University of North Texas at Dallas
Syllabus for Fall 2025

EDUC 3330 Educational Psychology

Department of	Teacher Education
Instructor Name	Christina Salazar, Ph.D.
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Office Hours	Wednesday 2:30 PM - 4 PM Thursday 1 PM - 4 PM
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Course Format/Structure	In person
Classroom Location	Founders Hall 339
Class Meeting Days & Times	Mondays and Wednesdays 1:00PM - 2:20PM
Course Catalog Description	Review of theories and applications of educational psychology; basic concepts in learning, cognition, development, and their applications to teaching and learning context.
Prerequisites	Must be an Education Major
Corequisites	None

Required Text	*Essentials of Educational Psychology: Big Ideas To Guide Effective Teaching 5th Edition* *by Jeanne Ormrod (Author), Brett Jones (Author)* *978-0134894980* *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students 1st Edition* *by Zaretta L. Hammond (Author)* *978-1483308012*
Recommended Text & References	Will be provided by the professor.

Access to Learning Resources	**UNT Dallas Library:**
	     Phone: (972) 338-1616;
	     Website URL: http://www.untdallas.edu/library
	UNT Dallas Bookstore:
	     Phone: (972) 780-3652;
	     Website URL: http://www.untdallas.edu/bookstore
	     Email: untdallas@bkstr.com

Canvas Resources
 	
Supported Browsers:
 	
● Updated Chrome
 	
Supported Devices:
● iPhone
● Android
● Chromebook
Note: Tablet users can use the Canvas app
	Getting Help with Canvas:
	
	Canvas 24/7 Phone Support for Students: 1-833-668-8634
	
	Canvas Help Resources:
	
	Canvas Student Guide -
	https://community.canvaslms.com/docs/DOC-10701
	
	For additional assistance, contact Student Assistance (UNT Dallas Distance Learning):
	     DAL1, Room 157
	     Phone: 972-338-5580
	     Email: distancelearning@untdallas.edu
	
	If you are working with Canvas 24/7 Support to resolve a technical issue, please keep me updated on the troubleshooting progress.
	
	If you have a course-related issue (e.g., course content, assignment trouble, quiz difficulties), please contact me during office hours or by email.

Course Overview

This course will provide students an overview on the effective application of psychological concepts and principles in (1) the learning and instructional processes, (2) the knowledge and skills concerning the unique needs of all learners, (3) the perspectives that enhance learning environments, and (4) the legal and ethical issues of teaching.

Course Goals: The goals of this course are as follows:
1. Students will explore topics, strategies, skills, and resources in educational psychology, and apply this information when working in early childhood, elementary, middle, and/or high schools.
2. Students will develop a knowledge of theories and practices of culturally appropriate school-based instruction, assessments, and interventions in the areas of cognitive, physical, behavioral, and social- emotional skills.
3. Students will explore educators' roles, functions, and professional and ethical practices.
4. Students will read research articles accurately and will understand their essential ideas and implications.
5. Students will know library research for education and psychology and the use of APA style when citing sources within text and preparing a reference list.

Learning Objectives/Outcomes:
At the end of this course, the student will
1. Understand, compare, critique, and apply key theories of learning and development (TExES PPR Competency 1).
2. Identify, understand, and use individual differences and contextual factors to promote the unique needs of all learners (TExES PPR Competency 2).
3. Understand, synthesize, and apply key constructs in instructional design, delivery, and assessment aligned with Texas statewide assessment program (TExES PPR Competency 3).
4. Describe the processes and factors of learning (e.g., learning theory, developmental stages, motivation) (TExES PPR Competency 4).
5. Demonstrate understanding of classrooms that foster learning, equity, and excellence and promotes a physical and emotional environment that are safe and productive (TExES PPR Competency 5).
6. Apply principles of educational psychology to promote student learning and behavior management (TExES PPR Competency 6).
7. Practice principles and strategies for communicating effectively in varied teaching and learning contexts (TExES PPR Competency 7).
8. Understand instructional techniques and strategies that engage students in the learning processes (TExES PPR Competency 8).
9. Understand the use of technology for planning, organizing, delivering, and evaluating instruction for all students (TExES PPR Competency 9).
10. Monitor student performance and achievement, provide timely, high-quality feedback to students, and flexibly respond to promote learning of all students (TExEs PPR Competency 10).
11. Demonstrate understanding of professional knowledge and skills, including legal and ethical requirements of education, gained through effective interactions with others in the educational community, including parents and through participating in professional activities and public-school classrooms (TExES PPR Competency 11, 12, and 13).

