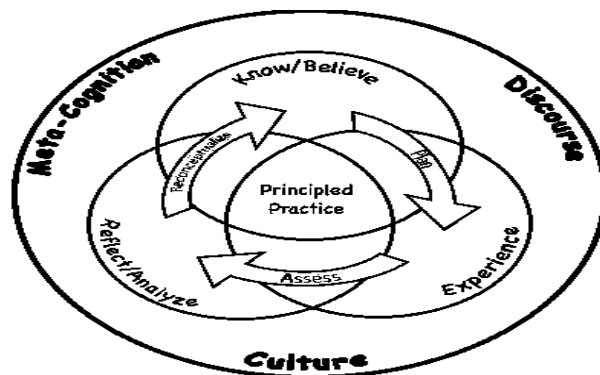


**EDU 330: Developmental and Educational Psychology**  
**Course Syllabus**  
**Fall 2017**

<b>Professor:</b>	Dr. Daniel C. Moos Office: (507) 933-7448 Email: dmoos@gustavus.edu
<b>Class:</b>	Tuesday & Thursday (Anderson) 10:30 – 12:20 <i>(unless otherwise noted in syllabus)</i>
<b>Fridays in the Field/ Wednesdays in the Workplace</b>	Once a week (Fridays or Wednesdays) Observation times to be discussed
<b>Office Hours:</b>	Mondays: 2:30 – 3:30 Tuesdays and Thursdays: 12:30 – 1:30 Contact the professor to arrange alternative times

**Conceptual Framework:**

The conceptual framework underlying our program 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 beliefs.



**Homework readings, videos, and assessments:**

- There is **NO** required Textbook for this course
- Homework (readings, videos, and homework assessments) is accessed from the below website. Click “Current Course”, “Educational Psychology” and then scroll down to “Class homework reading/video and powerpoints.”

**Website:**

Students can access class material (including the syllabus, videos, review guides for quizzes, and overview for assignments) from the course website (click **Teaching**, and then the **semester** for **EDU 330**).

<http://dmoos82.wix.com/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.

### **Why Study Educational Psychology?**

“As to the methods there may be a million and then some, but principles are few. The man [or woman] who grasps principles can successfully select his [or her] own methods. The man [or woman] who tries methods, ignoring principles, is sure to have trouble.”

– Ralph Waldo Emerson (1803-1882)

This course addresses the following three broad questions<sup>1</sup>:

#### **(1) How Do Students Think and Learn?**

**Principle 1:** Students' cognitive development and learning are not limited by general stages of development.

**Principle 2:** Students' beliefs or perceptions about intelligence and ability affect their cognitive functioning and learning.

**Principle 3:** What students already know affects their learning.

**Principle 4:** Acquiring long-term knowledge and skill is largely dependent on practice.

**Principle 5:** Students' self-regulation assists learning, and self-regulatory skills can be taught.

**Principle 6:** Learning is based on context, so generalizing learning to new contexts is not spontaneous but instead needs to be facilitated.

#### **(2) What Motivates Students?**

**Principle 1:** Students tend to enjoy learning and perform better when they are more intrinsically than extrinsically motivated to achieve.

**Principle 2:** Students persist in the face of challenging tasks and process information more deeply when they adopt mastery goals rather than performance goals.

**Principle 3:** Teachers' expectations about their students affect students' opportunities to learn, their motivation, and their learning outcomes.

#### **(3) How to Assess Student Progress?**

**Principle 1:** Formative and summative assessments are both important and useful but require different approaches and interpretations.

**Principle 2:** Students' skills, knowledge, and abilities are best measured with assessment processes grounded in psychological science with well-defined standards for quality and fairness.

**Principle 3:** Making sense of assessment data depends on clear, appropriate, and fair interpretation.

This course also supports of the College's Institutional Student Learning Outcomes, which are available online:

[https://gustavus.edu/committees/curriculum/documents/InstitutionalStudentLearningOutcomes\\_2012\\_2013.pdf](https://gustavus.edu/committees/curriculum/documents/InstitutionalStudentLearningOutcomes_2012_2013.pdf)

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## **Course Policies**

### *Assignments & Quizzes:*

Assignments will be accepted in hard copy at the beginning of the class on the assigned due date. Email submission will *not* be accepted, unless arrangements are made with the professor prior to the assignment deadline. 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.

