Master's of Education/Post Master's Certificate in School Counseling

EDPT 502: Learning and Individual Differences

Syllabus

Units: 3

Individualized syllabus information will be provided on the LMS "Wall/Announcements" by the instructor, this includes: Faculty Name, Email, Phone, Office Hours, Biography; Section; Class Time; and Term Dates (including 3 weeks for individual meetings, student group, etc. for the Spring/Fall semesters).

Student Tech Support 24 hours/day, 7 days/week:
mscstudentsupport@rossieronline.usc.edu
855-558-4531

INTRODUCTION AND PURPOSE

The purpose of this course is to focus on the nature of learning and motivation in school contexts. Students will learn the theoretical foundations of learning and motivation with an emphasis on the application of these concepts to solve common challenges in high need school settings. Emphasis is placed on the process of identifying and assessing learning and motivation issues in schools, the application of research-based interventions, and the evaluation of the effectiveness of interventions. In addition, you should expect to be a part of experiences in this course that meaningfully engage you in contexts with racially diverse populations.

The purpose of the **Master of Education, School Counseling** program is to prepare highly skilled and proficient Professional School Counselors to facilitate K-12 social, emotional, and academic development in key areas including college and career readiness, restorative justice, and trauma informed practice. The program explores relevant challenges affecting today's schools, focusing on the well-being of the whole child which is aligned with the Rossier School of Education's broader mission of achieving educational equity. The curriculum is informed by professional competencies and standards put forth by the American School Counselor Association's (ASCA) National Model for School Counseling; Council for the Accreditation of Counseling and Related Education Programs (CACREP); and by critical research in the fields of counselor education, sociology, philosophy, education, and counseling and community psychology. Students in the program will gain theoretical and hands-on knowledge needed to become a School Counselor through the lens of modern school counseling techniques. Our faculty, candidates, staff, and alumni engage in ongoing critical reflection, problem solving, and candid communication on behalf of K-12 students, families, and other stake holders. The program will prepare students to:

- Provide academic and socioemotional counseling to students in K–12 settings.
- Support the whole child: socially, emotionally and academically.
- Coordinate school counseling goals to meet the needs of the students and organization.
- Employ decision-making and problem-solving for implementation and evaluation.
- Develop approaches to foster college access.

Well-being is a positive state of affairs in various domains of life, achieved by a good fit between what individuals need/can do and what the environment can provide. There are six domains of Well-being: Interpersonal, Communal, Occupational, Physical, Psychological, and Economical (ICOPPE) with a seventh domain of overall Well-being. There are 12 Essential Questions that we must ask ourselves to foster Well-being in our School Counseling students:

1. How can the role of the school counselor facilitate well-being?
2. How can the role of the school counselor impact the presence of risk and protective factors associated with well-being?
3. How can the role of the school counselor promote well-being, justice, and fairness on behalf of students and adult stakeholders (including self)?
4. How can the role of the school counselor address the impact of implicit/explicit bias and privilege on student and adult stakeholder well-being?
5. How can the role of the school counselor enhance well-being through restorative justice in schools with and without restorative justice programs?
6. How can the role of the school counselor facilitate well-being regarding awareness and efforts to address the impact of trauma in schools?
7. How can the role of the school counselor promote well-being through resilience and create trauma-informed schools?
8. How can the role of the school counselor enhance well-being through college readiness?
9. How can the role of the school counselor enhance well-being through career readiness?
10. How can the role of the school counselor facilitate critical hope?

11. How can the role of the school counselor map well-being for schools?
12. What goals will you set for the role of the school counselor for promoting well-being in schools?

The mission of the USC Rossier School of Education is to prepare leaders to achieve educational equity through practice, research and policy. We work to improve learning opportunities and outcomes in urban settings and to address disparities that affect historically marginalized groups. We teach our students to value and respect the cultural context of the communities in which they work and to interrogate the systems of power that shape policies and practices. Through innovative thinking and research, we strive to solve the most intractable educational problems.

LEARNING OUTCOMES/OBJECTIVES

Racial equity and inclusion are highly valued in the course, therefore, by the completion of this course, you will be able to:
1. Analyze various learning and motivation theories in order to apply them in education contexts to support student growth and development;
2. Assess student learning and motivation in educational contexts;
3. Plan research-based interventions to facilitate student learning and motivation as based on student data and knowledge of learning and motivation theories, concepts, processes, and principles;
4. Evaluate the effectiveness of learning and motivation interventions for diverse students in a variety of settings;
5. Explain the role of school counselor in supporting student learning and motivation
6. Analyze the relationship between social and cultural factors and student learning and motivation;
7. Critique research on learning and motivation;
8. Increase beliefs about the importance of the cultural context of the communities in which you serve;
9. Demonstrate effective oral and written presentation skills.

