

# Concordia College

**Psychology 212B - Section 50190**  
**Summer 2010**

**Educational Psychology**  
**MTWHF 1:30-4:30, IV 262A**

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**Textbook:** Woolfolk, Anita E. (10<sup>th</sup> Ed.). Educational Psychology. MA: Allyn & Bacon.

**Course Description:** This course covers beginning psychology, with content adapted to the consideration of teacher education. Topics covered include child and adolescent development, student diversity, learning principles, motivation, and assessment. Emphasis is placed on the application of those principles in teaching situations. Class format will consist of readings, presentations, group activities, and class discussions.

**Learning Objectives:** By the end of this course, you will be able to:

- Understand how information in psychology is gathered, how developmental research is conducted, and what are the methodological concerns unique to teaching issues (discussions of methodologies in research throughout the course on a variety of topics) **Standard 8**
- Understand theoretical approaches relevant to children's developmental issues in psychology, show knowledge about the major learning theories in the field as they relate to the classroom and your future careers in education (e.g., Piaget, Erikson, Information Processing, etc.); how to test or refute current theories in the field through observation of children (course discussions, text readings, observation exercise) **Standard 2**
- Understand major advances in the field of psychology using a developmental perspective, learn how psychology can assist you in your job as a classroom teacher e.g., the nature vs. nurture argument, theories of behavioral learning (discussions, examinations) **Standard 2**
- Understand ethics and inclusiveness issues in psychology, e.g., ethics in research in psychology, inclusiveness of children of all backgrounds (skin color, gender, levels of ability) (interview papers, discussions) **Standard 3**
- Communicate ideas in the field, and know how to include relevant research findings to support your ideas or observations (interview papers) **Standard 5**

**Special-Needs Students:** If you have disabilities or other special needs that require special accommodations in this course, you must visit the Counseling Center located in Academy Hall. The counselors there will then officially inform me of any special requirements you may have.

**Bad Weather Policy:** If class is cancelled due to bad weather, then any readings, tests, or assignments that were scheduled that day will automatically become due the next time we meet.

**Course Requirements:**

- a. **Attendance and participation:** This class will be conducted as a combination seminar/lecture class. This means that active participation is critical to its success. Attendance of all classes is expected and you are responsible for all information from lecture, videos, class discussions, presentations, and readings. If you miss class, it is your responsibility to find out from classmates about any announcements or changes in the

schedule, course information, class notes, and handouts that may have been distributed while you were away. In addition to attending class, you are expected to actively participate in class activities and discussions. Students should show respect for one another's opinions and should give one another equal opportunity to express ideas and share experiences.

- b. **Reading Logs:** You should prepare for class participation while reading the assignment for the day by making notes of interesting issues for discussion. For each assigned chapter, you are asked to turn in a reading log on the day we are scheduled to begin discussing it in class. Logs are designed to keep you up to date with the readings, to stimulate class discussion, and to encourage you to think about the class materials as both psychological scholarship and as personally relevant. You will be asked to share your log with the class. Late reading logs will not receive any credit.

Your log should be 1-2 pages long. At the top of the reading log, please put your Name & Chapter Number. When referring to a specific passage in the readings, please cite page number(s). Use the following format and headings in boldface for each log:

1. **Key statements:** Discuss passages that you really liked from the readings. It could be something you strongly agree with or something that contributed to a positive emotional reaction. Speaking from your own experience, intellectually and personally, why did you like this passage?
2. **Questions:** What questions, if any, would you like to ask? Indicate anything from the reading assignment that was confusing or unclear or that raised a question for you that was not answered in the reading.
3. **Reactions:** Discuss a passage that you strongly reacted to, or one that stimulated you to think of some ways of changing how things are done in education to improve learning/teaching. What personal experiences did this passage resonate with, or what ideas did the passage give you?

- c. **Case Studies** You will be asked to complete 10 case-study homework assignments related to the chapters covered in this course. The purpose of these activities is to help you understand and apply the material covered in class. The answers to case studies will be discussed in class as needed. These assignments partially fulfill the knowledge and understanding components of Standards 2, 3, 5, and 8. Each case study applies to one of the chapters covered in this class. Case studies must be typed and should include the questions you are responding to, followed by the answers. Case studies are typically 2-4 pages long. Each case study needs to be completed before we begin discussing the relevant chapter in class.

