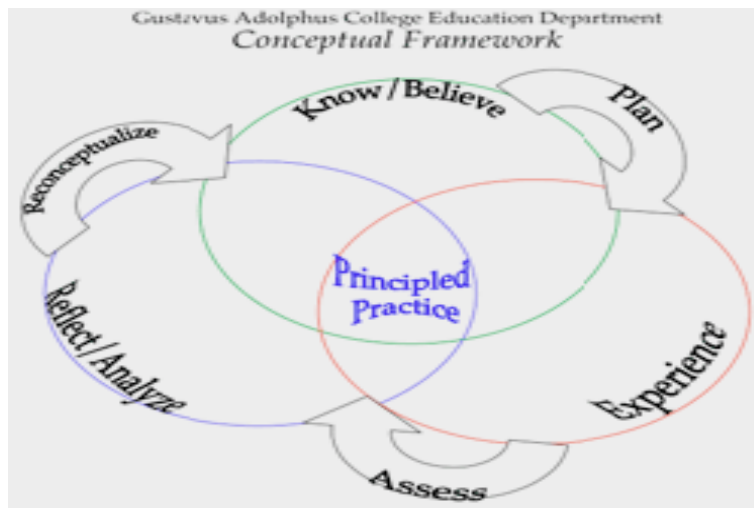


EDU 330: Educational Psychology
Course Syllabus
Fall 2009

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|----------------------|--|
| Professor: | Dr. Daniel C. Moos Office: (507) 933-7448 Email: dmoos@gustavus.edu |
| Class: | Tuesday, Thursday, & Friday (Mattson, 102) 9:00 – 9:50; 10:30 – 11:20 See syllabus for Friday “classes” (Fridays in the Field) |
| Office Hours: | Monday: 9:30 – 11:30; 1:30 – 3:30 Thursdays: 1:30 – 2:30 Contact the professor to arrange alternative times |

Conceptual Framework Guiding this Course:

The conceptual framework guiding this course represents an experiential and reflective model that leads to a principled approach to teaching. This cycle applies to a process that continuously changes through experience, reflection, and conceptualization.



Required Text:

Snowman, J., & McCown, R. & Biehler, R. (2009). *Psychology Applied to Teaching* (12th ed.), Houghton Mifflin Company.

Website:

You can access class material (including the syllabus, review guides for quizzes, overview for writing assignments) from my website:

<http://homepages.gac.edu/~dmoos>

Course Overview

Educational Psychology is a study of prenatal, child, and adolescent development and the principles of psychology as they relate to teaching and learning. The course examines the principles and stages of human development prior to adulthood, as well as their educational implications. Emphasis is also placed on learning theory and design of instruction through identification of learning outcomes, effective teaching strategies, and assessment procedures.

Course Expectations

- *Actively* engage the readings and assignments. Questions for you to consider following each reading:
 - What implications does the reading provide for my teaching?
 - Can I provide a two-minute summary of the reading?
 - What concepts from the reading would I like clarified?
- *Willingness* to engage in critical thinking
 - Articulate your viewpoint
 - Question the text, peers, and professor
 - Accept critique from your peers and the professor

Course Policies

Attendance:

The expectations for this class are the same as your future school employer. As such, you are expected to attend every class, with the exception of illness and/or extenuating circumstances. Absences must be cleared with the professor prior to the class. It is your responsibility to make arrangements with another member of the class to keep up-to-date on assignments.

Academic Integrity:

It is assumed that all students understand the consequences of academic dishonesty at Gustavus Adolphus College. Full descriptions of the Academic Honesty Policy and the Honor Code can be found in the catalogue on the web at: http://gustavus.edu/academics/general_catalog/current/index.cfm?pr=acainfo

Students with Disabilities:

Please contact Laurie Bickett, Disability Services Coordinator, in the Advising Center if you have a physical, psychiatric/emotional, medical, learning or attention disability that may have an effect on your ability to complete assigned course work. She will review your concerns and decide with you what accommodations are necessary. The professor will be happy to work with you, upon receipt of documentation from her. Please contact the professor by the second week of class so that arrangements can be made for necessary accommodations.

Paper Submission:

Writing assignments will be accepted in hard copy at the beginning of the class on the assigned due date. Email submission of writing assignments will *not* be accepted, unless extenuating circumstances require special arrangements. Such arrangements must be made prior to the assignment due date.

Late Assignments and Make-up Quizzes:

Assignments will be automatically marked down ten percentage points for each weekday that they are handed in late. Make-up quizzes will be given at the discretion of the professor, based on proper written documentation and the Gustavus Adolphus College policy regarding excusable absence. An automatic grade of zero will be given for a missed quiz if the absence is inexcusable.

Email:

The professor will be readily accessible via email. It is important to note that email is another form of communication and students should present themselves in a professional manner. As such, it is expected that emails from students to the professor contain a salutation, as well as proper grammar and capitalization. It is also expected that you check your email regularly as the professor will occasionally email information relevant to this class.

