

PSYC 3359 — Educational Psychology

Fall 2026 • Section 001 (CRN 13579) • Face-to-Face • Monday & Wednesday, 12:30–1:45 p.m.
• Science & Technology 145

Texas A&M University–San Antonio • Main Campus • 3 credit hours • August 24 – December 11, 2026

Instructor	Contact
Dawn R. Weatherford, Ph.D. Psychology Faculty	Email: dweatherford@tamusa.edu Primary contact — I do not use Blackboard messages. Put PSYC 3359-001 and your full name in the subject line. I read email Monday–Friday, 8–5, and reply within 24 hours on weekdays.
Office Hours STEC 349B	Monday 10:00 a.m.–12:30 p.m. and 3:30–4:00 p.m. Wednesday 12:00–12:30 p.m. and 3:30–4:00 p.m. Other times by appointment (Microsoft Bookings link in Blackboard). Nov 16–22: at conferences and unavailable for meetings in any format. Email only, slower replies.
Class Meetings	Science & Technology 145, MW 12:30–1:45 p.m. Exception: November 16 and 18 run online and asynchronous.

Course Description

This course applies psychological principles to learning both inside and outside of the classroom, with specific attention paid to the influences of biological, developmental, social, and behavioral/cognitive aspects of both students and teachers.

Prerequisite: PSYC 2301. **TSI restrictions:** Reading, Writing, and Math.

The two class meetings do different jobs. **Monday is diagnosis:** we work real cases in breakout groups and debrief them as a class. **Wednesday is analysis and design:** classmates present the empirical evidence behind a principle and the instructional aid they built from it. **The term has two halves** — Theme 1 (Weeks 1–8) takes the learner's point of view, anchored in *Make It Stick*; Theme 2 (Weeks 9–15) turns the lens to the instructor, anchored in *Why Don't Students Like School?*

A separate handout, How This Course Works, is distributed in Week 1 and covers the course design, the two reasoning frameworks, and how to use resources in an open-resource course. Each assignment also has its own instructions document in Blackboard.

Student Learning Outcomes

By the end of this course you should be able to look at a learner or a classroom, name precisely which psychological principle is operating, show what rules out its nearest look-alikes, support that reading with empirical evidence, and design an instructional response that follows from it.

This course contributes to — though it does not fully cover — the five goals of the APA Guidelines for the Undergraduate Psychology Major (Version 3.0; APA, 2023).

APA 3.0 Goal	How this course develops it
Goal 1 — Content Knowledge & Applications	Development, learning theories, cognition and metacognition, motivation, contextual influences, learner differences, and assessment; case rounds apply that content to real learner and classroom problems (Outcome 1.4).
Goal 2 — Scientific Inquiry & Critical Thinking	Article analysis requires interpreting and evaluating an empirical study and judging its methods and evidence (Outcomes 2.1–2.2); diagnosis requires discriminating a principle from its look-alike with the right instrument.
Goal 3 — Values in Psychological Science	Presentation privacy rules practice ethical standards; learner-differences modules and equitable instruction foreground diversity, equity, and inclusion; responsible AI use is treated as academic integrity.
Goal 4 — Communication, Psychological Literacy & Technology Skills	Live presentation, APA-style writing, video production, and fluency across Blackboard, Sage Vantage, and AI tools.
Goal 5 — Personal & Professional Development	Self-regulated learning, calibration, and the Learning Journal build self-reflection (Outcome 5.2); the learner/instructor framing connects to careers in education, training, advising, and graduate study.

American Psychological Association. (2023). *APA guidelines for the undergraduate psychology major: Version 3.0*. <https://www.apa.org/about/policy/undergraduate-psychology-major>

Required Materials

- Durwin, C. C., & Reese-Weber, M. (5th ed.). *EdPsych Modules*. Sage. **Sage Vantage access required — ISBN 9781071955895.**
- Brown, P. C., Roediger, H. L., & McDaniel, M. A. (2014). *Make It Stick: The Science of Successful Learning*. Harvard University Press.
- Willingham, D. T. (2021). *Why Don't Students Like School?* (2nd ed.). Jossey-Bass.
- American Psychological Association. (2020). *Publication Manual* (7th ed.). All written work follows APA 7; the free APA Style site is an acceptable substitute.

