

Nova Southeastern University
Fischler School of Education and Human Services
Syllabus

I. COURSE NUMBER AND TITLE: EDD 8124 Theories of Learning (3 credits)

II. INSTRUCTOR

Name:

Email:

Telephone:

Office Hours:

Students should contact their on-site/online instructor for any questions regarding this course.

PROFESSOR (Responsible for Syllabus):

Name: R. David Lewis, Ph.D.

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NOTE: To ensure program consistency, all sections of each course in the Fischler School of Education and Human Services, regardless of delivery format, follow the same course requirements as listed in this syllabus that is provided by the Program Professor/Lead Faculty. Instructors may modify readings, topics, or assignments in consultation with the professor/lead faculty listed above.

III. COURSE DESCRIPTION

This course provides a theoretical foundation for understanding how human learning occurs. Concepts from the major writers in Behaviorism, Cognitivism, Humanism, Constructivism, and social and adult learning will be presented. Key elements of student development are also included. **Prerequisite/s: None**

IV. COURSE OBJECTIVES/LEARNING OUTCOMES:

1. Compare the major characteristics of several theories of learning.
2. Classify theories of learning and teaching by their underlying epistemologies.
3. Distinguish between learning theories and instructional theories.
4. Critique the implications of learning theory for curriculum development and instructional design.
5. Generate a personal philosophy on education and learning..

V. DELIVERY FORMAT

This course will be fully online and web-based with narrated presentations. Course materials will be posted on the course website within Blackboard (<https://mako.nova.edu>). In addition, students are encouraged to participate in *optional* live, real-time interactive Elluminate sessions. These sessions will be accessible via the Internet. This is an asynchronous course therefore students are not required to attend live sessions or campus-based classroom classes, but are expected to login at least weekly.

VI. REQUIRED MATERIALS

Ormrod, J. E. (2007). *Human Learning*. (5th Ed). Allyn & Bacon: Upper Saddle River, NJ

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

NOTE: Check the course textbook list for updates. <http://www.nsubooks.bkstore.com/>

VII. COURSE CALENDAR

Week	Fall	Readings*	Assignment	Due Date**
1	Aug 22	Chapter 1. Perspectives on Learning (p.1-10)		
2	Aug 29	Chapter 3. Beh. and Classical Conditioning (p.32-47)	Article Summary	Sept 4
3	Sept 5	Chapter 4. Instrumental Conditioning (p. 49-80)	Quiz 1	9/8 - 9/11
		Chapter 5. App of Instrumental Conditioning, (p.81-114)		
4	Sept 12	Chapter 2. Learning and the Brain, (p.11-31)	Blog 1	Sept 18
		Chapter 7. Intro to Cognition and Memory, (p.149-193)		
5	Sept 19	Chapter 8. Storage (p. 194-231)	Blog 2	Sept 25
		Chapter 9. The Nature of Knowledge (p. 232-281)		
6	Sept 26	Chapter 10. Retrieval and Forgetting (p. 282-307)	Quiz 2	9/29-10/2
7	Oct 3	Chapter 12. Metacognition, Self-Reg (p. 350-289)	C&C paper	Oct 9
8	Oct 10	Chapter 11. Dev Persp on Cognition (p. 308-349)		
9	Oct 17	Chapter 13. Transfer and Problem Solving (p.391-450)	Blog 3	Oct 23
10	Oct 24	Chapter 16. Cognitive Factors in Motivation (p.491-533)	Group paper	Oct 30
11	Oct 31	Chapter 6. Social Cognitive Theory, (p.117-149)	Quiz 3	11/3-11/6
12	Nov 7	Brunning et al (2011)		
13	Nov 14	Critiques of Discovery learning	Reading Response	Nov 20
14		Thanksgiving break		
15	Nov 28	Can't we all just get along? ... ISMs		
16	Dec 5	Term paper	Term paper	Wed Dec 7

*Additional readings may be posted and made available within the Blackboard course

** One late paper assignment may be accepted via email (contact the instructor), but expect to lose at least a letter grade or two depending on the submission date.

VIII. ASSIGNMENT DESCRIPTIONS & RUBRICS

This course is considered an “advanced” graduate level course; therefore there are multiple writing assignments (both group and individual assignments). Promptly contact the instructor (by e-mail or telephone) if you are having difficulty understanding any of the assignments or course materials.

Summary (5% of the final grade)

This is an initial writing assignment. In this assignment you will read an article and summarize the author's work. Consider his/her intentions and then describe it in detail. Please review the literature to bring in other authors' ideas on the topic/subject. Provide an introduction in order to provide an overview of the paper then summarize the purpose of the paper. Finally develop a "conclusions" section, but do not include new material in this section.

Here are some assignment specifications and suggestions:

1. The deliverable for this assignment is a short narrative (~750 words) (.doc, .docx, or .pdf). This is about 3 pages double-spaced at 12 point font.
2. Reflect on the "big" ideas presented in the assigned paper/article. Describe these in detail.
3. **No quotations.** This assignment has very few words so they need to be your words, not those of another author.
4. **You may cite our textbook, only once, but no more, and you are not required to cite it. It is expected that you cite other authors.** To do so consult the literature... use [Google scholar](#) to help you find additional materials
5. Do not make lists or use bullets. It's the ideas we are after, not the quantity of pages or words.
6. It is helpful to describe your thoughts on the article, but **do not rant or bash the ideas** presented. This is unprofessional. Eliminate expressions that are flattering, disparaging, vague, or clichéd. Avoid adverbs, these are (-ly) words that can over emphasize positions and create a negative or positive tone.
7. Proofread your work! You should write more than one draft. Use correct grammar, spelling, sentence structure, etc. This is expected in all graduate level writing. If you use Microsoft Word, look out for the squiggly red lines under your words (spelling errors) and squiggly green lines (grammar errors).
8. Finally use APA style. Note the subheading examples and citations provided on page 41 in the APA manual (6th edition).