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING PUPIL PERSONNEL SERVICES SCHOOL COUNSELING PROGRAM STANDARDS

SCPE6	SCPE 6: Educational Foundations: Growth and Development, Learning Theory, Academic Achievement
2	Compare and contrast learning theories in education and integrate applicable theories into a model lesson on school counseling core curriculum.
4	Develop, present, and evaluate a classroom lesson on school counseling core curriculum, including formative and summative assessments.
6	Understand the needs of diverse learners, including adapting to the dynamics of difference in cross cultural relationships for effective classroom management. Understanding the impact of counselor identity (racial, ethnic, gender, sexual orientation, socioeconomic status) as a factor in effective classroom management.
7	Review and analyze appropriate state and national evidence-based curriculum for Pre-K- 12 social/emotional learning.
8	Identify and apply student engagement strategies and pedagogical best practices.
9	Recognize early signs and predictors of student learning barriers and apply measurable intervention strategies.

| 10 | Examine and identify factors that impede or limit student development including stereotyping, socioeconomic status, language development, school climate, and discrimination. Understand, develop, and encourage collective and student efficacy to increase student achievement. |

COURSE LOGISTICS

CLASS TIME

Per USC policy, courses must meet for a minimum of one 50 minute session per unit per week. For a 1-unit, 15 week course, the minimum contact hours for the semester are 750 minutes or 12.5 hours. Further, a 2-unit, 15-week course requires a minimum of 1500 minutes or 25 hours, a 3- unit, 15-week course requires a minimum of 2250 minutes or 37.5 hours, and a 4-unit, 15- week course requires 3000 minutes or 50 hours. In addition, for each unit of in-class contact time, the university expects two hours of out of class student work per week. https://arr.usc.edu/services/classroomscheduling/contacthours.html

Contact time will be met by a combination of synchronous activities (live class meetings, live office hours, guided student discussion, mediated student work groups) and online asynchronous learning (faculty and invited expert video lectures and moderated discussion forum). The course will be taught based on the "flipped classroom design" which means that learning is enhanced when working actively as opposed to listening passively (as in a lecture). In order to make as much time as possible for active work in class, we have pre-recorded the lectures. You will be expected to prepare for class by doing all the reading and watching all the videos before you come to class.

This class will convene for at least 12 synchronous online sessions through the LMS platform and attendance is required at every session. In addition, students are required to complete 12 asynchronous units over the course of this academic term. The LMS is the primary learning management system for this course. The LMS is where you will access your before- and after-class session course content, including discussion boards and any other activities. The LMS is a l s o where you will upload your assignments and monitor your grades. The course may rely on additional technologies, including Zoom, Google Chat, Poll Everywhere, Voice Thread, Popplet, Jing, etc. Details about these technologies will be covered during class as appropriate.

PERSONAL PRESENTATION

Web-based programs define the area in view of the camera as part of the classroom. Students must therefore present themselves and their surroundings as though they are in a physical classroom. Casual public dress is the norm in the online classroom, which may differ from how individuals usually choose to dress in their home environment. Examples of inappropriate personal presentation include, but are not limited to:

- Inappropriate dress, such as revealing clothing, costume, pajamas, bathrobes, or swim attire
- Eating, drinking or smoking during class as these are distractions
- Engaging in a simultaneous activity (e.g., using a telephone, reading a book, knitting)
- Interacting with persons who are not part of the class
- Leaving/pausing the camera frequently or for an extended period of time
- Having other persons or pets in view of the camera
- Actively engaging in child care
- Behaving in an overtly inattentive manner

CHOICE OF LOCATION

Students are required to attend class in a location that allows for their full participation. Specifically, the student must be on camera in an environment that is free of auditory or visual distractions, and that allows for open participation in class discussions. Examples of inappropriate locations include, but are not limited to:

- Commercial establishments with loud background noise or visual distractions
- Nonquiet home areas in which the activities of other residents and/or pets are potential distractions
- Libraries in areas whose rules do not permit students to participate in conversations
- Parks or other outdoor areas that have high level of background noise
- Airports, aboard airplanes or other moving vehicles

EMAIL

You can email your instructor at any time throughout the course. Please understand that every attempt will be made to answer emails within a 48-hour period.

READINGS

The readings in this course aim to focus on racially, culturally, and linguistically diverse populations, as well as a range of topics pertaining to race. Required readings authored by scholars of color will also be a part of this course.

American Psychological Association (2019*). Publication manual of the American Psychological Association, 7th Edition.* Washington, D.C.: American Psychological Association.

Seli, H. & Dembo, M. H. (2020). *Motivation and learning strategies for college success: A self-regulation approach* (6th ed.). New York: Routledge.

Additional readings may be required or recommended and will be found in ARES. The USC ARES is single-point access for students for online reserve services that can include articles from journals or periodicals or book chapters. Using ARES is a USC requirement to ensure no copyright violation.

The following is recommended reading:

Baker, L. (2009). *Metacognition*. Retrieved May 15, 2015 from
http://www.education.com/reference/article/metacognition/

Burgstahler, S. (2012). *Universal design of instruction (UDI): Definition, principles, guidelines and examples.* Retrieved from https://www.washington.edu/doit/universal-design-instruction-udi-definition-principles-guidelines-and-examples

Deans for Impact. (2015). *Science of learning*. Austin, TX: Deans for Impact. Retrieved August 12, 2019 from https://deansforimpact.org/resources/the-science-of-learning/

Denler, Wolters & Benzon (2009). *Social cognitive theory*. Retrieved May 15, 2015 from
http://www.education.com/reference/article/social-cognitive-theory/

Heward, W. L. (2006). Six major principles of IDEA. Retrieved July 19, 2013 from
http://www.education.com/reference/article/six-major-principles-idea/

Johnson, E. & Jenkins, J. (2009). *Formative and summative assessment*. Retrieved May 15, 2015 from
http://www.education.com/reference/article/formative-and-summative-assessment/

Kirkpatrick Partners. (2010). *An introduction to the New World Kirkpatrick Model.* Retrieved from
http://www.kirkpatrickpartners.com/Portals/0/Resources/White%20Papers/
Introduction%20to%20the%20Kirkpatrick%20New%20World%20Model.pdf

Kirschner, P. A., Kirschner, F. & Paas, F. (2006). *Cognitive load theory*. Retrieved May 15, 2015 from
http://www.education.com/reference/article/cognitive-load-theory/

Kirschner, P. A., & van Merriënboer, J. G. (2013). Do learners really know best? Urban legends in education.
Educational Psychologist, *48*(3), 169-183.