Bring a device to class.

Assessment

Two skills run all term: a **five-part diagnosis framework** (diagnosis, evidence, source, discriminating check, who cares) and **article analysis**, distilling an empirical study to what this course calls the **Big Five** (research question, hypothesis, methods, results, who cares). Your two major pieces — your owned case and your presentation — are submitted privately for graded feedback before they go public.

Component	What it is	Weight
Module Activities	Sage Vantage polls, knowledge checks, and self-assessments for the assigned modules, due Sunday of the assigned week. Your three lowest weeks are dropped.	10%
"Did It Stick?" Quizzes	Ten short Blackboard retrieval quizzes, one per week in Weeks 3–12. Five prompts each, answered from memory — three from recent modules and two reaching further back. Completion-graded: a genuine closed-book attempt earns full credit regardless of score. Your two lowest are dropped.	10%
Work-a-Case	The one case you own: a private five-part write-up submitted for graded feedback, then leading two breakout rounds and reporting in the class debrief.	20%
In-Class Work	Papers you fill out in the room and turn in before you leave — two case worksheets on every case Monday, one response card on every presentation Wednesday. Your two lowest of each are dropped , so missing two case Mondays and two presentation Wednesdays has no effect on your grade.	20%
Presentation	Your live presentation of one book chapter and one empirical article, plus the demonstration aid you designed. Article analysis and design green-lit in advance.	20%
Final Integrative Challenge	Three pieces on a new nested learner-and-classroom scenario: a paper that diagnoses both lenses and supports each with an empirical article, a designed aid that follows from the diagnosis, and a video walking through the design.	20%
Total		100%

Letter grades: A = 90–100% • B = 80–89.99% • C = 70–79.99% • D = 60–69.99% • F = below 60%.

The Final has three pieces: a paper diagnosing the scenario through both lenses, each supported by one empirical article; a **designed learning aid** that follows from the diagnosis, with a one-page design map appended to the paper showing how objectives, instruction, and assessment align; and a **video** walking through what you built and why the evidence supports it.

A running **Learning Journal** is kept all term. It is completion-graded within In-Class Work and is your permitted resource on the Final.

The Final is asynchronous. This section's University-scheduled final exam block is **Monday, December 7, 12:00–1:50 p.m.** Rather than meet, you submit the paper and the video in Blackboard: the window opens **Friday, December 4** and closes **Monday, December 7 at 1:50 p.m.**, the end of that block. Per University policy, this change of modality is stated here in advance. Early submission is welcome; late is not.

Full instructions and rubrics for the owned case, the presentation, and the Final are separate documents in Blackboard. Day-to-day classroom mechanics are covered in the In-Class Work Guide.

Your Two Assigned Dates

Every student is assigned **one Monday to own a case** and **one Wednesday to present**. Both dates, your case, and your chapter are posted in Start Here on **Friday, August 28**, after the Week 1 preference survey closes. They do not change.

The two dates are always at least four weeks apart. Full mechanics — what happens on each day, what is due beforehand, and how the rotation works — are in the **In-Class Work Guide**.

Attendance & Class Participation

Case rounds and live presentations cannot be reproduced by reading notes afterward, and **forty percent of your grade is earned in the room** — In-Class Work plus the day you own a case. I do not assign separate attendance points; attendance is the mechanism by which those points become available. Nothing in this component is take-home, which also means nothing in it follows you back to your apartment.

- **Case Mondays and presentation Wednesdays cannot be made up** — but your **two lowest of each are dropped automatically**, so two absences of each kind cost you nothing. Beyond that, the points are simply not there to earn.
- **Missing your own assigned day is different.** Contact me **before** the date and we will reschedule. An unexcused no-show on your assigned day scores zero.
- **November 16 and 18 meet online**, asynchronously, due Sunday, November 22. Send questions before November 13.
- **University-approved absences** — religious observance, military service, official University activity, documented illness — are accommodated. Notify me as far in advance as you can.

Academic Integrity

This is an **open-resource** course. You may use your textbooks, the library, and the web throughout. What is non-negotiable is that the reasoning you submit is your own: using a resource to inform your thinking is the skill, and having a resource produce your work is substitution. Every major task asks you to make your reasoning visible.