### *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](http://gustavus.edu/academics/general_catalog/current/index.cfm?pr=acainfo)

### *Email*

The professor will be readily accessible via email. It is expected that students regularly check and respond to their Gustavus email account for communication related to this course.

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<sup>1</sup> American Psychological Association (APA) Coalition for Psychology in Schools and Education: Top 20 Principles From Psychology for PreK-12 Teaching and Learning

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### ***Attendance***

*This course follows the Education Department Attendance Policy*

Teachers are expected to be on time, ready for class each day and to fully participate in all school and faculty events. In preparation for this key professional disposition, the Education Department has an attendance policy that reflects these expectations. This policy is also based on the fact that class discussion, engagement and peer interaction cannot be replicated in any make-up assignment. This policy actualizes the Education Department Professionalism Statement by the following:

(1) Cumulative absences (**excused or not excused**) equaling 15% or more of scheduled class meetings will result in a lowering of the grade by one letter grade. Cumulative absences (**excused or not excused**) equaling 25% or more of scheduled class meetings will result in a D grade. This will require a retake to remain in the education program. Excused absences are those that come with written documentation. Illness excuses must be communicated to the instructor at least one half hour prior to the start of the class period. Extenuating circumstances MAY be considered by the instructor.

(2) Five or more late entrances into class (for one hour classes) and two or more late entrances (for longer classes) will result in a decrease of the final grade by one letter grade.

(3) Absences from any **practicum requirement** for this course without prior contact (at least a half hour prior to the start of the placement experience) with the instructor and the placement teacher will result in a decrease in the final grade by one letter grade. In addition, more than one excused absence must be made up by the student on the student's own time, with a signed statement from the placement teacher attesting to the additional visit(s), returned to the course instructor.

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### **Course Support**

#### ***Disability Services***

Gustavus Adolphus College is committed to ensuring the full participation of all students in its programs. If you have a documented disability, or you think you may have a disability of any nature (e.g., mental health, attentional, learning, chronic health, sensory, or physical) and, as a result, need reasonable academic accommodation to participate in class, take tests or benefit from the College's services, then you should speak with the Disability Services staff, for a confidential discussion of your needs and appropriate plans. Course requirements cannot be waived, but reasonable accommodations may be provided based on disability documentation and course outcomes. Accommodations cannot be made retroactively; therefore, to maximize your academic success at Gustavus, please contact Accessibility Resources as early as possible. Accessibility Resources (<https://gustavus.edu/advising/disability/>) is located in the Center for Academic Resources and Enhancement. Accessibility Resources Coordinator, Kelly Karstad, ([kkarstad@gustavus.edu](mailto:kkarstad@gustavus.edu) or x7138), can provide further information.

#### ***Help for Multilingual Students***

Support for English learners and multilingual students is available through the Center for Academic Resources and Enhancement's Multilingual Learner Tutor (<https://gustavus.edu/advising/>). The MLL tutor can meet individually with students for tutoring in writing, consulting about academic tasks, and helping students connect with the College's support systems. When requested, the MLL tutor can consult with faculty regarding effective classroom strategies for English learners and multilingual students. If requested, the MLL tutor can provide students with a letter to a professor that explains and supports appropriate academic arrangements (e.g., additional time on tests, additional revisions for papers). Professors make decisions based on those recommendations at their own discretion. In addition, English learners and multilingual students can seek help from peer tutors in the Writing Center (<https://gustavus.edu/writingcenter/>).

#### ***Mental Wellbeing***

The Gustavus community is committed to and cares about all students. Strained relationships, increased anxiety, alcohol or drug problems, feeling down, difficulty concentrating, and/or lack of motivation may affect a student's academic performance or reduce a student's ability to participate in daily activities. If you or someone you know expresses such mental health concerns or experiences a stressful event that can create barriers to learning, Gustavus services are available to assist you. You can learn more about the broad range of confidential health services available on campus at <https://gustavus.edu/counseling/> and <https://gustavus.edu/deanofstudents/services/>.

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## Course Assignments

### **Thought Question (5%):** Throughout the semester

These questions are designed facilitate thinking that extends beyond the information provided in the homework. Please turn in your thought questions immediately prior to the class (see the syllabus for your assigned date). The professor will provide the first thought question so that students have a model for the expected format.