National Information Center for Children and Youth with Disabilities (NICHCY). (2012). *Categories of
disability under IDEA*. Retrieved August 12, 2019 from
https://www.parentcenterhub.org/wp-content/uploads/repo_items/gr3.pdf

Pekrun (2009). *Student emotions*. Retrieved May 15, 2015 from
http://www.education.com/reference/article/student=emotions/

Sana, F., Weston, T., & Cepeda, N. J. (2013). Laptop multitasking hinders classroom learning for both users
and nearby peers. *Computers and Education, 62,* 24–31.

Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2008). *Motivation.* Retrieved May 15, 2015 from
http://www.education.com/motivation/

Tenbrink, T. (2002). *Instructional objectives.* Retrieved May 15, 2015 from
http://www.encyclopedia.com/doc/1G2-3403200319.html

Yough, M. & Anderman, E. (2009). *Goal orientation theory*. Retrieved May 15, 2015 from
http://www.education.com/goal-orientation-theory/

The recommended readings below may not be discussed during class sessions but are included as seminal readings that you may choose to review for your professional practice.

Carpenter, S. K. (2012). Testing enhances the transfer of learning. *Current Directions in Psychological
Science, 21*(5), 279-283.

Dembo, M. H. & Eaton, M. J. (2000). Self-regulation of academic learning in middle-level schools. *The
Elementary School Journal, 100*(5), 473-490.

Duckworth (2016). *Grit: The power of passion and perseverance.* New York, NY, US: Scribner/Simon &
Schuster.

Kirschner, P. A. (2017). Stop propagating the learning styles myth. *Computers and Education, 106,* 166-171.

Mayer, R. E. & Moreno, R. (2003). Nine ways to reduce cognitive load in multimedia learning. *Educational
Psychologist, 38*(1), 43-52.

Mueller, P. A., & Oppenheimer, D. M. (2014). The pen is mightier than the keyboard: Advantages of
longhand over laptop note taking. *Psychological Science, 25*(6), 1159– 1168.

Pekrun, R. & Linnenbrink-Garcia, L. (2012). Academic emotions and student engagement. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of research on student engagement,* (pp. 259-282). New York: Springer.

Siegel, D. J. (2015). *Brainstorm: The power and purpose of the teenage brain.* New York, NY: Penguin Putnam.

Tanner, K. D. (2012). Promoting student metacognition. *CBE-Life Sciences Education, 11*, 113-120.

Unrau, N. J., Rueda, R., Son, E., Polanin, J. R., Lundeen, R. J., & Muraszewski, A. K. (2018). Can reading self-efficacy be modified? A meta-analysis of the impact of interventions on reading self-efficacy. *Review of Educational Research, 88*(2), 167- 204.

ASSIGNMENTS

To meet the objectives of this course, candidates will complete assignments that may require case study analysis, synthesis, and application of and engagement with key concepts. Additionally, candidates will engage in discussions and reflection activities to expand their own perspectives and promote ongoing examination and evaluation. All written assignments must have a title page and reference page (these should not be included in page count) and must adhere to APA guidelines (e.g., double-spaced, 12-point, Times New Roman font, etc.). Students should follow APA Formatting and Style Guide https://owl.english.purdue.edu/owl/resource/560/01/ and note that the changes that were made in the 7th edition of the Guide in October 2019: https://www.scribbr.com/apa-style/apa-seventh-edition-changes/. *This is your Portfolio Assignment which should be uploaded to your portfolio later in the program. ++These assignments meet the SCPE Candidate Standards/Expectations as listed in the Learning Outcomes/Objectives section of the syllabus.

ASSIGNMENTS	Name of Assignment	Details
ASSIGNMENT #1	Weekly Quizzes++	There are 12 open-notes and open-book Unit quizzes. The quiz will include 5 multiple-choice items. You can take each quiz twice. Your highest score will be recorded in the LMS. You have up to 30 minutes each time you take the quiz. These are due on the assigned week by 11:59 pm Pacific Time (PT) prior to the sychchronous class.
ASSIGNMENT #2	Midterm++	Students will complete a midterm exam, consisting of short-answer questions assigned via the LMS. The exam is open-book and open-note, but an individual effort. The weekly quizzes will serve as a resource and preparation for this exam.
ASSIGNMENT #3	Case Study and Case Study Presentation*++	Students will solve a common knowledge or motivation problem in their current or future professional context. Specifically, students are required to: a) Articulate the nature of the learning or motivation problem b) Identify 2 potential causes of the problem c) Recommend 4 appropriate evidence-based interventions (i.e., 2 for each potential cause) d) Design a plan for evaluating the effectiveness of the intervention