Course Outline

This schedule is subject to change by the instructor. *Any changes to this schedule will be communicated by Canvas Announcements, emails, or during face-to-face sessions.*

Week of….	Topics	Assignments
Week 1 Aug. 25 - Aug. 31	Course Introductions	Obtain texts Pick a topic for education consideration paper
Week 2 Sep. 1 - Sep. 7	*Education Consideration Research - Library Training*	● Work on education consideration paper - find articles.
Week 3 Sep. 8 - Sep. 14	*Asynchronous Week* Climbing out of the Gap Introduction to Educational Psychology	● Read Hammond Ch. 1 ● Read Ormond Ch. 1 ● Reading quiz ● Asynchronous assignment
Week 4 Sep. 15 - Sep. 21	What's Culture Got to Do With It? Learning, Cognition, and Memory	● Read Hammond Ch. 2 ● Read Ormond Ch. 2 ● Reading quiz
Week 5 Sep. 22 - Sep. 28	This is Your Brain on Culture Complex Cognitive Processes *Education Consideration Synthesis*	● Read Hammond Ch. 3 ● Read Ormond Ch. 3 ● Reading quiz
Week 6 Sep. 29 - Oct. 5	Education Consideration Presentations	**Education Consideration Presentation**
Week 7 Oct. 6 - Oct. 12	Learning in Context Preparing to be a Culturally Responsive Practitioner	● Read Hammond Ch. 4 ● Read Ormond Ch. 4 ● Reading quiz
Week 8 Oct. 13 - Oct. 19	Midterm	● Midcourse evaluation

Week 9 Oct. 20 - Oct. 26	Motivation and Affect Building the Foundation of Learning Partnerships	● Read Hammond Ch. 5 ● Read Ormond Ch. 5 ● Reading quiz
Week 10 Oct. 27 - Nov. 2	Cognitive Development Establishing Alliance In The Learning Partnership	● Read Hammond Ch. 6 ● Read Ormond Ch. 6 ● Reading quiz
Week 11 Nov. 3 - Nov. 9	Personal, Social, and Moral Development Shifting Academic Mindset in The Learning Partnership	Read Hammond Ch. 7 Read Ormond Ch. 7 Reading quiz
Week 12 Nov. 10 - Nov. 16	Instructional Strategies Information Processing to Build Intellective Capacity	● Read Hammond Ch. 8 ● Read Ormond Ch. 8 ● Reading quiz
Week 13 Nov. 17 - Nov. 23	Strategies for Creating Effective Classroom and School Environments Creating a Culturally Responsive Community for Learning	● Read Hammond Ch. 9 ● Read Ormond Ch. 9 ● Reading quiz
Week 14 Thanksgiving Week Nov. 24 - Nov. 30	*Asynchronous - Thanksgiving* Assessment strategies	● Read Ormond Ch. 10 ● Reading quiz
Week 15 Dec. 1 - Dec. 7	*Asynchronous Week* Codes of ethical conduct (TEA) Ethical problem-solving model	**Case Scenario**
Week 16 Exam Week Dec. 8 - Dec. 14	**Final Exam**	**Final Exam**

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Grading Matrix:

Instrument	Measure SLO's	Point Value
Class Participation (attendance, in class activities, 20 points weekly x 12)	1, 2, 3 ,4, 5, 6, 7, 8, 9, 10, 11	360
Reading Quizzes (10 X 20 points each)	1, 2, 3 ,4, 5, 6, 7, 8, 9, 10, 11	200
Midterm Exam	1, 2, 3 ,4, 5, 6, 7, 8, 9, 10, 11	100
Education Considerations Project	1, 2, 3 ,4, 5, 6, 7, 8, 9, 10, 11	140
Case Scenario	1, 5, 6, 7, 11	100
Final Exam	1, 2, 3 ,4, 5, 6, 7, 8, 9, 10, 11	100
Total		**1,000**

GRADE DETERMINATION:

A = 90% or better, 900 - 1,000 points
B = 80 – 89 %, 800 - 899 points
C = 70 – 79 %, 700 - 799 points
D = 60 – 69 %, 600 - 699 points
F = less than 60%, less than 600 points

Description of Assignments

1. **Reading Quizzes:** For most weeks, you will have readings and you must complete a reading quiz. The quiz is due Tuesdays at midnight. It is open book/open note but will require lockdown browser. That means you should purchase a physical copy of the book or take/print physical notes. Technical issues are not an excuse for missed/late quizzes. Take the quiz early to prevent issues. Use a campus computer if

necessary.