Open-resource does not mean open-AI. Generative AI is prohibited unless an assignment's instructions explicitly permit it. See the Generative AI Policy below.

Every claim you take from any source must be verified with **SIFT** (Stop; Investigate the source; Find better coverage; Trace claims to their origin) before it enters your work. **Fabricated citations are integrity violations**, and generative AI produces them fluently.

This course uses Blackboard submission, TurnItIn similarity and AI-use detection, and a typed integrity pledge on major work. The standard University Academic Dishonesty Policy — cheating, plagiarism, fabrication, multiple submissions, facilitating dishonesty — applies in full; consequences range up to a failing grade in the course and referral. If you are unsure whether something is allowed, ask before you submit.

Course Policies

Submitting Work & Late Policy

All written work is submitted through Blackboard; no paper or emailed copies are accepted. Late work is not accepted without a University-approved excuse. In-class components occur on their scheduled day.

Generative AI Policy

In this course, generative AI is prohibited unless the assignment instructions explicitly permit it.

Where an assignment does permit it, the instructions state exactly which tasks are open, and full disclosure is required — citation, complete verbatim prompt history, the responses received, and a demonstrated revision showing you evaluated rather than accepted. Submitting AI-assisted work without that disclosure, or using AI on any task not explicitly opened, is academic dishonesty.

AI may build. It may not think, and it may not write. Where it is permitted, it is permitted for constructing materials after you have decided what they need to do. It is never permitted for your diagnoses, your article analyses, your discriminating checks, or any prose you submit. The full policy, the reasoning behind it, and the disclosure requirements are in **How This Course Works** and in each assignment's instructions.

University statement — Generative AI permitted under some circumstances or with explicit permission

There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before submitting work for grading. Use of AI-generated content without the instructor's permission and/or proper attribution in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Guidance for citing AI generators such as ChatGPT: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Academic Accommodations for Individuals with Disabilities

Texas A&M University–San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with the Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability, or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210; phone (210) 784-1335; email dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their accommodations with Disability Support Services and their instructors as soon as possible.

The Six-Drop Rule

Under Texas SB 1231, undergraduates are limited to six non-punitive course drops across their careers. Drops beyond that limit are treated as "F" grades and affect GPA.

Jaguar Writing, Language, and Digital Composing Center (WLDCC)

The WLDCC provides writing support to undergraduate and graduate students. Tutors help you develop reading skills, prepare oral presentations, and plan, draft, and revise written assignments; language tutors support Spanish coursework, and digital-studio tutors support digital projects. Face-to-face, synchronous online, and asynchronous (eTutoring) appointments are offered. Schedule in JagWire under the Student Services tab. More information: writingcenter@tamusa.edu.

Academic Learning Center (Tutoring)

All currently enrolled students may use the Academic Learning Center for free, course-based subject-area tutoring. Make appointments through the Brainfuse online tutoring platform in the Tools section of Blackboard. Contact the ALC at tutoring@tamusa.edu, (210) 784-1307, or in the Central Academic Building, Room 202. Online tutoring is available for after-hours and weekend assistance.

University Email Policy

All correspondence between professors and students must occur via University email accounts. Have your Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamusa.edu or 210-784-HELP (4357); if you don't hear back within 48 hours, follow up.

Counseling & Mental Health Resources

If personal stressors interfere with your academic performance or daily functioning, support is available through the Student Counseling Center (SCC). To schedule an appointment, visit the SCC website, call 210-784-1331, or visit Madla 120 between 8:00 a.m. and 5:00 p.m. All SCC services are free and confidential (as the law allows) and include brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS Student Support App.

Emergency Preparedness

JagE Alert is the University's mass-notification system. Registered students, staff, and faculty receive text and email instructions and updates during emergencies such as inclement weather. Register or update your information at <https://tamusa.bbcportal.com/>. Download the SafeZone app

(<https://safezoneapp.com/>) for emergencies, or call (210) 784-1911 (emergency) or (210) 784-1900 (non-emergency).