Summary Rubric (5% of the final grade)

	Not sufficient 0 points	Needs work 1-7 points	Accomplished 8-9 points	Excellent 10 points	Points awarded
Summary	Does not describe the reading	Provides an explanation of the assigned reading	Discusses the purpose of the assigned reading and provides an overview of the material	Paper provides a detailed summary of the main points of the assigned reading; discusses the rationale of the article; and uses learning theories in the explanation.	/10 pts.
Analysis	Does not address content of the assigned reading.	Mentions the article, but provides little consideration for the assigned reading.	Considers aspects related to the assigned article	Systematically considers elements of the assigned article.	/10 pts.
Interpretation	The submission demonstrates learner has not read the article	The submission demonstrates the reading has been misinterpreted	The submission demonstrates the learner has read the reading provided	The submission provided demonstrates the learner has thoroughly read and reflected upon the reading provided	/10 pts.
Logical argument(s)	Does not provide a logical argument	Provides opinions without support from the literature	Provides logical argument(s) with support from the literature	Provides a logical argument(s) that identifies the assumptions of the article; refutes counter-arguments; describes evidence from the literature.	/10 pts.
Tone and Language (avoid colloquialism or ranting)	The tone and language are unprofessional.	The tone or language is somewhat unprofessional or in appropriate for an academic paper.	The tone and language are professional with a couple of minor issues.	The tone and language are impartial, consistently professional, and appropriate for an academic paper.	/10 pts.
Mechanics	Difficult to comprehend due to numerous errors.	Numerous grammatical, syntactical, or other errors.	Minor grammatical, syntactical, or other errors.	No grammatical, syntactical, or other errors.	/10 pts
Purpose statement (single sentence)	The purpose of the paper is not apparent	The purpose of the paper is somewhat unclear, but mentions the reading.	The purpose of the paper is apparent.	Clearly explains the purpose of the paper in a single sentence.	/10 pts
Introduction (uses sub heading)	Does not provide an introduction section	Provides some introductory material	Provides an introduction section for the paper	Provides an introduction section for the paper that describes importance or implications of assigned reading; section provides an early foundation for remainder of paper.	/10 pts
Conclusions (uses sub heading)	Does not provide a conclusion	Develops a conclusion section	Develops a conclusion section that provides closure.	Uses subheading; develops a conclusion that summarizes the main points in the paper; does not introduce new material, but reflects on previous sections to provide logical interpretation; provides closure.	/10 pts
APA Style	Does not use APA style; numerous errors	More than one of the following incorrect: length, title page, references	APA style, but one of the following incorrect: length, title page, references	Appropriate APA style, length correct, title page, references.	/10 pts
Total points awarded					/100pts

Blog (15% of the final grade)

The course blog is a Blackboard communications tool. This tool is similar to a discussion board but allows for more thoughtful reflection. Blog entries are like entries in a diary, but they are not private, since others in the class can read and will comment on your ideas. Use this tool to make reflective entries that describe your thoughts on the questions provided about that week's readings. It is expected that you:

1. Make 3 blog posts (note the weeks these are due in course calendar)
2. It is expected that you write between 300 and 500 words. Please do not try to respond to everything you are reading. **Do not try to summarize your readings in 500 words. Just respond to the topic provided**, and write about how you would apply what you are reading.
3. Comment on the postings of your fellow students. Please be critical but respectful.
4. Use APA style

	Absent or missing 0 points	Needs work 1-17 points	Good 18-19 points	Excellent 20 points	Points awarded
Content	Does not address content of readings.	Covers content of reading. Little or no analysis of topic under consideration.	Some analysis of the readings with some level of focus on the topic under consideration; Some mention of outside resources; Content somewhat focused and cogent	Analyzes the content of readings; focuses on topic of the week; incorporates articles or information from sources outside those assigned; presents content in a focused, cogent and effective manner.	/ 20pts
Timely post	Posts were late or absent	Blogs were not posted in time for others to read	Blogs were usually posted in time for others to read and comment on	Blogs were distributed throughout the week and always posted in time for others to read and comment on.	/ 20pts
Application	Does not contain application	Blogs briefly address personal or professional examples.	Blogs briefly address professional and personal examples. Somewhat relates to the topic under consideration.	Blogs apply information from professional and personal examples in clear, focused and concise manner as it relates to the topic under consideration.	/ 20pts
APA Style	Does not use APA style; numerous errors	More than one of the following incorrect: length, title page, references	APA style, but one of the following incorrect: length, references	Appropriate APA style, length correct, references. No grammatical, syntactical, or other errors.	/ 20pts
Comments	May or may not comment on other's posting.	Feedback is non-reflective	Adds ideas; Feedback is specific and detailed.	Adds ideas; feedback is specific and detailed, and on topic. Asks reflective questions.	/ 20pts
* It is suggested that the initial post is made by Friday Night					Total points / 100 pts

Comparison/Contrast Paper (15% of the final grade)

The topic of this paper is to compare and contrast one behavioral and one cognitive theory of learning. You use any title, but please remain true to this topic. Consider the larger theoretical frameworks -- Behaviorism & Cognitivism, but also please contrast two learning theories (that fall within these frameworks). Once you get into the literature you'll see there are many, many learning theories (e.g. Operant conditioning, Cognitive load theory, or Social cognitive theory, etc...). Some students find it helpful to apply these theories to learning in classroom or online environments. Find your topic and state it as a thesis sentence (in the first paragraph).