You can access all the case studies on the web. If you know that you might miss class on a day that a case study is due, you should plan ahead and turn it in early. **Case studies turned in late will not be accepted.**

- d. **In-class assignments:** A total of 10 in-class activities will be assigned at various class meetings throughout the course. The purpose of these activities is to help you understand and apply the material covered in class. These assignments partially fulfill the knowledge and understanding components of **Standards 2, 3, 5, and 8**. In-class assignments will typically be done in small **groups**. **Missed in-class assignments cannot be made up.**
- e. **Group Project:** In order to enhance your understanding of developmental theories, you will be asked to complete a group project that involves observing and interviewing 6 or more children at different stages of development. This requirement partially fulfills the knowledge and understanding of, and the practice in applying, the components of **Standard 2**. The project consists of 6 interview reports and a comprehensive paper. The "Group Project" handout distributed in class describes the project structure and requirements as well as the criteria upon which it will be graded. The deadlines to hand in the different project components are indicated in the "schedule" section of this syllabus. Early hand-ins are encouraged. A late project component will be graded, however **10%** of its possible points will be deducted for **every calendar day** that it is late.

**Exams:** Four take-home exams will be given throughout the course. Each of the exams will consist of essay, multiple-choice, fill-in-the blanks, and T/F items. Exams will not be cumulative. Exams will include questions drawn from the material presented in the lectures, class discussions, assigned readings and videos shown in class.

**Extra Credit:** You have the opportunity of earning up to 12 extra credit points by finding up to 3 articles related to Educational psychology in the popular media and writing reflection papers on them. The reflection paper should include a summary of the article, a discussion of how it related to specific concepts/theories/topics in psychology, and an evaluation of the article in light of your knowledge of educational psychology.

**Acceptable Form for Assignments:** All assignments completed outside of class should be typed in a 12-point font, double-spaced, with 1-inch margins on all sides. Assignments must be stapled, not paper-clipped or dog-eared. Please take the time to spell-check your assignments and to proofread them for grammar and coherence.

**Academic Honesty:** You and I have a responsibility to maintain academic integrity at Concordia College. All work in this course must be completed in a manner consistent with the *Joint Statement on Academic Responsibility* found in the College Handbook. Cheating on an exam, plagiarizing others' work, falsifying data, using your own work from previous semesters or from other courses without my permission, discussing exam content with other students without my approval, or allowing others to copy your work are all acts of academic dishonesty. Academic dishonesty will result in a **grade of zero and a report to the office of academic affairs** for possible further disciplinary actions.

The total number of points possible in this class is 400 pts:

Class Participation	40 pts
Reading Logs (3 pts each)	30 pts
Case Studies (6 pts each)	60 pts
Class Assignments (4 pts each)	40 pts
Group Project	70 pts
Exams (40 pts each)	160 pts
<b>Total</b>	<b>400 pts</b>

Letter grades will be assigned based on the total number of points as follows:

Total points	Percentage	Grade
372-400	93-100%	A
360-371	90-92.9%	A-
348-359	87-89.9%	B+
332-347	83-86.9%	B
320-331	80-82.9%	B-
308-319	77-79.9%	C+
292-307	73-76.9%	C
280-291	70-72.9%	C-
268-279	67-69.9%	D+
252-267	63-66.9%	D
240-251	60-62.9%	D-
Less than 240	Less than 60%	F

**Grade Petitions:** As per Concordia College policy, if you wish to discuss your grade in this course, you must do so before the middle of next semester. Materials from this course will be destroyed after this date.

### TENTATIVE SCHEDULE

M	May 10	Syllabus & Introductions Ch. 1: Teachers, Teaching & Educational Psychology
T	May 11	Ch. 2: Cognitive Development and Language
W	May 12	Ch. 3: Personal, Social, and Emotional Development
H	May 13	<b>Movie: Inside the Teenage Brain</b>
F	May 14	<b>Exam 1: Ch. 1, 2, 3</b>
M	May 17	Ch. 4: Learner Differences & Learning Needs
T	May 18	Ch. 5: Culture and Diversity
W	May 19	<b>Movie: Raising Cain</b>
H	May 20	Ch. 6: Behavioral Views of Learning
F	May 21	<b>Exam 2: Ch. 4, 5, 6</b>
M	May 24	Ch. 7: Cognitive Views of Learning
T	May 25	Ch. 10: Motivation in Learning and Teaching
W	May 26	Ch. 12: Creating Learning Environments
H	May 27	Ch. 14: Standardized Testing
F	May 28	<b>Exam 3: Ch. 7, 10</b>
M	May 31	<b>Movie: The Chorus</b>
T	June 1	<b>Conduct project interviews</b>
W	June 2	<b>Write up interviews</b>
H	June 3	<b>Write up comprehensive Paper —Project due</b>
F	June 4	<b>Exam 4: Ch. 12 &amp; 14</b>