Financial Aid & Verification of Attendance

Under U.S. Department of Education Title IV regulation (34 CFR 668.21), federal financial aid is tied to eligibility criteria that include attendance. Faculty notify the Office of Financial Aid if a student has not attended by the published Census Date (September 9, 2026). Any student receiving federal financial aid who does not attend prior to the Census Date will have their aid terminated and returned to the Department of Education; a student who stops attending at any point may also need to return a portion of federal aid.

Meeting Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE report for support and, if comfortable, to notify me so I can point you to resources. A food pantry is available on campus.

Military Affairs

Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs with any question involving federal or state VA education benefits: Patriots' Casa, Room 202; military.va@tamusa.edu; (210) 784-1397.

Religious Observances

Texas A&M University–San Antonio protects the rights of students to observe religious holidays according to their tradition. Students are provided an opportunity to make up any examination, study, or coursework requirement missed due to a religious observance, provided they notify the instructor before the end of the second week of classes.

Statement of Harassment & Discrimination (Title IX)

Texas A&M University–San Antonio prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status, in accordance with applicable law. Individuals who believe they have experienced prohibited harassment or discrimination are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

If you have experienced sex discrimination or harassment — including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex — help and support are available. All A&M-San Antonio employees, other than designated confidential resources such as counselors and trained victim advocates, are required to report such information to the University's Title IX Coordinator (titleix@tamusa.edu; 210-784-2061; CAB 439K). To speak with a confidential employee, contact the Student Counseling Center at (210) 784-1331 or visit Madla 120.

Pregnant & Parenting Students

Texas A&M University–San Antonio does not require a pregnant or parenting student, solely because of that status, to take a leave of absence, withdraw, limit their studies, change their program, or cease participating in any course or activity. The University provides reasonable accommodations comparable to those for a temporary medical condition — for example, excused absences for illness or medical appointments, modified due dates, rescheduled tests, a leave of absence, and access to instructional materials and recordings for excused absences. Pregnant/parenting students are encouraged to contact the Title IX Coordinator (titleix@tamusa.edu; 210-784-2061; CAB 439K), who can also connect them with support services including the Young Jaguars daycare program (youngjaguars@tamusa.edu; (210) 784-2636).

Students' Rights & Responsibilities

Students hold both rights and responsibilities as members of the University and as citizens. **Rights:** participation in a free exchange of ideas, with no rule abridging freedom of speech, expression, petition, or peaceful assembly as set forth in the U.S. Constitution; participation in all areas and activities of the University free from discrimination, including harassment, on the basis of protected characteristics; personal privacy, except as otherwise provided by law; and a fundamentally fair process in any disciplinary action arising from violations of University Student Rules.

Responsibilities: respect the rights and property of others; be acquainted with and comply with the published University Student Rules (Student Handbook, Student Code of Conduct, University Catalog) as well as federal, state, and local laws; recognize that student actions reflect upon the individuals involved and upon the University community; recognize the University's obligation to provide a safe environment for learning; check university email for official notifications; and exhibit honesty and integrity, understanding that academic misconduct is any act, or attempt, that gives an unfair advantage.

Key Dates — Fall 2026

Date	Event
Mon, Aug 24	First class day
Mon, Aug 31	Last day to register
Mon, Sep 7	Labor Day — University closed, no class
Wed, Sep 9	Census date (attendance verified for financial aid)
Mon–Fri, Oct 5–16	Midterm grading period
Fri, Nov 13	Last day to drop with an automatic grade of "W"
Mon & Wed, Nov 16 & 18	Class meets online (asynchronous)
Mon–Sun, Nov 16–22	Instructor at conferences — no meetings, online or in person; email only

Date	Event
Wed, Nov 25	University Study Day — no class
Thu–Sat, Nov 26–28	Thanksgiving holiday — University closed
Mon, Nov 30	Last day to withdraw from the University
Wed, Dec 2	Last class meeting for this section
Fri, Dec 4	Last day of scheduled weekday classes
Sat–Fri, Dec 5–11	University final examination period
Mon, Dec 7, 12:00–1:50 p.m.	This section's scheduled final exam block. No in-person meeting — the Final is submitted in Blackboard, window closing 1:50 p.m.
Fri, Dec 11	End of term

Course Schedule

Sage Vantage activities are due **Sunday at 11:59 p.m.** of the assigned week. Book chapters should be finished before the Wednesday meeting that discusses them.