Please do not write this the night before it's due! For a typical graduate paper you'll want to research your topic, weeks in advance... to write, and revise it many times. Think of it in terms of drafts. You should complete your first draft well in advance of the due date, then continue your research, revise, research, and revise again. Here are the paper requirements:

- 10 or more APA style references from quality sources;
- 1000-1200 words (not including the references or title page). You can use Microsoft Word 2007 or 2010 to do a word count. To do so, select the words and the number is listed in the lower left-hand corner of the interface;
- Double-spaced, 12 point font, 1" margins;
- Correct grammar, spelling, sentence structure, etc;
- Limit quotations. You only have so many words... While you may quote other authors, this narrative needs to be your work;
- Use logical arguments and structure your paper around a single thesis statement;
- Consider the assumptions of the theoretical framework, as you compare your theories;
- Include an introduction, sub-headings and a strong conclusion;
- Conclude in the conclusion section; do not introduce new topics in this section;
- A thesis statement is a statement that you can prove with evidence. This is not a simple statement of fact. You will develop a single sentence (thesis statement) that is the product of your own critical thinking, after you have done some initial research.
- Note page 41 in the APA style manual as an example of APA styled document;
- *Use reliable sources of information.* Reliable sources of information include academic journal articles and books. Please do not cite Ormrod or the TIP database. These are good places to start, but read and cite other sources.
- Non-reliable sources of information include (but are not limited to) Wikipedia, non-professional websites and blogs.
- *Please consult the rubric below.*

Academic Services is a free service offered both in person and online.
They are there to facilitate the development of all NSU students and their writing skills. If you feel you need these services please take the time to call them - Academic Services (954-262-8350) and they will be happy to help you.

Comparison/Contrast Paper Rubric

Criteria	Needs work 0-6 pts	Average 7 pts	Accomplished 8-9 pts	Exemplary 10 pts	Points Awarded
Topic	Narrative inappropriate or missing	Does not compare or contrast behavioral and cognitive theories of learning	Provides a compares the <u>theoretical frameworks</u> but does not consider specific theories	Describes specific learning theories as examples to compare and contrast the behavioral and cognitive theoretical frameworks	/10 pts.
Theoretical framework description	Narrative inappropriate or missing	Does not describe the theoretical frameworks or provides a vague explanation	Defines the theoretical framework	The paper defines each <u>theoretical framework</u> and describes how each <u>measures</u> and <u>describes</u> learning.	/10 pts.
Abstract (200 word maximum) (write this last)	No abstract is apparent	An abstract is apparent	The abstract but either exceeds or falls well short of the word limit	The paper includes a concise well-written 200-word abstract, which introduces and summarizes the paper.	/10 pts.
Thesis Statement (a single sentence)	Incomplete and/or unfocused.	States the paper's purpose.	Clearly states the paper's purpose in a single sentence.	Clearly and concisely states the paper's purpose in a single Thesis statement; is engaging, & thought provoking.	/10 pts.
Structure	Narrative inappropriate or missing	The document does not include subheading or supporting evidence.	The document uses relevant subheadings.	The document uses relevant subheadings; the conclusions do not introduce new material; and the subheadings are developed from the thesis statement.	/10 pts.
Arguments	Arguments not apparent within the narrative	Areas of the paper are confusing, and/or includes more opinion than evidence	Arguments follow the thesis statement and the reader does not get confused.	The document develops warranted assertions. Arguments draw upon multiple forms of evidence, including examples.	/10 pts.
Transitions	The transitions between ideas are unclear or nonexistent.	Paper has several issues with transitions between sections of the paper	Paper uses transitions	Paper uses effective transitions to show inter-relationships between ideas.	/10 pts.
Tone and Language (avoid colloquialism or ranting)	The tone and language are unprofessional.	The tone or language is somewhat unprofessional or in appropriate for an academic paper.	The tone and language are professional with a couple of minor issues.	The tone and language are consistently professional and appropriate for an academic paper.	/10 pts.
References	References not cited or few to none reported	6-9 references from sources other than peer reviewed journals	10 references	Uses <u>10 or more peer</u> reviewed articles, or other quality sources	/10 pts.
APA 6 format	APA style not apparent	More than one incorrect: APA style; title page length; citations; references	One incorrect: APA style, length, title page, citations; references	APA style, length, title page, citations; references (all correct)	/10 pts.
Total					/100 pts

Group Paper (15% of the final grade)

Groups will be assigned and set up in Blackboard. Groups will have between three and four members. As a group you will divide the workload and topics amongst the group members. The topics for the paper are: *transfer, metacognition, development and motivation* (one per group member). Each individual is to summarize the literature on their topic, but make sure to spend a fair amount of time developing the conclusion, as this is an important part of the paper where you should synthesize your work. Once your paper is complete, list the names of all participating team members on the cover page of the final paper. Team members who contribute to the paper will all receive the same grade. Team members who don't contribute to the final paper should not be listed on the cover page. It is up to your team to arrive at consensus as to who should be included on the cover page. Team members not listed on the cover page will receive 0/100 for the assignment. When the paper is finished (including the cover page with the names of all participating team members listed), select one team member (and only one) to submit it to Blackboard on behalf of your team.