2. **School Considerations:** The student will select a topic of interest related to challenges in the schools. Sample topics are provided at the end of this syllabus. Students will create a presentation describing the issue, exploring perspectives, sharing their perspectives, describing the implications of the issue, and proposing solutions and teacher actions in response to the issue. Three citations. **Attendance for the library training is required.**

3. **Case Scenario:** Students will be given a case scenario that describes a typical ethical dilemma in a school setting. Students will create a written analysis and response to this situation, integrating the principles of ethical practice covered in class, in the assigned readings, and in the codes of ethical conduct (e.g., TEA). Evaluation of this assignment will be based on your application of an ethical problem-solving model to the dilemma and presentation/defense of your decision-making.

Course-Specific Policies

AI: Do not turn in anything produced or written by artificial intelligence. Rewording and turning in an AI generated text is not permitted.

No emergencies policy! There is no such thing as an emergency in this class. Don't panic. There is wiggle room in the schedule, I need grace all the time and I will grant you grace. Don't panic!

Missing Class
- Classroom participation is the major source of points in this course. My goal is that we attend class together and spend time learning, thinking, applying, and co-creating knowledge in this course. This is messy and imperfect but, if you are present and doing, you will receive the full points for participation.
- If you miss a class, you can recover points for participation by creating an infographic about the topic chapter.
  - If you have documentation of an emergency, you will receive 70% (max) credit for participation for the week.
  - Without documentation, you will receive 40% (max) credit for participation for the week.
- IF YOU MISS MORE THAN 3 CLASSES, YOU WILL RECEIVE AN "F" FOR THE COURSE. I want to be as flexible and supportive of you as possible but, at this point, you will have missed an excessive amount of coursework and I cannot guarantee your preparation in the subject matter.

Assignment Submission Guidelines:
- Students are responsible for ensuring that assignments are submitted to the correct place and in the correct format (.pdf). Assignments that are submitted to the wrong place or in the wrong format will be considered late or will not be accepted.
- All assignments must be submitted to Canvas unless the instructor gives other directions in the syllabus or in class or you have made prior arrangements with the instructor.
- A difficulty with technology is **_NOT_** an excuse to turn in an assignment late. Please plan ahead.
- All assignments must be submitted as **PDF documents**.

- Papers are expected to have minimal spelling and grammar mistakes. Students are encouraged to take advantage of the services offered at the UNT Dallas Writing Center. Papers with spelling errors or too many other errors may be rejected, and permission to resubmit the assignment will be at the instructor's discretion.

Late Assignments:
- Coursework is expected to be submitted on time.
- There will be a 10% reduction of the assignment grade for every day the assignment is late. For example: You score 100% on an assignment. It is three days late. The score is reduced by 30%. You receive 70%.
- Assignments more than 5 days late will not be accepted and you will receive a 0% on that assignment.
- ***Life happens!*** If you have extenuating circumstances, please contact Dr. Salazar asap so we can create a plan for you to be successful.

University Policies and Procedures

No student should go hungry. If you face hunger, need access to immediate food, or struggle to afford food, you are not alone. Our campus offers free food and resources to students at the Trailblazer Care Pantry. For help, visit the pantry on the second floor of the Student Center (behind the speaking lab) any day between noon and 4pm. If you arrive before or after hours, please call 972-338-1816 for access or contact: carepantry@untdallas.edu

Additionally, your mental health and wellbeing is critical to your success. If you have any questions, concerns, or simply need support in any way, please contact the or via email Counseling.Wellness@untdallas.edu

Course Evaluations:
Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester via your campus email, providing you a chance to comment on how this class is taught. I will not have access to the results of the evaluations until after final grades have been posted. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Attendance & Participation:
The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at https://www.untdallas.edu/hr/upol.

Exam Policy:
Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Policy 7.005 Student Attendance at https://www.untdallas.edu/hr/upol).