		Students will use relevant course materials and engage in <u>a separate research review to include at least 4 additional scholarly sources (empirical articles, review articles, or books)</u> to support and justify their analysis. Students will complete a **Case Study Worksheet** (e.g., graphic organizer) throughout the course to plan, receive formative feedback from the instructor and peers, and present to the class.
ASSIGNMENT #4	Asynchronous Discussions/Assignments++	You are required to complete discussions and assignments for each unit of the course. As a part of your assignments, you are required to **reflect** meaningfully on your racial identities, prior socialization, and feelings of preparedness for citizenship and professional work in a racially diverse democracy as appropriate to the assignments. This includes asynchronous coursework in the LMS (e.g., recorded lectures and short-answer questions), readings, and weekly assignments. Weekly assignments include short personal reflections, self-assessments, activities from the course text, or segmented drafts of the Case Study. These are designed for school counseling students to develop metacognitive awareness and self-regulatory behaviors that will improve learning and motivation for both themselves and the students they serve.
ASSIGNMENT #5	Synchronous Participation++	You are required not only to complete the assigned readings, videos and other material **24 hours before** you come to synchronous class but to have spent some time critically considering the material. You each are an important part of the classroom experience, and are expected to contribute to discussions and to challenge one another. Although some lecture will be necessary, we are more interested in expanding your minds than in simply repeating the information found in your readings. As a part of these sessions, you are required to **demonstrate** high levels of preparedness for professional work with racially diverse populations.
ASSIGNMENT #6	Course Reflection++	In a 1-2 page paper, think about what you're going to take away from this course as a budding school counselor: -How has this class contributed to you having an antiracist perspective? -How has this class empowered you to dismantle anti-Blackness in your community? -How has this class increased your self-awareness? -How has this class impacted your level of acknowledgement that racism exists?

		-How has this class stimulated you to learn more about systems that perpetuate inequity. -How has this class increased your commitment to talk about race with your school counseling students?

GRADING AND ASSESSMENT

GRADING
The final course grade will be computed from the assignments listed in the table below.

Assignment	Points	Weight	Due Date
ASSIGNMENT #1: Weekly Quizzes (2 points each x 12 total)	24	9%	End of Each Unit
ASSIGNMENT #2: Midterm	15	6%	End of Unit 9
ASSIGNMENT #3: Case Study and Case Study Presentation	20	8%	End of Unit 12
ASSIGNMENT #4: Asynchronous Discussion/Assignments (10 points for each unit)	120	48%	End of Each Unit
ASSIGNMENT #5: Synchronous Participation (6 points for each Unit for 12 Units):	72	29%	End of Sync Session
ASSIGNMENT #6: Course Reflection	0	CR/NC	End of Unit 12/Week 16
TOTAL POINTS	251		

Grading Scale
The final grade for this course will be determined using the following point scale:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-95%	94-90%	89-86%	85-83%	82-80%	79-76%	75-73%	72-70%	69-66%	65-63%	62-60%	59-0%

Discussion and Assignment Submission Policy
All discussions and assignments will be penalized 10% for every 24 hour period that it is late and will not be accepted after the 7th day. If serious circumstances arise that hinder you from meeting the deadline, you must contact the instructor by email BEFORE the deadline, in order to be given consideration. If you become ill or the victim of an emergency, please let your instructor know within 48 hours. The due date for **_asynchronous discussions_** is 24 hours prior to that Unit's synchronous class. For example, if Unit 2 starts on a Monday and the synchronous class is on a Thursday, then Unit 2 asynchronous work is due on Wednesday prior to that Thursday synchronous class. For Unit 1 asynchronous work, your Professor will determine if more time will be allotted for asynchronous work based on which day Unit 1 starts and which day is the synchronous class. The due date for **_assignments_** is at the end of each Unit. For example, if a Unit starts on a Monday, then it ends on Sunday and any specific assignment would be due that Sunday at 11:59pm PST.

Incompletes
An incomplete (IN) is given when work is not completed because of documented illness or some other emergency occurring after 80% of the course has been completed. Arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam. The University policy on Incompletes (IN) is as follows (from the USC Catalogue):

Conditions for Removing a Grade of Incomplete: If an incomplete is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when computing the final grade. A student may remove the IN by completing only the work not finished as a result of illness or emergency. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time.

Time limit for removal of an incomplete: One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time limit, the course is considered "lapsed" and the grade is changed to an IX and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

Participation and Discussions
As participants in both asynchronous discussion and synchronous sessions, you acknowledge that you have joined a community that upholds the following norms that guide discussion and interactions in class:

1. Respect differences of opinion and style.
2. Promote an environment of constructive inquiry and information sharing.
3. Share your knowledge and be willing to ask questions if clarification is needed.
4. Seek to understand more than to be understood.
5. Thoughtfully consider the contributions of your peers.
6. Prepare for and commit to achieving the goals of each class session by completing assignments in a timely manner.

Professional Dispositions
In this class, as with all other counseling classes, it is integral and expected that students demonstrate the following professional performance dispositions:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Ability to give feedback constructively
6. Awareness of own impact on others
7. Ability to deal with conflict
8. Ability to accept personal responsibility
9. Ability to express feelings effectively and appropriately
10. Attention to ethical and legal considerations
11. Initiative and motivation

Integrity and Personal Development
Given the nature of this class, students are expected to exhibit personal and professional integrity by maintaining confidentiality for everyone in the class. It is also expected that students will participate in personal growth experience in the class and explore their roles as members within this process. This experience is integral to understanding and practicing the skills and process of counseling that are necessary for becoming an effective school counselor. Students may experience some discomfort exploring issues of personal development (even though students are asked to do this in a school setting). While personal disclosure will be a part of participation in your growth, each student should share only what they are comfortable with.