- Length: 2,000-3000 words (not including the title page and reference page);
- APA 6 style: double-spaced 12pt font, including a title page, citations, a reference page(s);
- Note page 41 in the APA style manual as an example of APA styled document;
- Avoid getting off topic and stick to the following subheadings: an introduction, subtopic headings and conclusion;
- Groups in the past have used several tactics with this paper:
 1. They have summarize each of the subcategories generally and then provided a synthesize of sub-discussions; &
 2. Some groups choose a separate sub-topic (e.g. Second Language Acquisition) to which each of these subcategories are applicable and let this topic serve to “tie together” the smaller subcomponent discussions. If you take this second option please get consensus from all group members on the subtopic; and then choose one person to email the instructor with the subtopic (while CCing all group members) with the group’s decision;
 3. But please feel free to be creative. Perhaps you have a thought of a third option...
- Avoid citing Ormrod more than a couple of times in the overall paper. The textbook is a place to start, but take the time and effort to read several other sources.
- Limit quotations. While you may quote other authors, this narrative needs to be your work, not theirs.
- Voice: No matter how you tackle this paper, your narrative should sound like it’s coming from a single author, even though you will write this as a group. Note this idea is included in the grading rubric below.

Group Paper Rubric

Criteria	Needs work 0-6 pts	Average 7 pts	Accomplished 8-9 pts	Exemplary 10 pts	Points Awarded
Thesis Statement	Incomplete and/or unfocused.	States the paper's purpose within the Introduction but no single sentence could be found which acts as a thesis statement.	Clearly states the paper's purpose in a single sentence	Clearly and concisely states the paper's purpose (thesis) in a single sentence; apparent within the first paragraph of the introduction; thesis is engaging, and thought provoking.	/10 pts.
Sub topic overview	No overview provided	Defines subtopic but overview is confusing	Provides an overview of the subtopic	Provides: an overview of the subtopic; includes a definition, history of the topic & implications	/10 pts.
Sub topic analysis	Incomplete analysis of the subtopics	Superficial analysis of the subtopics	Analysis of the subtopics with examples	Thorough analysis in all subtopics; use of the literature to support and exemplify the analysis	/10 pts.
Sources	Does not cite sources in all sections	Cites sources in all sub sections	Cites sources in all sub-sections; discusses the sources	Cites recent quality peer reviewed articles in all sub-sections; discusses content/position of the sources cited	/10 pts.
Synthesis (this requires several drafts and teamwork)	Group work not apparent	All subtopics are present but lacking any evidence of teamwork.	All subtopics present, and the narrative is reasonably clear, but some subtopics do not consider the material in other sections	Each sub topic applies to the thesis statement and there is a clear effort in each section to consider the assertions in other sections of the paper.	/10 pts.
Abstract (200 word maximum)	No abstract is apparent	An abstract is apparent	The paper includes a well written abstract	The paper includes a concise 200 word abstract	/10 pts.
Introduction	no problem statement or unifying theme apparent	Problem statement or unifying theme present but awkward	Introduction introduces the topics of the paper and provides a concise problem statement or unifying theme	Introduction introduces the topics of the paper and provides a concise problem statement or unifying theme	/10 pts.
Subheadings	No subheadings apparent	Missing two of the following subheadings: introduction, subtopic, or conclusion	Missing one of the following subheadings: introduction, subtopic or conclusion subheadings	Well structured and includes an introduction, subtopic sections and conclusion subheadings	/10 pts.
Conclusions	Conclusions section missing or not apparent	Does not provides a synthesis in the conclusions	Provides a synthesis in the conclusions	Provides a logical interpretation of previous materials; does not provide new information/sources; provides closure	/10 pts.
APA 6 format	No APA style	More than one incorrect: APA style; title page length; citations; references	One of the following incorrect: APA style, length, title page, abstract; citations; references	APA style, length, title page, abstract; citations; references (all correct)	/10 pts.
Total					/100 pts

Reading Response (15% of the final grade)

This assignment will come much later in the semester and ***will require considerably more time and effort to complete than previous assignments***. So please consider this assignment well in advance of the due date. In this more advanced assignment you will read an article and write a short narrative to describe the paper. Use evidence to make “warranted assertions.” That is these statements (which are the position of the paper) must rely on empirical results from the literature. So it is necessary that you reading the results section of other papers to consider the evidence provided by those research studies. Consider the source and determine the extent of the reliability of the work you are reading. Discuss what you found interesting, enlightening, challenging or inappropriate and explain why you thought this.