### **Quizzes (25%): #1: September 19; #2: October 5; #3: October 31**

This course covers a wide variety of topics related to Educational and Developmental Psychology. The quizzes will provide an opportunity to review and apply this material. The format for each quiz will be discussed prior to the examination date.

### **Critical Thinking Assignment (20%):** Rough Draft: November 21; Final Draft: December 5

Students have the opportunity to identify a question that they find interesting and critically explore divergent perspectives on the question. Assignments produced by prior students are linked on the professor's website. Detailed directions and the rubric will be provided during the semester.

### **Wednesdays in the Workplace (15%):** Once a week throughout the semester

These weekly classroom observations provide opportunities for students to apply course content to authentic classroom environments. The professor will post weekly questions on Moodle (EDU 330).

**One of the observations and reflections will meet Standard 5F** (Know factors and situations that are likely to promote or diminish intrinsic motivation and how to help student become self-motivated). Additionally, one of the EDU 330 in-class activities provides students with the opportunity to interpret standardized test scores to identify a student's strengths and opportunity for development. This activity meets **Standard 10F** (understand data practices).

### **Homework Assessments/Reaction Papers (10%):** Throughout the semester

These assessments provide students with a structured opportunity to prepare for class discussions. The assessment prompts and rubrics can be accessed on the class website.

### **Final Application (15%):** To Be Announced

The Final Application provides the students with an opportunity to meaningfully apply the key concepts discussed throughout the semester. This assignment will be the final exam. Details, including directions and rubric, are provided at the end of the semester.

### **Class Participation (10%):** Throughout the semester

Active participation contributes to your own learning and also to learning of others. It is expected that you enable one another to critically engage concepts through discussion. In order to meet these expectations, consider the following questions: *Am I prepared for class? Do I engage the homework and thoughtfully respond to questions? Do I demonstrate signs of listening carefully? Do I ask questions about the concepts? Do I take the risk of engaging in dialogue by asking questions when confused and demonstrate a willingness to reformulate my perspective?*

### Summary of Assignment

Assignment:	Percentage of Final Grade:
Thought Questions	5%
Quizzes	25%
Class Participation	10%
Critical Thinking Assignment	20%
Wednesdays in the Workplace	15%
HW Assessments/ Reaction Papers	10%
Final Application	15%

### Grading System

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

## Course Outline

*Notes: (1) Schedule subject to change; (2) Schedule does **not** include Wednesdays in the Workplace*

Class #	Date:	Class Topics	Readings/Assignment due
1	T (Sept 5)	Introduction	
2	Th (Sept 7)	<b>Cognitive Development (Piaget)</b> <i>How do students think and learn? Principal 1</i> <b>Thought Question:</b> Professor	Article
3	T (Sept 12)	<b>Age-Level Characteristics, including morality and personality</b> <i>How do students think and learn? Principal 1 continued</i>	Article
4	Th (Sept 14)	<b>Cognitive Development (Vygotsky)</b> <i>How do students think and learn? Principal 1 continued</i> <b>Thought Questions:</b> Laura Lenczycki, Jamie Jennissen, Alicia Lhotka & Alex Wischnack	Article & video
5	T (Sept 19)	<b>Quiz 1: Cognitive Development &amp; Age-Level Characteristics</b> Introduction to Critical Thinking Assignment	<b>Quiz #1</b>
6	Th (Sept 21)	<b>Intelligence Theories</b> <i>How do students think and learn? Principal 2</i> <b>Thought Questions:</b> Molly Johnston, Gail Fischer, Cassie Lane & Ashley Petersen	Articles & videos
7	T (Sept 26)	<b>Growth vs. fixed mindset views of intelligence</b> <i>How do students think and learn? Principal 2 continued</i>	Articles & video
8	Th (Sept 28)	<b>“Learning Styles” (ps Do they really exist?)</b> <i>How do students think and learn? Principal 2 continued</i>	Articles, video & <b>Reaction Paper</b>
	T (Oct 3)	<b>No Class: Nobel Conference</b>	
9	Th (Oct 5)	<b>Quiz 2: Intelligence, growth/fixed mindsets, “learning styles”</b> <i>Critical Thinking Assignment Worktime</i> <i>Set goals/timeline, identify resource</i>	<b>Quiz #2</b>
10	T (Oct 10)	<b>Constructivism</b> <i>How do students think and learn? Principal 3</i> <b>Thought Questions:</b> Torrie Aycock, Duncan Matthew, Shaun Timmerman & Emily Webb	Articles & video