Gender Neutral/Gender Inclusive Pronouns

In addition, School Counseling students should at all times be considerate of gender neutral/gender inclusive prounouns. A gender neutral or gender inclusive pronoun is a pronoun which does not associate a gender with the individual who is being discussed. While some transgender people disclose their transgender status to friends, family, and co-workers (or any combination thereof), some do not disclose that information. It should not be assumed that because a few people know of an individual's transgender status that the individual has shared this information with others. As reinforced by the USC LGBT Resource Center, we must recognize and respect that choices around disclosure are complex, and will be unique to each individual and their situation. It is often also acceptable to use the third person plural (they, them, their, themselves) instead of the third-person singular (he/she, his/hers, him/her, himself/herself) when referring to someone who has not expressed a clear pronoun choice. **It is highly recommended that you include your pronouns on your communication devices such as Zoom, email, etc.**

So instead of…	*you may use…*	*which is pronounced…*
he/she	sie **zie**	"see" **"zie"**
him/her	hir **zir**	"here" **like "sir" with a "z"**
his/hers	hirs **zirs**	"here's" **like "sirs" with a "z"**
himself/herself	hirself **zirself**	"here-self" **Like "sir-self" with a "z**

Synchronous Participation

Students enrolled in this course are required to read *all* current assignments and complete all other exercise and projects required for each lesson BEFORE each class meeting where the lesson may be discussed and/or related material may be discussed. Please see the rubric below for course participation assessment. If it is necessary to be absent from class because of serious illness or an emergency, you are responsible to master *all* information presented during your absence. Students are expected to collaborate with their peers to ensure that they have the information covered during the session they missed. Students who are consistently late or leave early will only be assigned partial attendance credit for that day. The following rubric provides a guide as to how course participation will be assessed:

	Active Participation 2	Moderate Participation 1	Low Participation 0
Preparation	Exhibits evidence of having completed all assignments and activities according to guidelines that were assigned	Attempts to participate and has completed most assignments and activities	Exhibits lack of preparation and non-completion of required assignments
Initiative	Initiates discussion and supports points using page-specific references to readings or other materials	Supports points during discussion but uses general references to readings and other materials	Rarely initiates discussion and is not able to reference required readings or other materials
Engagement	Furthers the discussion and builds on the ideas of others; comments and questions reflect having thought deeply about the material	Furthers the discussion and builds on the ideas of others; general or limited references to course materials	Comments do not further the discussion and do not exhibit careful reflection on the material

Asynchronous Discussions

The purpose of discussions is to engage in meaningful dialogue about topics related to this course. This may include your thoughts, ideas, or level of understanding of course concepts. Therefore, please keep your discussions related to topics that are pertinent to the course. Keep criticism constructive. You can disagree or be angry and remain respectful. Students may not post inappropriate material, SPAM to the class, use offensive language, or engage in online flaming. Akin to Socratic seminar, the goal is to engage in a dialogue, instead of a debate, to seek understanding of multiple points of view and to use textual support when contributing. While hot topic issues are certain to arise, it is important to develop listening skills as well as ways to thoughtfully express your ideas. As participants, you acknowledge that you have joined a community that upholds the following norms that guide discussion and interactions in class:

Asynchronous Discussion Rubric and Course Assignments Rubric

The following rubric provides a *general guide* as to how Asynchronous Discussion and Course Assignments in this course will be evaluated, unless otherwise provided in this syllabus:

	Excellent	Acceptable	Unsatisfactory
Depth of thought	Shows evidence of depth of thought in preparation, organization, and clarity.	Evidence of depth of thought could be increased in some areas.	Not evident that serious thought went into preparation or organization.
Connection to course materials	Assignment shows engagement with course readings and other relevant literature and integrates this in an appropriate manner.	Some parts lack connection to course readings or other sources, or they are not integrated in an appropriate way.	Fails to relate to course materials and other relevant literature.
Complete-ness	All parts of the assignment are done completely and according to guidelines.	All parts of the assignments or presentation are done	Assignment is not entirely complete, and/or shows

		completely—however, lacks adherence to guidelines in some areas.	marked lack of adherence to guidelines.
Format	Writing is free of grammatical, spelling, and format errors and is consistent with APA guidelines.	Writing contains some errors in one or more of the areas related to format.	Writing contains significant format errors that detract from the meaning.

Case Study and Case Study Presentation Assignment Rubric

	Proficient	Competent	Not Yet
Introduction *Problem Identification* **2 point**	-Clearly states if the problem is related to learning, motivation, or both. -Provides adequate context of the problem. [What is the context of the problem (i.e., who, what, when, where)?] -Provides satisfactory evidence that this is problem How do you know this is a problem? (Use statistics, data, or research to briefly support this.) -Describes importance of the problem (Why it important to solve this problem?)	-May be stated more clearly if the problem is related to learning, motivation, or both. -Provides some context of the problem, one of the elements may be missing (who, what, when, where)? may be missing -Evidence (statistics, data) to support the problem may be lacking. -Describes importance of the problem (Why is it important to solve this problem?)	-It is not stated or unclear if the problem is related to learning, motivation, or both. -Provides some context of the problem, two or more of the elements (who, what, when, where)? may be missing -Evidence (statistics, data) to support the problem may be lacking or missing. -Does not describe the importance of the problem.
Causal Analysis **6 points**	-Clearly identifies and articulates two potential causes of the problem. -Provides evidence that this is a learning/motivational problem (for motivational problems this includes identifying the motivational indicators). -Provides support for the causal analysis using course content and at least 2 scholarly sources.	-Identifies two potential causes of the problem. Some evidence that this is a learning/motivational problem has been provided. -The causal analysis may be lacking support from the literature.	-Potential causes of the problem are missing or not clearly identified. -Evidence to support that this is a learning/motivation problem may be insufficient. -Scholarly sources are missing.