Here are the assignment specifications and suggestions:

1. The deliverable for this assignment is a short narrative (~1500 words). This is about 3-4 pages double spaced typed at 12 point font. It’s the quality of your words we are interested in, not the quantity.
2. A professional response includes objective measurable evidence supporting the position, not just a position, or opinion (*or the positions of others*).
3. Reflect on the “big” ideas presented in the paper/article. Describe these in detail.
4. Subheadings are helpful to provide structure for your paper. At least develop an introduction and conclusion and denote them with a sub-heading (note page 41 of the APA style manual).
5. Proofread your work! Use correct grammar, spelling, sentence structure, etc. This is expected in all graduate level writing. If you Microsoft Word, look out for the squiggly red lines under your words (spelling errors), and squiggly green lines (grammar errors).
6. Limit quotations. You only have so many words... While you may quote other authors this narrative needs to be your work.
7. It is helpful to describe your thoughts on the article but do not rant or bash the ideas presented. This is not professional.
8. You may use first person. Do NOT use the phrase “the writer.” Few journals consider this appropriate.
9. Organize your materials and develop an introduction and conclusion.
10. Be very careful to avoid plagiarism (even self-plagiarism).
11. Use APA style.

Note: The paper assignments cannot be completed satisfactorily, using only abstracts or web sites. It is expected that you will read and use a series of full-text articles, obtained from academic, refereed journals. Exercise caution when using web pages to conduct research. The web can get you started, but much of this content is not subject to evaluation or peer review. **Cite articles not web sites!** Finally, it’s best to cite articles from reputable, academic or scholarly journals, rather than magazines or other commercial periodicals. To find these articles use the NSU library [Journal Finder](#) database!

Reading Response Rubric

	Not sufficient 0 points	Needs work 1-7 points	Accomplished 8-9 points	Excellent 10 points	Points awarded
Introduction (uses sub heading)	Does not provide an introduction	Provides an introduction	Provides a brief introduction to the paper.	Uses an "Introduction" subheading and provides a brief overview of the paper.	/10 pts.
Purpose statement (single sentence)	The purpose of the paper is not apparent	The purpose of the paper is somewhat unclear, but mentions the reading.	The purpose of the paper is apparent.	Clearly explains the purpose of the paper in a <u>single sentence</u> (within the introduction).	/10 pts.
Tone and Language (avoid colloquialism or ranting)	The tone and language are unprofessional.	The tone or language is somewhat unprofessional or in appropriate for an academic paper.	The tone and language are professional with a couple of minor issues.	The tone and language are consistently impartial, professional, and appropriate for an academic paper.	/10 pts.
Overview	Does not describe the assigned reading.	Provides an explanation of the reading.	Discusses the purpose of the content and provides an overview of the reading.	Provides a detailed explanation of the reading; discusses the rationale, comprehensiveness and clarity of the assigned reading.	/10 pts.
Use of evidence-based research "Warranted assertions"	Does not provide support for assertions provided	Makes unwarranted or unsupported statements; provides the opinions of others as the support for the paper's position.	Provides some empirical evidence to support assertions/ position of the paper.	The submission provides research evidence to support assertions; cites and describes the results of research studies; refutes positions with evidence.	/10 pts.
Interpretation	The submission does not demonstrates learner has read the reading	The submission demonstrates the reading has been misinterpreted	The submission demonstrates the learner has read the reading provided	The submission provided demonstrates the learner has thoroughly read and reflected upon the reading provided	/10 pts.
Analysis	Does not address content of readings.	Covers content of reading. Little or no analysis of topic under consideration.	Some analysis of the readings; Cites outside resources.	Analyzes the content of the assigned reading; Cites articles or information from quality outside sources related to the reading.	/10 pts.
Mechanics	Difficult to comprehend due to numerous errors.	Numerous grammatical, syntactical, or other errors.	Minor grammatical, syntactical, or other errors.	No grammatical, syntactical, or other errors.	/10 pts.
Conclusions (uses sub heading)	Does not provide a conclusion	The submission develops a conclusion.	Develops a conclusion section and it provides closure for the paper.	Uses subheading and develops a conclusion that summarizes the main points in the paper; the conclusions do <u>not</u> introduce new material; and provides closure.	/10 pts.
APA Style	Does not use APA style; numerous errors	More than one of the following incorrect: length, title page, references	APA style, but one of the following incorrect: length, title page, references	Appropriate APA style, length correct, title page, references.	/10 pts.
Total points					/ 100pts

Term paper (20% of the final grade)

Challenge yourself, but work on an interesting topic. Once you read the literature on that topic you'll want to develop a thesis statement, a single statement that summarizes your position. Write it as a proposition, that is, a statement from a specific perspective. Then provide support for this statement. It will be important to find support for this position by finding empirical evidence. This gives you an argument to support throughout the paper (cite evidence not just opinion). It will also give you a focus and direction within the literature.

Remember [Google Scholar](#) is your friend! Start your research there, and then use the library's electronic journal database ([Journal Finder](#) -- use your library login) to find "peer reviewed" articles. If you find one or two articles read their references; that will lead you to earlier papers (often "seminal" works). It's best to cite original sources rather than secondary sources (articles that talk about the original).

Remember to read both the results and discussion sections of empirical papers, and summarize your findings in a synthetic paper that considers articles outside of your textbook. Your textbook is a good place to start and it has many citations throughout the text, and the references in the back of the book. *Please limit your citations of the textbook.* One citation of the textbook is plenty.