Course Requirements

The below information provides a short description of each assignment for this course. A more detailed description of each assignment will be provided prior to the due date.

(1) **Thought Questions** (Throughout the semester)

It is expected that you *actively* engage the assigned readings throughout the semester. Active engagement of these readings will better enable you to contribute to our class discussions. In order to facilitate these class discussions, students will be assigned to provide one thought question at several points throughout the semester (see the syllabus for your assigned dates). These questions should extend beyond the information provided in the readings. Please turn in your thought questions immediately prior to the class. Each question will be graded on the following scale: 2 points (question reflects both the content of the reading AND an extension of the reading); 1 point (question reflects the content of the reading, but does not extend beyond the content); 0 points (question does not reflect the reading or is not turned in on time). The professor will provide the first thought question during the second class so that students have a model for the expected format. Cumulatively, the thought questions will represent 5% of the final grade.

(2) **Quizzes** (#1: Sept. 24th; #2: Oct. 13th; #3: Oct. 20th; #4: Nov. 12th; #5: Nov. 24th)

This course will cover an extremely wide variety of topics related to educational psychology. The quizzes will provide an opportunity to review this material. Students will take a total of five quizzes throughout the semester. The format for each quiz will be discussed prior to the examination date. Cumulatively, the quizzes will represent 35% of the final grade.

(3) **Critical Thinking Assignment** (Rough Draft: Dec. 1st; Peer Feedback: Dec. 3rd; Final Draft: Dec. 10th)

This assignment will ask students to critically examine a topic related to educational psychology. Students will be presented with several different topics and will have the opportunity to write the paper on the one they find most interesting. Sample papers can be found on the professor's website. This assignment will represent 25% of the final grade.

(4) **Fridays in the Field** (Fridays throughout the semester)

Students will observe assigned classrooms once a week. It is the students' responsibility to schedule this weekly observation during a time and day that works for both the student and cooperating teacher. Students are to think deeply about what they observe in relation to the questions posed by the professor each week and provide ideas, insights and examples that connect the observation to the writer's knowledge of the weekly topic and/or future work as an educator (see Moodle, EDU 330). Please see the handout for "Fridays in the Field" for more details on the logistics. This assignment will represent 10% of the final grade.

(5) **Final Exam** (Date to be announced)

The final exam will provide students with the opportunity to demonstrate what they have learned over the semester. The format and content of the final exam will be discussed closer to the date of examination. The final exam will represent 25% of the final grade.

Summary of Assignments

| Assignment: | Date: | Percentage of Final Grade: |
|-------------------------|---------------------------------|----------------------------|
| Thought Questions | Throughout the semester | 5% |
| Quizzes | Throughout the semester | 35% |
| Critical Thinking Paper | Thursday, Dec. 10 th | 25% |
| Fridays in the Field | Throughout the semester | 10% |
| Final Exam | To Be Announced | 25% |

Grading System:

| | | | | | | | |
|-----------|--------|-----------|-------|-----------|-------|-----------|-------|
| A | 93-100 | B | 83-86 | C | 73-76 | D | 63-66 |
| A- | 90-92 | B- | 80-82 | C- | 70-72 | D- | 60-62 |
| B+ | 87-89 | C+ | 77-79 | D+ | 67-69 | F | 0-59 |

Course Outline
Note: Schedule subject to change

| Class # | Date: | Class Topics | Readings/Assignment |
|----------------|------------------------------------|---|-------------------------------------|
| 1 | T (Sept. 8 th) | Introduction | |
| 2 | Th (Sept. 10 th) | Psychosocial Development Thought Question: Professor | Chapter 2: pp. 24 – 34 |
| 2a | Fri (Sept. 11th) | <i>Fridays in the Field (see Moodle for description)</i> | |
| 3 | T (Sept. 15 th) | Cognitive Development (Piaget) | Chapter 2: pp. 34 - 44 |
| 4 | Th (Sept. 17 th) | Cognitive Development (Vygotsky) Thought Questions: Brooke, Elise, Zachary C., Anna, Meredith, Brittani | Chapter 2: pp. 44 - 54 |
| 4a | Fri (Sept. 18th) | <i>Fridays in the Field (see Moodle for description)</i> | |
| 5 | T (Sept. 22 nd) | Moral Development Thought Questions: Holly, Kristin, Logan, Amy, Drew, Mary Ellen, Lindsay | Chapter 2: 54 - 68 |
| 6 | Th (Sept. 24 th) | Age-Level Characteristics <i>Peer Discussions on Age-Level Characteristics</i> Quiz 1: Cognitive Development & Moral Development | Chapter 3: <i>Assigned Readings</i> |
| 6a | Fri (Sept. 25th) | <i>Fridays in the Field (see Moodle for description)</i> | |
| 7 | T (Sept. 29 th) | Intelligence Thought Questions: Numa, Zach J., Michelle M., Chelsea | Chapter 4: pp. 108 – 120 |
| 8 | Th (Oct. 1 st) | Learning Styles Thought Questions: Kristine, Patrick, Rachel, Kacie, Sean, Kirsten, Sara | Chapter 4: pp. 120 – 137 |
| 8a | Fri (Oct. 2nd) | <i>Fridays in the Field (see Moodle for description)</i> | |
| 9 | T (Oct. 6 th) | No Class: Nobel Conference | |
| 10 | Th (Oct. 8 th) | Behaviorism Thought Questions: Brooke, Molly, Michelle D., Benjamin, Betsy, Anne, | Chapter 7: pp. 220 - 244 |