Intervention Plan **4 points**	-Clearly identifies and articulates four potential solutions (2 for each cause) -Addresses why each solution is appropriate for the corresponding cause, the situation, and how it will affect learning or motivation -Provides support for the solutions using course content and at least 2 scholarly sources (empirical articles, review articles, or scholarly books) for solutions	-Identifies four potential solutions (2 for each cause) -Addresses why solutions are appropriate for the corresponding cause and situation, and how they will affect learning or motivation may be unclear. -Provides support for the solutions using course content and at least one scholarly source (empirical articles, review articles, or scholarly books) for solutions	-One or more potential solutions are missing. -Discussion of appropriateness of solutions for their corresponding cause is missing or unclear. -Solutions are not supported using course content or relevant scholarly sources.
Evaluation Plan **4 points**	-Provides description of how solutions will be evaluated (How will you know whether the strategies were successful? What assessment method(s) would you use? What are some potential interview questions and/or survey items?) -Provides support for how evaluation plan is aligned with the identified causes and solutions.	-Provides description of how solutions will be evaluated (How will you know whether the strategies were successful? What assessment method(s) would you use? What are some potential interview questions and/or survey items?) -Provides support for how evaluation plan is aligned with the identified causes and solutions	-Description of how solutions will be evaluated is missing or assessment methods are unclear. -Potential interview or survey items are missing. -Support for how evaluation plan is aligned with the identified causes and solutions is not adequately provided.
Writing **2 points**	-Paper adheres to all APA formatting rules. Sentence structure is clear; easy to comprehend -Content is clearly focused and organized for easy identification of sections -Basic punctuation, spelling and/or grammar rules followed	-There are some errors with APA formatting -Sentence structure is generally clear with minor issues -Content is generally solid but could be better organized -Grammar is mostly followed	-The paper does not follow APA formatting at all. -Sentence structure is not clearly organized content is present -There are several grammar errors
Presentation **2 points**	Quality of slide presentation is high, breadth of knowledge is high, quality of communication is high, and quality of responses to questions is high.	Quality of slide presentation is adequate, breadth of knowledge is adequate, quality of communication is adequate, and quality of responses to questions is adequate.	Quality of slide presentation is low, breadth of knowledge is low, quality of communication is low, and quality of responses to questions is low.

In the Event of Technical Breakdowns
Students may submit assignments to the instructor via e-mail by the posted due date. Remember to frequently back up your work, post assignments once completed, load files onto a power drive, and keep a hard copy of papers/projects.

STATEMENT FOR STUDENTS WITH DISABILITIES

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to the instructor as early in the semester as possible. DSP is open 8:30 a.m. - 5:00 p.m. (California time), Monday through Friday. The phone number for DSP is (213) 740-7766.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

ACADEMIC CONDUCT
Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" https://policy.usc.edu/scampus-part-b/. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

SUPPORT SYSTEMS
Student Assistance Program – (800) 456-6327 – 24/7 on call
https://www.perspectivesltd.com/
This is a benefit available to you as an online School Counseling student through Perspectives, LTD., an external Student Assistance Program. Perspectives provides free confidential support through a variety of services, helping students balance academic demands with the challenges of daily life. These services include short-term telephone consultations and referral to specialists, as well as a host of online resources. This benefit can help students resolve stressful personal and family issues, or direct them to legal, financial, or child care resources when they need them most. Some common topics are mental health, family issues, financial and legal resources, addictions, and elder and child care resources, among many others. Additional highlights of Perspectives include: 1) No cost to students and their family members. If a student is referred to an outside resource for additional support, Perspectives will advise the student about potential costs and whether they may be covered by their insurance. 2) Confidential 24/7 telephone consultation at 800-456-6327. 3) Opportunity to connect with a master's or doctorate-level counselor. Please note that due to services provided being confidential, Perspectives does not communicate to USC or relay information of any kind; therefore, the student may still need to notify additional points of contact such as their professors, Academic Advisor, or Student Success if they have any academic concerns. **For more information, you should visit Perspectives Online, and log in using Username: USCRossier and Password: perspective.** If you have any questions about Perspectives, please reach out to Student Success or Dr. Marsha Riggio – mriggio@usc.edu.

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students who are in the Los Angeles area, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086 (800) 348-7454, (213) 740-2500
eeotix@usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care.report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710
campussupport.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.

COURSE CALENDAR

<u>Definition of Unit:</u> The first day of the semester is the first day of Unit 1, not the first synchronous class. For example, if the semester starts on a Monday, then Unit 1 starts on that Monday and ends on Sunday.

<u>Semester Weeks</u>
> *Spring and Fall* courses run for 16 weeks with 12 units during the semester. These semesters include a final reflective week and three separate weeks, spread out throughout the semester, dedicated to individual meetings, office hours, study groups, etc. The professor will determine which three weeks these will be and if the Unit prior to one of these three weeks will be extended for two weeks or remain as one week. A non-graded Course Reflection Assignment will be completed during Week 16.

> *Summer* courses run for 12 weeks with 12 units during the semester. A non-graded Course Reflection Assignment will be completed during Unit 12.

	Unit Topics	Readings	Assignment Due
Week 1 Unit 1	**Learning, Motivation and Common Myths** *What is learning?* *What is motivation?* *What is the relationship between learning and motivation?* *What are some common learning and motivation myths?* • Articulate a definition of learning • Articulate a definition of motivation • Describe the three indicators of motivation • Describe the reciprocal relationship between learning and motivation • Identify and dispute common myths related to learning and motivation	Schunk, Pintrich & Meece (2008), *Motivation* (education.com). Kirschner & van Merriënboer (2013). *Do learners really know best? Urban legends in education.* <u>Recommended:</u> Kirschner (2017). *Stop propagating the learning styles myth.*	**Quiz 1** **Weekly Learning and Motivation Assignment 1** Give a brief review of your educational background. Identify your best and worst learning experiences. What do you think influenced these experiences? What caused them to be either negative or positive? Discuss what you think are the most important influences on <u>your</u> learning and motivation.
Week 2 Unit 2	**Understanding Learning and Memory** *How do we process information and learn?* *How can I use learning theories to support student learning and achievement?* • Describe how the information processing system (IPS) operates • Articulate how social cognitive theory explains learning and behavior • Differentiate between rote and meaningful learning strategies	Seli & Dembo (2020), Chapter 3: Understanding Learning and Memory Denler, Wolters & Benzon (2009). *Social cognitive theory* (education.com).	**Quiz 2** **Weekly Learning and Motivation Assignment 2** Write a brief reflection about content that you learned in a course and still remember. What factors contributed to your retention of the content? How can those contributing factors be explained by the information processing system (IPS)?