Plan to work on this paper over several weeks. They call it a "term paper" for a reason. Investing a couple of Saturday afternoons will make all the difference. Do not wait until the last week to attempt to write your paper. Good scholars take their time and do a good job. If you wait until the last minute, at best it will appear hurried, confusing and you will not do as well as you could! At worst you won't finish by the deadline.

Please use the following as criteria when developing this narrative.

- Use APA 6: double-spaced 12pt font, including a title page, citations, a reference page(s);
- Include several APA style headings: introduction, subheadings, and conclusion (note page 41 in the APA style guide for examples);
- This paper should be 2,500-3000 words (not including the title page and references);
- List your references and include 10 or more peer reviewed articles or other quality sources;
- Use the rubric (*on the next page*) as your guide. This is how you will be graded.

A NOTE ON SELF-PLAGIARISM: It is possible to plagiarize yourself!
Work you submitted in prior courses CANNOT and should not be submitted in this course
(in part or in full). This type of plagiarism is just as serious as plagiarizing from other sources.

Term Paper Rubric

	Needs work 0-6 pts	Average 7 points	Good 8-9 points	Excellent 10 points	Points awarded
Thesis Statement	Incomplete and/or unfocused.	States the paper's purpose.	Clearly states the paper's purpose in a single sentence.	Clearly and concisely states the paper's purpose (thesis statement) in a single, engaging, and thought provoking sentence (in the introduction).	/10 pts
Structure	Does not use sub headings	Uses some sub headings	Uses sub headings pertaining the topic of paper	Uses sub headings pertaining the topic of paper, including the following headings: Introduction, conclusion, references	/10 pts
Synthesis	no citations	Some citations but mostly conjecture	Evidence of thorough research (several citations)	Evidence of synthetic research (sources represent a synthesis of the literature)	/10 pts
Use of evidence-based research "Warranted assertions"	Does not provide support for assertions provided	Makes unwarranted or unsupported statements; provides the opinions of others as the support for the paper's position.	Provides some empirical evidence to support assertions/ position of the paper.	The submission provides research evidence to support assertions; cites and describes the results of research studies; refutes alternative positions with evidence.	/10 pts
Grammar	The paper is difficult to understand because of grammatical, syntactical, or other errors.	Many grammatical, syntactical, or other errors	The paper contains a few minor errors (e.g. awkwardly phrased sentences, spelling mistakes, or incorrect placement of commas, etc.).	No grammatical, syntactical, or other errors (e.g. singular-plural disagreement, incorrect verb-noun agreement, pronoun misuse, etc.).	/10 pts
Tone	The tone is unprofessional.	The tone is somewhat unprofessional or in appropriate for an academic research paper.	The tone is professional with some minor issues.	The tone is consistently professional and appropriate for an academic research paper.	/10 pts
Organization	The following are not apparent: Title page, Introduction, subheadings, discussion, conclusions	Several of the following not apparent: Title page, Introduction, subheadings, discussion, conclusions	Many of the following apparent: Title page, Introduction, subheadings, discussion, conclusions	All of the following: Title page, Introduction, Multiple subheadings, discussion, conclusions	/10 pts
Conclusion	Includes a conclusion section	Includes a conclusion section	Restates the thesis statement and supports or refutes it	Does <u>not</u> introduce new material. Restates the thesis statement, supports or refutes it and explains the role of the research in making this decision	/10 pts
References	Does not use articles, or other sources	Use articles, and other sources	Uses peer reviewed articles, or other quality sources	Uses 10 or more peer reviewed articles, or other quality sources	/10 pts
APA 6 format (note pg 41 and citations in APA6)	No APA style	More than one incorrect: APA style; title page length; citations; # of references; or grammar	One of the following incorrect: APA style, length, title page, citations; # of references; or grammar	APA style, length, title page, citations; # of references; grammar (all correct)	/10 pts
Total possible					100pts

Quizzes (3) (15% of the total grade)

Because this is an online course, **quizzes are open book**. However, students should not ask for, or provide assistance to other students.

Here is some important information about the quizzes:

- Each quiz is non-cumulative and comprised of questions covering the assigned readings or from the textbook (see course calendar). **SO READ!!!**
- Each quiz will consist of 25 multiple choice or true false questions.
- Quizzes may only be taken once.
- Quizzes will be available several days during the week
- You will find the quizzes in Blackboard under the Quizzes menu.
- Each quiz is timed and must be completed within **60 consecutive minutes**. If you exceed this time limit you will lose 1 point for every minute you go over the time limit.

Quizzes are graded automatically and your score will appear immediately in the grade book after successful submission. *An exclamation point in the grade book means that you have NOT completed the quiz on time, as you likely have exceeded the time limit.* A padlock symbol in the grade book indicates that you have opened the quiz and are in progress. If your grade does not automatically appear after submission, please contact technical assistance for further information.

You are responsible for taking the quizzes during the scheduled time. The flexibility of an online class permits you to access the course almost anywhere in the world. In my experience, most students who ask to take a quiz at a time different from the scheduled time lack a valid excuse in which they absolutely cannot access a connection to the internet for 1 hour. However under rare circumstances valid reasons do exist. Students who are unable to take a quiz on the scheduled date must notify the instructor as soon as possible, and **no later than 5 days prior to the quiz time/date. No exceptions!**

Students must have documentation that provides a justification why they could not take the quiz on the scheduled date and time. A documented emergency will be the only situation where a student can take a quiz after the scheduled date and time.