MIS = Make It Stick · WDSLS = Why Don't Students Like School? · Ch. = Sage Vantage module. Your own two assigned dates — and what is due before each — are posted separately in Start Here.

Theme 1 — The Learner's Lens (Weeks 1–8)

Week	In class	Vantage · Reading · Due
Week 1 Aug 24 & 26	Mon: Course launch. What the two skills are and how this room runs. Wed: Diagnosis framework — the model case, start to finish.	Ch. VM Information Literacy, Academic Integrity & Responsible AI Use Ch. 1 Using Science to Inform Classroom Practices MIS Ch. 1–2 Due Wed Aug 26: chapter preference survey Due Sun Aug 30: Vantage Wk 1
Week 2 Aug 31 & Sep 2	Mon: Model case round — practice with no grade attached. Wed: Big Five demo on a model article; write-up clinic.	Unit 1 — Personal Development: Ch. 2 Contexts of Development · Ch. 3 Social-Emotional Development · Ch. 4 Moral Development MIS Ch. 3 Due Sun Sep 6: Vantage Wk 2
Week 3 Sep 9 only (Labor Day Sep 7)	Mon: <i>No class — Labor Day.</i> Wed: Diagnostic instruments primer. Census date.	Unit 2 — The Developing Learner: Ch. 5 Brain Development · Ch. 6 Cognitive Development · Ch. 7 Language Development MIS Ch. 4 Due Sun Sep 13: Vantage Wk 3 · Quiz 1

Week	In class	Vantage · Reading · Due
Week 4 Sep 14 & 16	Mon: Case Rounds 1. Wed: Presentations: MIS Ch. 1–2.	Unit 3 — Learning Theories: Ch. 8 Behavioral Learning Theories · Ch. 9 Social Cognitive Theory MIS Ch. 5 Due Sun Sep 20: Vantage Wk 4 · Quiz 2
Week 5 Sep 21 & 23	Mon: Case Rounds 2. Wed: Presentations: MIS Ch. 3–4.	Ch. 10 Information Processing (<i>completes Unit 3</i>) MIS Ch. 6 Due Sun Sep 27: Vantage Wk 5 · Quiz 3
Week 6 Sep 28 & 30	Mon: Case Rounds 3. Wed: Presentations: MIS Ch. 5–6.	Unit 4 — Cognitive Processes: Ch. 11 Metacognition · Ch. 12 Transfer of Skills and Knowledge MIS Ch. 7 Due Sun Oct 4: Vantage Wk 6 · Quiz 4
Week 7 Oct 5 & 7	Mon: Case Rounds 4. Wed: Presentations: MIS Ch. 7–8. <i>Make It Stick</i> closes here.	Ch. 13 Higher Order Thinking (<i>completes Unit 4</i>) MIS Ch. 8 — finish the book Due Sun Oct 11: Vantage Wk 7 · Quiz 5 <i>Midterm grading Oct 5–16</i>
Week 8 Oct 12 & 14	Mon: Case Rounds 5 — final learner-lens set. Wed: Presentations: WDSLS Ch. 1–2.	Unit 5 — Motivation: Ch. 14 Behavioral Theory · Ch. 15 Cognitive Theories · Ch. 16 Self Theories WDSLS Ch. 1–2 Due Sun Oct 18: Vantage Wk 8 · Quiz 6

Theme 2 — The Instructor's Lens (Weeks 9–15)