Week 3 Unit 3	**Metacognitive Thinking and Self-Regulated Learning** *What is metacognition and self-regulation and how do they influence learning?* *How can I promote students' metacognitive awareness and self-regulatory behaviors?* • Define metacognition and self-regulation and their importance in learning • List and describe the six components of self-regulated learning • Assess students' metacognition and self-regulatory behaviors • Articulate strategies to promote metacognitive awareness and self-regulatory behaviors	Seli & Dembo (2020), Chapter 1 Academic Self-Regulation Baker, L. (2009). *Metacognition*. Retrieved from http://www.education .com. Recommended: Dembo & Eaton (2000). *Self-regulation of academic learning in middle schools.* Tanner (2012), *Promoting student metacognition.*	**Quiz 3** **Weekly Learning and Motivation Assignment 3** Complete the LASSI. Write a brief reflection of the results: Were you surprised? Why or why not? How might you use an assessment such as this with students?
Week 4 Unit 4	**Motivation, Self-Efficacy, and Emotions** *What external and internal factors influence motivation?* *How can I help students start tasks, persist, and invest adequate mental effort?* *How can I promote adaptive learner self-efficacy beliefs?* *How do emotions influence learning and motivation?* • Identify which factors influence motivation • Define self-efficacy • Apply strategies to develop learner adaptive self-efficacy beliefs • Articulate the role of emotions in academic performance • Analyze ways in which stereotype threat may affect student achievement • Identify strategies to facilitate students' positive emotions and reduce negative emotions	Seli & Dembo (2020), Chapter 2: Motivation; Chapter 5: Self-Regulation of Emotions Pekrun (2009). *Student emotions* (education.com). Recommended: Pekrun & Linnenbrink-Garcia (2012). *Academic emotions and student engagement.* Unrau et al. (2018). *Can reading self-efficacy be modified? A meta-analysis of the impact of interventions on reading self-efficacy.*	**Quiz 4** **Weekly Learning and Motivation Assignment 4** Write about a time when a particular emotion affected your ability to stay focused and motivated on an academic task.
Week 5 Unit 5	**Values, Goal Setting and Goal Orientation** *How may I support students in setting effective goals?*	Seli & Dembo (2020), Chapter 4: Goal Setting Yough & Anderman (2009). *Goal*	**Quiz 5** **Weekly Learning and Motivation Assignment 5**

	What are effective strategies for promoting students' mastery orientation? • Describe how value influences student learning and motivation • Evaluate SMART goals • Assess student goal orientation • Promote students' mastery orientation	*orientation theory* (education.com). Recommended: Duckworth (2016). *Grit: The power of passion and perseverance.*	Think about the things you would like to achieve, obtain, or experience in life. Using the criteria and procedure for writing SMART goals, write at least 4 goals (include at least 2 major academic goals).
Week 6 Unit 6	**Designing Interventions and Managing Cognitive Load** *How are effective learning objectives developed?* *How can I help students avoid cognitive overload?* • Evaluate and develop effective learning outcomes • Apply strategies to help students manage cognitive demands while studying • Reflect on how your cognitive load is managed in EDPT 502	Tenbrink (2002). *Instructional objectives* (education.com). Kirschner, Kirschner & Paas (2006). *Cognitive load theory* (education.com). Burgstahler (2012). *Universal design of instruction (UDI): Definition, principles, guidelines and examples.*	**Quiz 6** **Weekly Learning and Motivation Assignment 6** Write a brief reflection on the following: On average, how would you rate the mental effort required by this course? Discuss elements that have been effective and ineffective in managing your cognitive load. What changes could be made to the class to improve your learning (i.e., enhance cognitive processing)?
Week 7 Unit 7	**Time Management and Regulation of Physical and Social Environments** *What are effective strategies for helping students manage their time?* *What are effective strategies for helping students manage their physical and social environments?* • Differentiate between time management and procrastination • Analyze your time and identify your major time wasters • Apply effective strategies for helping students manage their time and reduce procrastination • Apply effective strategies for helping students manage their physical and social environments	Seli & Dembo (2020), Chapter 6: Time Management; Chapter 7: Self-Regulation of the Physical and Social Environment	**Weekly Learning and Motivation Assignment 7** Complete Exercise 6.2: Self-Observation: Assessing Use of Time in Seli and Dembo (2020, pp. 111-113) to track your activities for the week leading up to Unit 7. **Midterm Distributed** end of class