STANDARDS

A. Florida

1. Florida Educator Accomplished Practices <http://www.firn.edu/doe/rules/6a-5.htm>
2. Sunshine State Standards <http://www.firn.edu/doe/curric/prek12/frame2.htm>

B. Nevada

1. Nevada Academic Standards <http://www.nde.state.nv.us/sca/standards/>
2. Interstate New Teacher Assessment and Support Consortium (**INTASC**)

C. National Board for Professional Teaching Standards <http://www.nbpts.org/standards/>

IX. CLASS POLICIES

A. Attendance

Online sessions may be scheduled throughout the course by the instructor. Some sessions may be optional and others required. All times and dates (along with requirements for attendance) will be posted on the on-line course calendar.

B. Last Day to Withdraw From Course

- In order to withdraw from a course it is NOT enough to stop attending class or to inform the instructor of your intention to withdraw.
- Refer to the refund section of the graduate catalog:
http://www.schoolofed.nova.edu/fgshome/catalog/student_policies_procedures.pdf
- For further assistance, contact your Academic Advisor.

C. Plagiarism

If the instructor suspects that you plagiarized, your work will be submitted to Turnitin.com, which outlines what areas of the student's text comes from another source. It is important to remember that plagiarism is NOT just copying another's work, but it also occurs if you paraphrase and don't cite the information. It is best to take notes on a reading and then re-summarize your notes in your own words. This not only helps to prevent plagiarism, but also demonstrates to the instructor that you understand the information.

X. GRADING CRITERIA

A. Grading Scale:

EdD:			MS/EdS:		
A	90-100	4.0	A	90-100	4.0
B+	87-90	3.5	B+	87-90	3.5
B	80-86	3.0	B	80-86	3.0
F	0-79	0	C	70-79	2.0
			F	0-69	0

B. Course Assignments and their percentage of the final grade

Assignment	%	Type
Summary	5	individual
Blog	15	group
CC Paper	15	individual
Group Paper	15	individual
Reading Response	15	group
Term Paper	20	individual
quiz 1	5	individual
quiz 2	5	individual
quiz 3	5	individual
	100	

XI. LIST OF SUGGESTED RESOURCES

A. Books and Articles:

- Anderson, J.A. (2009). *Cognitive psychology and its implications*. (7th Ed). New York: Worth Publishers
- Atkinson, R.C. & Shiffrin, R.M. (1968). Human memory: a proposed system and its control processes. In K.W. Spence (ed.), *The psychology of learning and motivation: Advances in research and theory*, Vol. 2 (pp. 89–195). New York: Academic Press.
- Ausebel, D. P. (1968). *Educational psychology: A cognitive view*. New York: Holt, Rinehart, & Winston.
- Baddeley, A.D. & Hitch, G.J. (1974). Working memory. In G.A. Bower (ed.), *Recent Advances in Learning and Motivation*, Vol. 8 (pp. 47–89). New York: Academic Press.
- Baddeley, A. D. (1986). *Working memory*. Oxford: The Oxford University Press
- Baddeley, A. (2000). The episodic buffer: a new component of working memory? *Trends in Cognitive Sciences*. 4 (11) 417-423.
- Bear, M., Connors, B., & Paradiso, M. (2001). *Neuroscience: exploring the brain*. Baltimore, MD: Lippincott, Williams & Wilkins.

- Bruner, J. S. (1961). The act of discovery. *Harvard Educational Review*. 31(1) 21–32.
- Duffy, T.M., & Cunningham, D.J. (1996). Constructivism: Implications for the design and delivery of instruction. In D. H. Jonassen (Ed.), *Handbook of research for educational communications and technology* (pp. 177-198). New York: Simon & Schuster Macmillan.
- Driscoll, M. P. (2005). *Psychology of learning for instruction* (3rd ed.). Needham Heights, MA: Allyn & Bacon.
- Gagné, R. M., & Medsker, K.L. (1996). *The conditions of learning: Training Applications*. New York: Harcourt Brace
- Jonassen, D. (1991). Objectivism versus constructivism: Do we need a new philosophical paradigm? *Educational Technology Research and Development*, 39(3), 5-14.
- Loftus, E.F. & Hoffman, H. G. (1989). Misinformation and memory: the creation of new memories. *Journal of Experimental Psychology: General*, 118(1), 100-104.
- Mayer, R. (2001). *Multimedia Learning*. Cambridge: Cambridge University Press
- Mousavi, S.Y., Low, R. and Sweller, J. (1995). Reducing cognitive load by mixing auditory and visual presentation modes. *Journal of Educational Psychology*, 87(2) 319-334.
- Paivio, A. (1978). Mental comparisons involving abstract attributes. *Memory and Cognition*, 6, 199-208.
- Renkl, A., Atkinson, R. K., Maier, U. H., & Staley, R. (2002). From example study to problem solving: Smooth transitions help learning. *Journal of Experimental Education*, 70 (4), 293–315.
- Shulman, L. S. & Keislar, E. R. (Eds.) (1966). *Learning by discovery: A critical appraisal*. Chicago: Rand McNally.
- Sweller, J. and Chandler, P. (1994). Why some material is difficult to learn. *Cognition and Instruction*, 12(3) 185-233.
- Squire L. (1993). Memory and the hippocampus: a synthesis from findings with rats, monkeys, and humans. *Psychological Review*. 99 (2) 195-231.