| Class # | Date: | Class Topics | Readings/Assignment |
|----------------|-----------------------------------|--|--------------------------------------|
| 10a | Fri (Oct. 9th) | <i>Fridays in the Field (see Moodle for description)</i> | |
| 11 | T (Oct. 13 th) | Information Processing Theory Quiz 2: Behaviorism | Chapter 8: pp. 246 - 258 |
| 12 | Th (Oct. 15 th) | Metacognition Thought Questions: Elise, Holly, Logan, Meredith, Zachary C., Alisha, Emily | Chapter 8: pp. 258 - 272 |
| 12a | Fri (Oct. 16th) | <i>Fridays in the Field (see Moodle for description)</i> | |
| 13 | T (Oct. 20 th) | Social Cognitive Theory (I) Quiz #3: Information Processing Theory & Metacognition | Chapter 9: pp. 275 - 299 |
| 14 | Th (Oct. 22 nd) | NO CLASS (professor away at MACTE conference) | Chapter 9: 299 - 320 |
| 14a | Fri (Oct. 23rd) | <i>Fridays in the Field (see Moodle for description)</i> | |
| 15 | T (Oct. 27 th) | No Class: Reading Days | |
| 16 | Th (Oct. 29 th) | Constructivism Thought Questions: Kristine, Anna, Kacie, Mary Ellen, Katie, Karen, Elizabeth S. | Chapter 10: pp. 323 - 348 |
| 16a | Fri (Oct. 30th) | <i>Fridays in the Field (see Moodle for description)</i> | |
| 17 | T (Nov. 3 rd) | Transfer of Learning <i>Introduction to Critical Thinking Paper</i> <i>Groups made for Experiential Activity (Peer Teaching), in preparation for next Reading assignment (Approaches to Instruction)</i> | Chapter 10: pp. 348 – 359 |
| 18 | Th (Nov. 5 th) | Approaches to Instruction <i>Preparation for experiential activity (next class)</i> Thought Questions: Molly, Brittani, Benjamin, Sean, Kirsten, Anne, Michelle M. | Chapter 11: <i>Assigned Readings</i> |
| 18a | Fri (Nov. 6th) | <i>Fridays in the Field (see Moodle for description)</i> | |

| Class # | Date: | Class Topics | Readings/Assignment |
|----------------|--|---|--|
| 19 | T (Nov. 10 th) | <i>Experiential Activity (peer teaching, based on chapter 11)</i> | Prepare peer teaching lesson |
| 20 | Th (Nov. 12 th) | Motivation (I) Quiz #4: Constructivism & Transfer of Learning | Chapter 12: 406 - 428 |
| 20a | <i>Fri (Nov. 13th)</i> | <i>Fridays in the Field (see Moodle for description)</i> | |
| 21 | T (Nov. 17 th) | Motivation (II) Thought Questions: Drew, Numa, Amy, Rachel | Chapter 12: 428 – 439 <u>Choose CT paper topic</u> |
| 22 | Th (Nov. 19 th) | Classroom Assessment (I) Thought Questions: Michelle D., Elizabeth N., Alisha, Lindsay, Emily | Chapter 14: pp. 476 - 492 |
| 22a | <i>Fri (Nov. 20th)</i> | <i>Fridays in the Field (see Moodle for description)</i> | |
| 23 | T (Nov. 24 th) | Classroom Assessment (II) Quiz #5: Motivation | Chapter 14: pp. 492 - 511 |
| 24 | Th (Nov. 26 th) | No Class: Thanksgiving Break | |
| 24a | <i>Fri (Nov. 27th)</i> | <i>No Fridays in the Field: Thanksgiving break</i> | |
| 25 | T (Dec. 1 st) | Standardized Testing (I) Thought Questions: Katie, Chelsea, Karen, Patrick Sara, Elizabeth S. | Chapter 15: 514 - 524 CT paper due (<i>rough draft</i>) Give partner rough draft |
| 26 | Th (Dec. 3 rd) | Standardized Testing (II) <i>Peer Feedback on Critical Thinking Paper</i> | Chapter 15: 525 - 547 |
| 26a | <i>Fri (Dec. 4th)</i> | <i>Fridays in the Field (see Moodle for description)</i> | |
| 27 | T (Dec. 8 th) | To Be Announced | |
| 28 | Th (Dec. 10 th) | Preparation for Final Review Game | Critical Thinking Paper Due |
| 28a | <i>Fri (Dec. 11th)</i> | <i>Fridays in the Field (see Moodle for Description)</i> | |
| 29 | T (Dec. 15 th) | Review for Final | |