Students with Disabilities (ADA Compliance)
The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit Section 504 Coordinator, Cynthia Suarez, at 972-338-1777 or email cynthia.suarez@untdallas.edu.

Canvas Instructure Accessibility Statement:
University of North Texas at Dallas is committed to ensuring that online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. The Canvas Instructure Accessibility Statement is provided at https://www.canvaslms.com/accessibility.

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the UNT Dallas Academic Integrity Policy in the appropriate Catalog at http://dallascatalog.unt.edu.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection:
Please be aware that in some courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student's Rights, Responsibilities, and Conduct will be referred to the Dean of Students as the instructor deems appropriate (UNTD Policy 7.001 found at https://www.untdallas.edu/hr/upol).

Online "Netiquette":
In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written

communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Classroom Disruption:
Students are expected to engage with the instructor and other students in this class in a respectful and civil manner at all times to promote a classroom environment that is conducive to teaching and learning. Students who engage in disruptive behavior will be directed to leave the classroom. A student who is directed to leave class due to disruptive behavior is not permitted to return to class until the student meets with a representative from the Dean of Students Office. It is the student's responsibility to meet with the Dean of Students before class meets again and to provide the instructor confirmation of the meeting. A student who is directed to leave class will be assigned an unexcused absence for that class period and any other classes the student misses as a result of not meeting with the Dean of Students. The student is responsible for material missed during all absences and the instructor is not responsible for providing missed material. In addition, the student will be assigned a failing grade for assignments, quizzes or examinations missed and will not be allowed to make up the work.

The Code of Student's Rights, Responsibilities, and Conduct (UNTD Policy 7.001 found at https://www.untdallas.edu/hr/upol) describes disruption as the obstructing or interfering with university functions or activity, including any behavior that interferes with students, faculty, or staff access to an appropriate educational environment. Examples of disruptive behavior that may result in a student being directed to leave the classroom include but are not limited to: failure to comply with reasonable directive of University officials, action or combination of actions that unreasonably interfere with, hinder, obstruct, or prevents the right of others to freely participate, threatening, assaulting, or causing harm to oneself or to another, uttering any words or performing any acts that cause physical injury, or threaten any individual, or interfere with any individual's rightful actions, and harassment. You are encouraged to read the Code of Student's Rights, Responsibilities, and Conduct for more information related to behaviors that could be considered disruptive.

Bad Weather Policy:
Campus facilities will close and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information please refer to http://www.untdallas.edu/police/resources/notifications.

Inclement Weather and Online Classes:
Online classes may or may not be affected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Technology Assistance: In order to successfully access the materials in Canvas, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

If you experience difficulty accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor.

If the problem is still not resolved, call Distance Learning at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups.

For more information see:

- UNT Dallas Canvas Technical Requirements:
  https://community.canvaslms.com/docs/DOC-10721
- Canvas Instructure Support & Unsupported Operating Systems:
  https://community.canvaslms.com/docs/DOC-10720

School Considerations Options

1. Suspensions

2. Retention policies

3. Teacher evaluations

4. Classroom size

5. Parent involvement

6. Teaching to the test

7. School funding inequities

8. Admission Review and Dismissal (ARD) process

9. Implementation of Individualized Education Programs (IEPs)

10. School violence

11. Student health

12. Working after COVID-19

13. Teacher shortages

14. Student absenteeism

15. Bullying and harassment

16. Technology access and digital divide

17. Mental health resources

18. Special education inclusion

19. Culturally responsive teaching

20. Teacher burnout

21. Transitioning students with disabilities into post-secondary education

22. English language learners

23. Standardized testing pressure

24. School nutrition programs

25. Extracurricular opportunities

26. Social-emotional learning

27. Restorative justice practices

28. Homelessness among students

29. Substance abuse prevention

30. Sex education policies

31. Cyberbullying

32. Student engagement in virtual learning

33. School-to-prison pipeline

34. Transportation challenges

35. Teacher professional development

36. Inclusive curriculum development

37. Public vs. private school funding disparities

38. School facilities and infrastructure

39. Arts and music program cuts

40. Vocational and career education

41. Dual-language programs

42. Access to advanced placement courses

43. Racial disparities in discipline

44. Teacher-student relationships

45. Dropout prevention

46. Gifted and talented program access

47. Language Hegemony

48. Teacher autonomy

49. Community partnerships