B. Journals

- Cognition and Instruction
- Educational Researcher
- Journal of Applied Behavior Analysis
- Journal of Educational Psychology
- Psychological Review

C. Websites:

Explorations in learning & instruction: The theory into practice database:

<http://tip.psychology.org/>

Instructional technology connections: Theory and philosophy:

http://www.cudenver.edu/~mryder/itc_data/theory.html

The Encyclopedia of Educational Technology:

<http://www.etc.edu.cn/eet/eet/>

FISCHLER SCHOOL OF EDUCATION AND HUMAN SERVICES ACADEMIC POLICIES AND REGULATIONS

Academic Misconduct

The following acts violate the academic honesty standards and will result in a finding of Academic Misconduct:

1. **Cheating in any Form:** intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise, or having others complete work or exams and representing it as one's own.
2. **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise
3. **Facilitating Academic Dishonesty:** intentionally or knowingly helping or attempting to help another to violate any provision of this code
4. **Plagiarism:** The adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment.
5. **Conspiracy to commit academic dishonesty:** Assisting others to commit acts of Academic Misconduct
6. **Misrepresentation:** intentionally making false statements or omissions of facts in a contract. Examples include, but are not limited to portfolios, cover sheets, and clinic, training station, and practicum agreements.
7. **Bribery:** Offering of goods, services, property or money in an attempt to gain an academic advantage
8. **Forging or altering documents or credentials:** Examples include, but are not limited to signatures, dates and other information on portfolios, cover sheets, and clinic, training station, and practicum agreements.
9. **Knowingly furnishing false information to the institution**

A. Plagiarism

Students are expected to submit tests and assignments that they have completed without aid or assistance from other sources. Using sources to provide information without giving credit to the original source is dishonest. Students should avoid any impropriety or the appearance thereof in taking examinations or completing work in pursuance of their educational goals. Students are expected to comply with the following academic standards:

1. Original Work

Assignments such as course preparations, exams, texts, projects, term papers, practicum, etc., must be the original work of the student. Original work may include the thoughts and words of another author if properly cited. Entire thoughts or words of another author should be identified using quotation marks. At all times, students are expected to comply with the recognized form and style manual and accepted citation practice and policy of the Fischler School of Education and Human Services [FSEHS].

Work is not original when it has been submitted previously by the author or by anyone else for academic credit. Work is not original when it has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted, or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used before or during the course of the examination, re-

examination, and/or remediation.

2. Referencing the Works of Another Author

All academic work submitted for credit or as partial fulfillment of course requirements must adhere to the FSEHS specific accepted reference manuals and rules of documentation. Standards of scholarship require that the writer give proper acknowledgment when the thoughts and words of another author are used. Students' work must comport with the adopted citation manual for the FSEHS.

At Nova Southeastern University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards (see above) are considered plagiarism at Nova Southeastern University. If a finding of Academic Misconduct is determined, the following disciplinary action will ensue:

For all courses other than Practicum and Dissertation component courses:

Initial Finding of Academic Misconduct: Failing grade ("F") for the course. [* See Note Below]

Any Subsequent Finding of Academic Misconduct: Failing grade ("F") for the course [* See Note Below] and dismissal from the program; ineligible to return to the Fischler School of Education and Human Services at any time in the future.

Any finding of Academic Misconduct on a Practicum, Dissertation or other program capstone component, including the concept paper, proposal, and/or final report: Initial Finding of Academic Misconduct: Immediate dismissal from the program; ineligible to return to the Fischler School of Education and Human Services at any time in the future.

***Note: If a charge of Academic Misconduct is determined in a course, any student initiated course withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course.**

Sources: Fischler School of Education and Human Services catalog and student handbook 2009-2010, pages 208-209. Retrieved August 20, 2009, from <http://www.schoolofed.nova.edu/fgshome/catalog/FSEHSCatalog2009-2010.pdf>

Nova Southeastern University student handbook 2009-2010, pages 24-27. Retrieved August 20, 2009, and modified to reflect FSEHS standards from <http://www.nova.edu/cwis/studentaffairs/forms/ustudenthandbook.pdf>

B. Americans with Disabilities Act

- Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 by providing reasonable accommodations for qualified individuals with a disability.
- The Fischler School's ADA Policies and Procedures, and the necessary forms for requesting disability-related accommodations, can be obtained by contacting the

FSEHS Office of Student Judicial Affairs at 954-262-8617 or 1-800-986-3223, ext. 8617, or via e-mail at osja@nova.edu.

- To ensure that reasonable accommodations can be provided in a timely manner, all forms and documentation must be completed and on file a minimum of four (4) weeks prior to the commencement of classes for any given semester. Certain accommodations may involve other professionals and specialists, and therefore, may require considerable time to implement.

C. Course/Instructor Evaluation

- It is expected that all students will participate in the online Course/Instructor Evaluation at or near the end of the course.
- Notices of Course/Instructor Evaluation access are sent to registered students by NSU email.

D. The current edition of the FSEHS Catalog and Student Handbook is available on the

- Academic Affairs website at http://www.schoolofed.nova.edu/oaa/fgs_catalogs.htm. This document provides extensive information on University and FSEHS policies, regulations and procedures.

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