	<b>Class # Date:</b>	<b>Class Topics</b>	<b>Readings/Assignment due</b>
11	Th (Oct 12)	<b>Promoting Conceptual Change/ Concept Attainment</b> <i>How do students think and learn? Principal 3 continued</i>	Articles
12	T (Oct 17)	<b>Information Processing Theory</b> <i>How do students think and learn? Principal 4</i>	Nothing due
13	Th (Oct 19)	<b>Metacognition</b> <i>How do students think and learn? Principal 4 continued</i> Self-assessment for class participation and sign up to meet with professor (feedback on progress and class participation)	Article, video, & <b>Reaction Paper</b>
	T (Oct 24)	<b>No class: Gustavus Fall Break</b>	
	Th (Oct 26)	<b>No class: Professor attending MACTE conference (Minnesota Association of Colleges for Teacher Education)</b>	
14	T (Oct 31)	<b>Quiz 3: Information Processing Theory &amp; Metacognition</b> <i>Introduction and preparation for experiential activity</i>	<b>Quiz #3</b>
15	Th (Nov 2)	<b>Critical Thinking Assignment Work Day</b>	Nothing due
16	T (Nov 7)	<b>Experiential Activity #1</b>	Experiential Activity
17	Th (Nov 9)	<b>Experiential Activity #2</b>	Experiential Activity
18	T (Nov 14)	<b>Self-Regulated Learning &amp; Class Review</b> <i>How do students think and learn? Principal 6 continued</i> <b>Thought Questions:</b> Madison Bergren, Hannah Haas, Kali Malaski, & Tyler Stordahl	Video
19	Th (Nov 16)	<b>Intrinsic vs. Extrinsic Motivation</b> <i>What motivates students? Principal 1</i> <b>Thought Questions:</b> Jade Norton, Matthew Pham, Trina Rinke, Tristan Schissler-Sjoberg, & Bailey Van Den Heuvel	Article
20	T (Nov 21)	<b>Additional Theories of Motivation</b> <i>What motivates students? Principal 1 continued</i> Peer Feedback on Critical Thinking Assignment provided during class/work time	<b>Critical Thinking Assignment: Rough Draft</b>
	Th (Nov 23)	<b>No class: Thanksgiving Break</b>	

<b>Class #</b>	<b>Date:</b>	<b>Class Topics</b>	<b>Readings/Assignment due</b>
21	T (Nov 28)	<b>Engagement</b> <i>What motivates students? Principal 3</i>	Articles
22	Th (Nov 30)	<b>Classroom Assessment</b> <i>How to assess learning? Principal 1</i> <b>Thought Questions:</b> Cora Engesether, Dan Marlow, Ti Raden, Danielle Seeger	Articles
23	T (Dec 5)	<b>Share Critical Thinking Assignments</b> Work on Standard 5 (motivation)	<b>Critical Thinking Assignment: Final</b>
24	Th (Dec 7)	<b>Using Data to Inform Instructional Practices &amp; Standardized Testing</b> <i>How to assess learning? Principal 2 and 3</i> <b>Introduce in-class activity (standardized testing): Standard 10F (understand data practices)</b>	Article & video
25	T (Dec 12)	<b>Final application guide administered</b> <b>End of Semester Feedback</b>	Complete Standards 5f and 10f and upload to TaskStream
Date to Be Announced : <b>Final Application</b> (Assigned Final Date & Time for EDU 330)			

**Gustavus Education Department Policy Regarding Syllabi:**

A syllabus for a course is a contract with expectations for students enrolled in the class. Changes of due dates or expectations may only be negotiated between the *entire class* and the instructor. As an individual intending to work in schools as an educator, it is important to recognize the contractual nature of a syllabus. Due dates are final, and work is expected to be completed on time. All course expectations, as defined in the syllabus, are to be met by the student, with work to be documented and/or evaluated by the instructor and results reflected in student grades. Failure to meet the deadlines specified in the syllabus (except in emergency situations or extreme situations which have been discussed with the instructor early in the semester) identifies the individual as someone who is not able to meet the professional responsibilities of the teaching profession. Therefore, any such breach of contract may be cause for dismissal from the education department.