



Educational Psychology: Child Development and Learning

Section:	EPSY 3330 - 001	Instructor:	Brandon L. Bretl, PhD
Days:	TuTh	Email:	BBRETL@uttyler.edu
Times:	9:30 a.m. – 10:50 a.m.	Phone:	903-566-7390
Location:	STE 127	Office:	BEP 246
		Office Hours:	MW 11:00 a.m. – 1:00 pm (and by appointment)

Official Course Description

The study of contemporary theories and principles of development, learning, and motivation as they relate to the educational process. Emphasis will be placed on applications to the early and middle childhood period.

The primary goal of this course is to introduce you to the research that underlies effective teaching practices and give you practice applying content. You will be exposed to the psychology of teaching and learning, as it exists in the classroom and beyond.

Student Learning Outcomes

As a result of this course, students will be able to:

- a) Understand, compare, critique, and apply key theories of learning and development
- b) Understand, synthesize, and apply key constructs in cognition and motivation
- c) Identify, understand, and use individual difference and contextual factors to promote student learning.
- d) Analyze and develop classroom scenarios that apply principles of educational psychology to promote student learning

Required Student Resources

Free, OER resources and readings will be provided by Dr. Bretl through Canvas.

Course Assignments and Grading

Assignment Type	Number	Points Each	Points Total
Attendance	15	1	15
SONA Research Pool	1	50	50
Quizzes	6	10	60
Discussions	10	10	100
Article Summary	1	50	50
Rich vs. Sparse Paper	1	100	100

TOTAL POINTS	375
<i>More information on all assignments, including due dates and submission guidelines will be posted on Canvas. Dr. Bretl reserves the right to change assignments and points. Any changes will be announced on Canvas.</i>	

Attendance

Attendance is mandatory for the class because a lot of learning is expected to happen through discussion. You need to be there to listen to your classmates and offer your perspective. Attendance will be taken on random days for points. One point for each day. Unexcused absences will lose one point per absence.

Research Pool

Students enrolled in this course must participate in research studies through the SOE research system (SONA). Students can be exempt from this research requirement by completing alternative assignments that are of equal time and effort.

Quizzes

There will be a total of six review quizzes designed to assess your knowledge and comprehension of course content. Quizzes are open book, open note, self-paced and available on Canvas.

Discussions

You will be required to participate in various in-class activities and discussions during the semester. These will be used to enhance the learning of course content and are usually centered around small-group discussions and simple deliverables.

Article Summary

You will be required to complete a summary of peer-reviewed research. You will be provided with a list of articles to choose from, or you can find your own pending approval from the instructor.

Rich vs. Sparse Paper

The intervention paper is your opportunity to apply theory and content knowledge from class to address a real-world challenge.

Grading Scheme

- A: 90.00% of points or above
- B: 80.00% - 89.999% of points
- C: 70.00% - 79.999% of points
- D: 60.00% - 69.999% of points
- F: 59.999% of points or below

The assignments and grade points are approximations and are subject to change. Canvas will always have the most up-to-date information on assignments and grades.

Course Policies and Expectations

Civility

I expect everyone to come to class with a sincere intention to treat others fairly and respectfully. We are all here to learn. I will give you that chance, and I expect you give me and your classmates that chance as well. This includes treating everyone with respect and kindness. If at any time during the semester you feel uncomfortable, please let me know. I can either address the issue or refer the issue to the appropriate resources on campus. Expressions or actions that disparage a person's or group's race, ethnicity, gender,

gender identity, religion, sexual orientation, marital status, parental status, age, or disability are contrary to the mission of the course, department, and university and will not be tolerated.

Class Preparation and Participation

You are responsible for completing all assigned readings and contributing during in-person discussions. You have a unique perspective to add and the success of the course depends on everyone sharing their ideas.

Academic Integrity

I take academic misconduct seriously and will, as a matter of fairness, always pursue suspected academic misconduct to the full extent of university policy. Examples of academic misconduct include plagiarism, cheating on tests, purchasing papers from others, submitting work that is not yours as your own, and selling or unauthorized distribution of course materials.

Written Assignments

Unless otherwise noted, all written assignments should be completed in MS Word, double-spaced, and in Times New Roman size 12-point font. Assignments must be submitted by midnight Central Standard Time on the due date to avoid being late.