Week 8 Unit 8	**Learning from Textbooks and Lectures** *How may I support students in applying effective note taking and reading strategies?* • Assess effective note-taking and reading strategies • Differentiate between higher and lower level cognitive processing • Create 1-2 representations of information that support cognitive processing	Seli & Dembo (2020), Chapter 8: Learning from Textbooks; Chapter 9: Learning from Class Recommended: Mueller & Oppenheimer (2014). *The pen is mightier than the keyboard: Advantages of longhand over laptop note taking.*	**Quiz 8** **Midterm Exam Due** to LMS by 11:59 pm PT night before live session
Week 9 Unit 9	**Preparing for and Taking Exams** *How may I support students in applying effective test-taking strategies?* • Articulate the role of transfer in learning • Identify common challenges with studying • Assess effective test preparation and test-taking strategies	Dembo & Seli (2016), Chapter 10: Preparing for Exams; Chapter 11: Taking Exams. Recommended: Carpenter (2012). *Testing enhances the transfer of learning.*	**Quiz 9** **Weekly Learning and Motivation Assignment 9** Complete **Case Study Worksheet**: **Problem Identification** draft and bring to class.
Week 10 Unit 10	**Neuroscience and Supporting Students with Disabilities** *How do recent findings in neuroscience relate to what we know about learning? How can I support students with disabilities? What is the identification process in education? What are some examples of appropriate accommodations?* • Articulate the identification process for special education services in K-12 • Identify appropriate accommodations to support students with disabilities	Heward (2006). *Six major principles of IDEA.* National Information Center for Children and Youth with Disabilities (NICHCY). (2012). *Categories of disability under IDEA.* Recommended: Siegel, D. J. (2015). *Brainstorm: The power and purpose of the teenage brain.*	**Quiz 10** **Weekly Learning and Motivation Assignment 10** Complete **Case Study**: **Causal Analysis** draft and bring to class.
Week 11 Unit 11	**Media and Technology on Learning and Motivation**	Sana, Weston, & Cepeda (2013). *Laptop multitasking hinders*	**Quiz 11**

	How can instructional technology be used to support learning and motivation? • Articulate the role of media and technology on learning • Evaluate current evidence regarding the impact of media and technology on various learning contexts	*classroom learning for both users and nearby peers.* Recommended: Mayer & Moreno (2003). *Nine ways to reduce cognitive load in multimedia learning.*	**Weekly Learning and Motivation Assignment 11** Complete **Case Study**: **Intervention Plan** draft and bring to class.
Week 12 Unit 12	**Assessing Learning and Motivation** *How may I use the results of survey, interview, and observation methods to support student learning and motivation?* • Distinguish between formative and summative assessment • Describe four levels of evaluation that can be used to assess the impact of strategies to reach learning outcomes • Describe appropriate ways to assess each of the levels **Course Reflection** *As you prepare to provide counseling services in K-12 school settings, what are the most valuable knowledge, skills and/or attitudes you learned in this course?*	Johnson & Jenkins (2009). *Formative and summative assessment.* Kirkpatrick Partners (2015). *An introduction to the New World Kirkpatrick Model.*	**Quiz 12** **Weekly Learning and Motivation Assignment 12** Complete **Case Study**: **Evaluation Plan** draft and bring to class. Course Reflection Assignment (Summer Only)
Spring and Fall Classes Only			
Week 13	**No Class -** Individual meetings, office hours, study groups, etc.	Review Case Study Grading Rubric	Provide peer to peer feedback based on the Case Study Grading Rubric. Use track changes to note any APA formatting, grammar, spelling, or punctuation errors. You may wish to create a student study session in Zoom to share overall strengths and suggestions for improvement.
Week 14	**No Class -** Individual meetings, office hours, study groups, etc.		

| Week 15 | **Course Conclusion**
As you prepare to provide counseling services in K-12 school settings, what are the most valuable knowledge, skills and/or attitudes you learned in this course?

● Articulate the most valuable knowledge, skills and/or attitudes you learned in this course | Deans for Impact (2015). *Science of learning*. | Come to the live session ready to share your **Case Study Presentation** and reflect on your growth as a school counselor.

Final Case Study Due to the LMS by 11:59pm PT 3 days after final live session |
| Week 16 | Course Reflection | | Course Reflection Assignment Due |

EDPT 502 Case Study Worksheet

Name:

Introduction (Problem Identification)

What type of problem is this?	Learning? Motivation? Or both? If this is a learning problem, what are the knowledge/skills needed to be learned? If this is a motivation problem, is the motivational problem related to active choice, persistence, and/or mental effort?
What is the context of the problem? (i.e., who, what, when, where)	Provide adequate context of the problem.
How do you know this is a problem? (Use statistics, data, or research to briefly support this.)	Provide satisfactory evidence that this is a problem.
Why is it important to solve this problem?	Describe the importance of the problem. What is/are the benefit(s) of solving this problem? What is/are the risk(s) if the problem is not solved?

Causal Analysis   **Intervention Plan**

Cause 1	Clearly identify and articulate a TWO potential causes of the problem. Provide evidence to support that this is a learning or motivation problem by using course content AND AT LEAST TWO scholarly sources.	Solution 1a	Clearly identify and articulate TWO potential solutions for each cause. Address why each solution is appropriate for the corresponding cause, the context, and how it will enhance/promote/improve learning or motivation. Provide supporting evidence for the solutions using course content AND AT LEAST TWO scholarly sources.
		Solution 1b	
Cause 2		Solution 2a	
		Solution 2b	

Evaluation Plan

How will you evaluate these solutions? How will you know whether the intervention plan was successful? What assessment method(s) would you use (e.g., interview, survey, observations)? What are some potential interview questions and/or survey items? Include a few sample	Provide description of how solutions will be evaluated. Provide sample survey items or interview questions. If you plan to conduct observations, what behaviors will you observe? Justify how the evaluation plan is aligned with the identified causes and solutions.

Questions for peers/instructor: