EDU 330: Educational Psychology

Spring 2008
Course Syllabus

Professor: Dr. Daniel C. Moos
E-mail: dmoos@gustavus.edu
Phone Number: 933-7448 (work); 202-841-0977 (cell)
Time: Tuesday & Thursday 9:00 – 9:50 am and 10:30 – 11:20 am
Note: We will meet on several Fridays throughout the semester
(see course outline for dates of Friday classes)
Location: Mattson, Room 102
Office Hours: Monday: 9:00 - 12:00 and 1:30 - 3:30; Tuesdays & Thursday: 12:30 - 1:30; 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 reconceptualization.


Website: You can access class material (including the syllabus, class notes, review guides for quizzes, etc) on the following page: homepages.gac.edu/~dmoos (click on “current courses” and then “educational psychology”)
Class Policies:

Attendance:
The expectations for this class are the same as your future school employers. As such, students are expected to attend every class, with the exception of illness and/or extenuating circumstances. Absences must be cleared with the professor. Additionally, it is the student’s 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 attentional 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:
Papers will be accepted in hard copy at the beginning of the class on the assigned due date. Email submission of papers will not be accepted, unless extenuating circumstances require special arrangements for a student. 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 the 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.

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

(1) Quizzes (#1: Tuesday, February 26th; #2: Tuesday, March 11th #3: Thursday, April 3rd; #4: Tuesday, April 15th; #5: Tuesday, May 6th, #6: Thursday, May 15th)  
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 six quizzes throughout the semester. The format for each quiz will be discussed prior to the quiz. Cumulatively, the quizzes will represent 30% of the final grade.
Effective teaching should be based on decisions drawn from both experience and research. As such, it is important to be familiar with relevant research and be able to make informed decisions based on empirical findings. This assignment will provide an opportunity to critique an empirical article on a topic that is related to educational psychology. Students may choose any topic related to those listed in the course outline, and will be asked to make a 12-minute presentation on the article. Students may work in groups of two or three and will receive class time to work on this assignment. This assignment will represent 15% of the final grade.

(3) **Observation and Interview** (To Be Announced) DATE __________________
This assignment (completed in conjunction with EDU 340) will provide students the opportunity to examine cognitive and social/emotional development issues in learning. In essence, the assignment consists of three parts: (1) Observation of a learner; (2) Interview of a learner; and (3) A “Lunch Project Reflection” paper in which the observation and interview will be summarized. This assignment will represent 20% of the final grade.

(4) **Critical Thinking Paper** (Final Draft due Thursday, May 1st; Note: Directions administered Thursday, April 10th; Rough Draft due Thursday, April 24th)
This assignment will ask students to critically examine various topics related to educational psychology. Students will be presented with several different topics and will have the opportunity to write the paper on the topic they find most interesting. This assignment will represent 15% of the final grade.

(5) **In-class activities** (Throughout the semester)
Students will be asked to engage in a number of in-class activities throughout the semester. These activities are designed to reflect the readings and class discussions. Your grade on these activities is based on effort. This assignment will represent 5% of the final grade.

(6) **Final Exam** (To Be Announced) DATE __________________
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 15% of the final grade.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date:</th>
<th>Percentage of Final Grade:</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>Throughout the semester</td>
<td>30%</td>
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<tr>
<td>Presentation</td>
<td>Friday April 4th OR April 11th</td>
<td>15%</td>
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<tr>
<td>Observation/Interview</td>
<td>To Be Announced</td>
<td>20%</td>
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<tr>
<td>Critical Thinking Paper</td>
<td>Thursday, May 1st</td>
<td>15%</td>
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<tr>
<td>In-class Activities</td>
<td>Throughout the semester</td>
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<tr>
<td>Final Exam</td>
<td>To Be Announced</td>
<td>15%</td>
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Summary of Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>Throughout the semester</td>
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<tr>
<td>Presentation</td>
<td>Friday April 4th OR April 11th</td>
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<tr>
<td>Observation/Interview</td>
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<tr>
<td>Critical Thinking Paper</td>
<td>Thursday, May 1st</td>
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<tr>
<td>In-class Activities</td>
<td>Throughout the semester</td>
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<tr>
<td>Final Exam</td>
<td>To Be Announced</td>
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Grading System:

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<td>90-92</td>
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<td>B-</td>
<td>80-82</td>
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## Course Outline

<table>
<thead>
<tr>
<th>Class #</th>
<th>Date</th>
<th>Class Topics</th>
<th>Readings/Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>T (2/12)</td>
<td>Introduction</td>
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<tr>
<td>2</td>
<td>Th (2/14)</td>
<td>Professional Knowledge Base</td>
<td>Chapter 1: pp. 2 - 26</td>
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<td>3</td>
<td>T (2/19)</td>
<td>Piaget’s Theory of Development</td>
<td>Chapter 2: pp. 28 - 44</td>
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<td>4</td>
<td>Th (2/21)</td>
<td>Vygotsky’s Theory of Development</td>
<td>Chapter 2: pp. 45 - 58</td>
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<td>5</td>
<td>T (2/26)</td>
<td>Social, Identity, &amp; Self-Concept Development Quiz 1</td>
<td>Chapter 3: pp. 60 – 79</td>
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<td>6</td>
<td>Th (2/28)</td>
<td>Morality &amp; Social Responsibility Development</td>
<td>Chapter 3: pp. 80 - 92</td>
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<td>6a</td>
<td>FRIDAY (2/29)</td>
<td>9:00 – 11:30: Empirical Article Assignment: Introduction &amp; Group Work</td>
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<td>T (3/4)</td>
<td>Intelligence, Culture, &amp; Gender (I)</td>
<td>Chapter 4: pp. 94 - 105</td>
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<td>Th (3/6)</td>
<td>Intelligence, Culture, &amp; Gender (II)</td>
<td>Chapter 4: pp. 106 - 128</td>
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<td>FRIDAY (3/7)</td>
<td>10:30 – 11:30: Empirical Article Assignment: Group Work</td>
<td>Read your empirical article</td>
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<td>T (3/11)</td>
<td>Students with Learning Problems Quiz 2</td>
<td>Chapter 5: 130 - 148</td>
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<td>Th (3/13)</td>
<td>Gifted and Talented Students</td>
<td>Chapter 5: 149 – 160</td>
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<td>11</td>
<td>MONDAY (3/17)</td>
<td>Behaviorism</td>
<td>Chapter 6: 162 - 178</td>
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<td><em>NO CLASS: Tuesday, March 25th &amp; Thursday, March 27th (Spring break)</em></td>
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<td>13</td>
<td>T (4/1)</td>
<td>Cognitive Processes on Learning</td>
<td>Chapter 7: pp. 198 - 211</td>
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<td>Th (4/3)</td>
<td>Information Processing System</td>
<td>Chapter 7: pp. 211 – 230</td>
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<td>10:30 – 11:20: Empirical Article: Presentation</td>
<td>Email Powerpoint Presentation</td>
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<td>FRIDAY (4/11)</td>
<td>10:30 – 11:20: Empirical Article: Presentation</td>
<td>Email Powerpoint Presentation</td>
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<td>Th (4/17)</td>
<td>Introduction to Academic Motivation</td>
<td>Chapter 10: pp. 296 - 312</td>
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<td>19</td>
<td>T (4/22)</td>
<td>Cognitive Theories of Motivation</td>
<td>Chapter 10: pp. 312 - 333</td>
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<tr>
<td>Class #</td>
<td>Date:</td>
<td>Class Topics</td>
<td>Readings/Assignment</td>
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<td>Th (4/24)</td>
<td>Motivation in the Classroom (I)</td>
<td>Chapter 11: pp. 334 - 347</td>
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<td><em>Critical Thinking Paper: Peer Feedback</em></td>
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<td>22</td>
<td>Th (5/1)</td>
<td>Classroom Assessment (I)</td>
<td>Chapter 15: pp. 472 - 486</td>
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<td><em>Critical Thinking Paper: Final Draft Due</em></td>
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<td><strong>Quiz 5</strong></td>
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<td>24</td>
<td>Th (5/8)</td>
<td>Introduction to Standardized Testing</td>
<td>Chapter 16: pp. 508 - 524</td>
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<td>26</td>
<td>Th (5/15)</td>
<td>Praxis Discussion</td>
<td>Praxis Book: Pages TBA</td>
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<td><strong>Quiz 6</strong></td>
<td><em>Review Guide for Final Exam Administered</em></td>
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<td>T (5/20)</td>
<td>Praxis Discussion</td>
<td>Praxis Book: Pages TBA</td>
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**Schedule subject to change**
STUDENT BACKGROUND QUESTIONNAIRE  
EDU 330 Spring 2008

This questionnaire is meant to provide the professor with information regarding your individual background.

Name  ________________________________________________________________

E-Mail address _________________________________________________________

Daytime phone number _________________________________________________

Evening phone number ________________________________________________

Psychology courses taken previously (if any):
____________________________________________________________________
____________________________________________________________________

Relevant teaching/work experience (if any):
____________________________________________________________________
____________________________________________________________________

What do you think you will like best about this course:
____________________________________________________________________
____________________________________________________________________

What do you think you will like least about this course:
____________________________________________________________________
____________________________________________________________________

Any other comments:
____________________________________________________________________
____________________________________________________________________