent.

Cell phone & computer use:

During the entire class, you should be fully engaged in the day's activity. Off-topic activity such as doing other class work, cell phone use, texting, or other activity not directly related to the class is considered extremely disrespectful. If I need to speak to you about off-task behavior you may be marked tardy or absent for the day or it will impact your participation grade. Being present in class means both your body and your brain attend.

Due Dates:

All assignments must be submitted before class on the day they are due. For some assignments, you will be required to bring a hard copy of your work to class; for others, you will be required to submit your assignment electronically on D2L. If you are absent for class, be sure to contact a friend to make sure you don't miss any important assignments as due dates are not extended for students who are absent. Assignments that are submitted late will be deducted 10% for each day late.

Academic Integrity:

Assignments or exams that are completed by unethical means will not be accepted. This includes obvious offenses such as copying another student's test answers and less obvious offenses like working together on an assignment or copying sections of an article

for your paper. Note that changing a few words in a sentence that you have copied from another source is still plagiarism! All written work submitted on D2L is reviewed for authenticity through TurnItIn which you can learn more about on MSU's academic integrity page. Please review the university's policy on [Academic Integrity](#) so that you understand what is expected. Be familiar with how MSU's [definition of cheating](#) may differ from common definitions. Consequences for violations of Academic Integrity are severe.

Spartan Code of Honor Academic Pledge:

As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.

The Spartan Code of Honor academic pledge embodies the principles of integrity that every Spartan is required to uphold in their time as a student, and beyond. The academic pledge was crafted with inspiration of existing individual college honor codes, establishing an overarching statement for the entire university. It was formally adopted by Associated Students of Michigan Student University on March 3, 2016, endorsed by Academic Governance on March 22, 2016, and recognized by the Provost, President, and Board of Trustees on April 15, 2016.

Reasonable Accommodations:

Students should contact me to discuss any accommodations needed to fulfill course requirements and achieve learning objectives. You may also contact the Resource Center for Persons with Disabilities (RCPD) located at 120 Bessey Hall, phone (517) 353-9642, TTY: (517) 355-1293, email: rcpd@msu.edu, web: <http://www.rcpd.msu.edu>.

Professional Criteria for Progression toward the Internship

The Department of Teacher Education has established professional criteria that teaching candidates must meet in order to complete their internship. These criteria are related to the Professional Standards used to evaluate interns' progress during the internship year. The Professional Criteria are as follows:

1. Reliability and Responsibility - Teacher candidates must generally have been present and on time for professional commitments, including classes and field experiences. Teacher candidates must have regularly communicated about necessary absences or lateness according to the guidelines in the Professional Conduct Policy. Teacher candidates must have a record of meeting deadlines for course assignments and program requirements. A pattern of repeated absences, lateness, and failure to meet deadlines in courses or fieldwork is not acceptable. Any form of dishonesty (lying, plagiarism, forged signatures, etc.) about these and other requirements is not acceptable.

2. Communication Skills and Social Relationships: Teacher candidates must have demonstrated the ability to express their viewpoints and negotiate difficulties appropriately, without behaving unprofessionally with instructors, peers, or students. Teacher candidates must have shown that they are ready to accept constructive feedback in a professional manner. Teacher candidates must have demonstrated an awareness of appropriate social boundaries between students and teachers and have shown that they are ready and able to observe those boundaries. Extreme forms of behavior (such as outbursts in class, sexual or other harassment, threats of suicide or of harm to others) are not acceptable.
3. Comfort with and Concern for the Learning of all Children: Teacher candidates must be able to engage in informal conversations with children and keep their attention in such conversations. Teacher candidates must interact courteously, fairly, and professionally with people from diverse racial, cultural, and social backgrounds and of different genders or sexual orientations. Racial and other slurs are not acceptable, nor is conduct that violates the University's Anti-Discrimination Policy or that would violate the Anti-Discrimination Policy if it were directed at a member of the University community.

Help and Resources

In addition to the services provided by your instructor and program faculty, the university has many resources on campus to help you succeed:

- The Learning Resources Center provides tutoring, study skills help, technology assistance, and a computer lab. www.lrc.msu.edu.
- The Counseling Center's licensed counselors are available to help with everything from test anxiety to depression, homesickness to marriage counseling. Please talk to someone if you need help. www.counseling.msu.edu
- The Office of Supportive Assistance can provide advising, skills development, career guidance, and personal planning. www.osu.msu.edu
- The Office of Cultural and Academic Transitions supports individual students in their navigation of cross-cultural encounters, and in their own understanding, exploration and development of cultural identity. www.ocat.msu.edu

Confidentiality and Mandatory Reporting of Sexual Misconduct

MSU is committed to fostering a safe and productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which includes sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need. As an instructor, one of our responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings.

In most cases, we will keep information you share in essays, reflections, and other materials submitted for this class private and confidential. However, we have a mandatory reporting responsibility related to our role as instructors, which imposes limits to the confidentiality we can extend to students. If, in our capacity as instructors, we hear from a student that they experienced any form of sexual misconduct, the endangerment of a child, or harm to oneself or others, either on or off campus, during their tenure here at MSU, irrespective of who was involved in the incident(s), we will have to inform the Office of Institutional Equity (OIE) as well as the MSU Police Department. The reason we do this is to ensure that you get all the support and information you need to make an informed decision on whether or not you would like to take further steps. This may prompt contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. Further information and frequently asked questions about the RVSM policy can be found at https://www.hr.msu.edu/documents/uwidepolproc/RVSM_Policy.htm

If you would like to talk about these events in a completely confidential setting, you are encouraged to make an appointment with the MSU Counseling Center (517-355-2870) or the MSU Sexual Assault Program (517-355-3551), call the 24-hour crisis line (517-372-6666), and for support services/shelter for relationship violence and stalking, MSU Safe Place (517-355- 1100). More information can be found at <http://endrape.msu.edu/> and <http://safeplace.msu.edu/>. All of these professionals and advocates can help a student without having to report information pertaining to sexual misconduct or relationship violence that students share to any university or law enforcement units. On the other hand, if you would like to report any sexual misconduct in a non-confidential manner, you may call the Office for Institutional Equity (OIE) at 517-353-3922 or the MSU law enforcement (Police) at 517-355-2221.