Week	In class	Vantage · Reading · Due
Week 9 Oct 19 & 21	Mon: The lens shift (first 10 min), then Case Rounds 6 — first classroom-lens set. Wed: Presentations: WDSLS Ch. 3–4.	Unit 6 — Contextual Influences: Ch. 17 Family, Neighborhood & Culture · Ch. 18 Peer Influences WDSLS Ch. 3–4 Due Sun Oct 25: Vantage Wk 9 · Quiz 7
Week 10 Oct 26 & 28	Mon: Case Rounds 7. Wed: Presentations: WDSLS Ch. 5–6.	Ch. 19 Teacher Effects (<i>completes Unit 6</i>) WDSLS Ch. 5–6 Due Sun Nov 1: Vantage Wk 10 · Quiz 8
Week 11 Nov 2 & 4	Mon: Case Rounds 8. Wed: Presentations: WDSLS Ch. 7–8.	Unit 7 — Learner Differences: Ch. 20 Intelligence · Ch. 21 Cognitive Disabilities WDSLS Ch. 7–8 Due Sun Nov 8: Vantage Wk 11 · Quiz 9
Week 12 Nov 9 & 11	Mon: Case Rounds 9 — all cases now worked. Wed: Presentations: WDSLS Ch. 9. The Final opens.	Ch. 22 Emotional/Behavioral Disorders (<i>completes Unit 7</i>) WDSLS Ch. 9 — finish the book Due Sun Nov 15: Vantage Wk 12 · Quiz 10 Fri Nov 13 — last day to drop with a “W.”

Week	In class	Vantage · Reading · Due
Week 13 Nov 16 & 18 ONLINE	Mon: Online: post your Final scenario and both diagnosis sketches. Wed: Online: post both Big Fives, your draft aid, and your draft design map.	Ch. 23 Standardized Testing (<i>opens Unit 8</i>) <i>No new book reading — build week.</i> Due Sun Nov 22: Vantage Wk 13 · both build posts <i>Instructor unavailable Nov 16–22 — email only.</i>
Week 14 Nov 23 only	Mon: Diagnosis review — we work your posted diagnoses as a class. Wed: <i>No class — Study Day (Nov 25). Thanksgiving Nov 26–28.</i>	Ch. 24 Classroom Assessment Due Sun Nov 29: Vantage Wk 14 Mon Nov 30 — last day to withdraw.
Week 15 Nov 30 & Dec 2	Mon: Alignment review — aids and design maps against the rubric. Wed: Last class meeting — video runsheet and rehearsal.	Ch. 25 Grading (<i>completes Unit 8 — all 25 modules</i>) Due Fri Dec 4: Vantage Wk 15
Finals Dec 5–11	Mon & Wed: <i>No in-person meeting.</i>	Final Integrative Challenge — paper + video — due Mon, Dec 7 by 1:50 p.m. in Blackboard. Window opens Fri Dec 4.

I will follow this schedule as closely as possible, but topics may shift. Keep up with any changes posted in Blackboard.

Sage Vantage Module Coverage — All 25 Modules

Module	Title	Unit	Week
Ch. VM	Information Literacy, Academic Integrity & Responsible AI Use	Vantage	1
Ch. 1	Using Science to Inform Classroom Practices	Introduction	1
Ch. 2	Contexts of Development	Unit 1	2
Ch. 3	Social-Emotional Development	Unit 1	2
Ch. 4	Moral Development	Unit 1	2
Ch. 5	Brain Development	Unit 2	3
Ch. 6	Cognitive Development	Unit 2	3
Ch. 7	Language Development	Unit 2	3
Ch. 8	Behavioral Learning Theories	Unit 3	4
Ch. 9	Social Cognitive Theory	Unit 3	4
Ch. 10	Information Processing	Unit 3	5
Ch. 11	Metacognition	Unit 4	6
Ch. 12	Transfer of Skills and Knowledge	Unit 4	6

Module	Title	Unit	Week
Ch. 13	Higher Order Thinking	Unit 4	7
Ch. 14	Behavioral Theory (Motivation)	Unit 5	8
Ch. 15	Cognitive Theories (Motivation)	Unit 5	8
Ch. 16	Self Theories (Motivation)	Unit 5	8
Ch. 17	Family, Neighborhood, and Culture	Unit 6	9
Ch. 18	Peer Influences	Unit 6	9
Ch. 19	Teacher Effects	Unit 6	10
Ch. 20	Intelligence	Unit 7	11
Ch. 21	Cognitive Disabilities	Unit 7	11
Ch. 22	Emotional/Behavioral Disorders	Unit 7	12
Ch. 23	Standardized Testing	Unit 8	13
Ch. 24	Classroom Assessment	Unit 8	14
Ch. 25	Grading	Unit 8	15