Communication

The best way to contact me is through email—either direct email or through Canvas. I do my best to respond within 24 hrs during the week or Monday morning if sent over the weekend. I also have office hours posted. I am available to meet by appointment in-person, over the phone, or via Zoom.

Last Day to Withdraw from Course

The last day to withdraw from course is March 30, 2026.

Tentative Course Schedule

Week	Topic	Readings
1	Introduction to Course	
2	Importance of Research	
3	Cognitive Development and the Brain	
4	Dev. Theories: Piaget & Vygotsky	
5	Social Development, Abuse, Trauma	
6	Identity Development	
7	Moral Development (+Gene-Culture Coevolution)	
8	Culture and Diversity	

9	<i>BREAK</i>	
10	Behavioral and Cognitive Views	
11	Complex Cognitive Processes	
12	Social Cognitive Views of Learning and Motivation	
13	Motivation in Learning and Teaching	
14	Learning Assessment	
15	Review sessions	
16	<i>FINAL EXAMS</i>	No final exam for this course.

Core Purpose of College of Education and Psychology:

To prepare competent, caring, and qualified professionals in the fields of education, psychology and counseling, to foster discovery and to advance the knowledge base in our respective disciplines.

Vision

Be a global leader in responding to needs in education, psychology, and counseling, with a focus on East Texas, by creating innovative academic and scholarly pathways and partnerships

Mission

Prepare competent and passionate professionals in education, psychology, and counseling; advance knowledge and expertise; and impact these fields locally, regionally, nationally, and internationally.

Assessment and Standards Matrix

Learning Outcomes	Activities	Assessment (incl. performance-based)	Standards (Texas EPP-aligned)
Understand, compare, critique, and apply key theories of learning and development	<ul style="list-style-type: none"> Evaluate sample student profiles/cases 	<ul style="list-style-type: none"> Quizzes Exams Discussion 	<ul style="list-style-type: none"> 19 TAC §228.57(b) 19 TAC §235.21(b), §235.21(c)

	<ul style="list-style-type: none"> • Small-group discussions • Theory-to-practice analysis 	<ul style="list-style-type: none"> • Writing assignments 	<ul style="list-style-type: none"> • 19 TAC §149.1001 (Standards 1–2)
Understand, synthesize, and apply key constructs in cognition and motivation	<ul style="list-style-type: none"> • Evaluate sample student cases • Small-group discussions • In-class syntheses (maps/outlines) 	<ul style="list-style-type: none"> • Quizzes • Exams • Discussion • Writing assignments 	<ul style="list-style-type: none"> • 19 TAC §228.57(b) • 19 TAC §235.21(b), §235.21(c) • 19 TAC §149.1001 (Standards 1–2)
Identify, understand, and use individual difference and contextual factors to promote student learning	<ul style="list-style-type: none"> • Activity development (learner variability/context) • Context analysis (constraints/supports) • Structured differentiation discussion 	<ul style="list-style-type: none"> • Quizzes • Exams • Discussion • Writing assignments 	<ul style="list-style-type: none"> • 19 TAC §228.57(c)(4)–(5), §228.57(c)(9) • 19 TAC §235.21(c), §235.21(e) • 19 TAC §149.1001 (Standards 1, 2, 4)
Analyze and develop classroom scenarios that apply principles of educational psychology to promote student learning	<ul style="list-style-type: none"> • Scenario discussions (whole/small group) • Scenario analysis (problem–principle–response) • Peer feedback on applied reasoning 	<ul style="list-style-type: none"> • Quizzes • Exams • Discussion • Writing assignments (performance task) 	<ul style="list-style-type: none"> • 19 TAC §228.57(b); §228.57(c)(5) • 19 TAC §235.21(c), §235.21(e) • 19 TAC §149.1001 (Standards 2, 4)

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless

tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit <http://www.uttyler.edu/tobacco-free>

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (Stewart Hall 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- ❑ Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- ❑ Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- ❑ Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- ❑ Being reinstated or re-enrolled in classes after being dropped for non-payment
- ❑ Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

Disability/Accessibility Services: In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The **Student Accessibility and Resources** (SAR) office will contact you when your application has been submitted and an appointment with an Accessibility Case Manager. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct: Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;

- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

(iii) "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

(iv) All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu,
<http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu,
<https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

