

**Fall 2011**

**05:300:306 Section 8: Educational Psychology: Principles of Classroom Learning**

**Class Meets: Mondays and Thursdays 11:30-12:50**

**Scott Hall 202**

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Websites: [www.sakai.rutgers.edu](http://www.sakai.rutgers.edu)

[www.wileyplus.com](http://www.wileyplus.com)

Required Textbook: O'Donnell, A. M., Reeve, J. M., & Smith, J. K. (2009). *Educational Psychology: Reflection for Action* (2<sup>nd</sup> Edition); Hoboken, NJ: John Wiley. Available at New Jersey Books.

\*Additional readings will be found on Sakai

#### **Course Description:**

The primary goal of this course is to introduce you to theory and research that underlies teaching practices. You will be exposed to the psychology behind teaching and learning, as it exists in classrooms and beyond. The course will give you the opportunity to apply class readings with practical applications through case studies, problems, and individual and group projects.

#### **Course Requirements and Grading:**

Students will be required to complete a number of assignments over the duration of the course. You may earn a total of 100 points based on your performance on the criteria listed below.

Grades will be assigned as follows:

A	90-100
B+	85-89
B	80-84
C+	75-79
C	70-74
D	60-69
F	less than 60

Your grade will be based on:

1. Attendance, group work, and discussions (10 points)  
To receive full credit for class participation, students are expected to attend each class, to arrive on time and stay for the whole class, to have completed the assigned reading, and to participate in group work and class activities.
  - a. Class attendance and participation are required. **Only documented proof will excuse an absence. Each unexcused absence will cause a 2 point deduction in your final grade for each class missed.** It is your responsibility to sign the attendance sheets. If you need to miss class, it is your responsibility to get the notes and handouts. **Any work due on that day must still be submitted on time.**  
\* Please inform me (prior to class) in advance if you need to miss class on account of religious obligations.
  - b. It is important for you to come prepared to class. This entails that you complete the assigned readings prior to class. Read the material critically, because I want you to see the reading as a base of knowledge that you can incorporate in class discussions and group work.  
\* Also, it is important that you understand that not all readings that are assigned in the class will be discussed during the class sessions. It is still your responsibility to read the assigned material critically.

- c. Learning is a largely social process, so it is your responsibility to be an active participant throughout the course.  
This entails:
- i. Sharing your ideas based on thoughtful consideration of your experiences, the readings, and others' opinions.
  - ii. Being respectful of others' feelings, thoughts, and beliefs to help create a pleasant learning environment.
  - iii. Asking thoughtful questions and relating concepts from class and the readings to your experiences as a learner.
  - iv. Responding to others' comments in a responsible and constructive manner.
  - v. Demonstrating your understanding of class readings by using psychological concepts to help explain or justify comments.
2. Performance on two exams (20 points + 25 points = 45 points)
- a. There will be two exams throughout the semester. Each exam will consist of about 10 short answer questions. The first exam is worth 20 points and the second exam is worth 25 points.
  - b. Make-ups will not be scheduled unless there is an explicit conflict with a religious observance or other properly documented excused absence.
3. Writing assignments (15 points each)
- a. The purpose of the writing assignments is to provide you with the opportunity to think about a problem or question in further detail.
  - b. A week before the assignment is due; I will post a few problems or questions that I would like you to discuss on **Sakai under assignments**.
    - i. Choose one question or problem to answer, and think about how to solve the problem or answer the question using psychological evidence
      - The assignment should include the main issues of the problem or what you want to answer, and an explanation of what ideas discussed in educational psychology will be useful for your discussion
    - ii. The length of each writing assignment is 2-3 pages, using Times New Roman, 12 point font
    - iii. The writing assignment will be due 1 week after the problems or questions are handed out by **11 am on Sakai, under the assignments section**
      - **Any paper handed in after this time will be considered late, and you will lose 1 point (out of 15 points) for each day it is late**

#### Writing Assignment Schedule

Writing Assignment	Questions/Problems Handed Out	Due Date
Writing Assignment 1	Thursday, September 22	Thursday, September 29
Writing Assignment 2	Thursday, October 27	Thursday, November 3
Writing Assignment 3	Monday, November 28	Monday, December 5

#### Grading Distribution

Task	Maximum Number of Points Earned
Attendance/ Participation/Group work	10 points
Exam 1	20 points
Exam 2	25 points (45 points total)
Writing Assignment 1	15 points
Writing Assignment 2	15 points
Writing Assignment 3	15 points (45 points total)

=100 points

#### Evaluation of Written Work

Your written work (short answers of quizzes, writing assignments) will be evaluated using the following criteria:

- Responsiveness to the task or question: Are you fulfilling the requirements of the assignment?

- Clarity and organization of writing. That includes grammar and spelling. Another thing to keep in mind if you want to get a full credit on this point is to present your ideas clearly, in a well-organized fashion.
- Conciseness – try to write in a non-repetitive way.
- Completeness and depth - present the necessary amount of detail to support your points. Write as though your audience is not an expert on your topic and in a way that demonstrates depth of analysis of the topic. Bring in psychological evidence and justify your view using psychology, not rumors.
- Attention to professional style and ethics – papers should be typed or word-processed and follow APA format (double-spaced, Times New Roman, 12 point font). Quotes must have appropriate references. Paraphrasing, you still MUST acknowledge original work. **Plagiarism will be dealt with in accordance with the University policy.**

**Example Rubric for Grading Written Assignments**

Problem explanation		Name: _____		
<i>CRITERIA:</i>	<i>Not addressed</i>	<i>Weak attempt</i>	<i>Addressed, but needs elaboration</i>	<i>Well addressed</i>
Responsiveness to task: Explanation of theory Practical Applications of theory Examples for applying theory in a classroom setting Educational psychology is brought forward in the discussion of the assignment.				
<i>CRITERIA:</i>	<i>Not addressed</i>	<i>Weak attempt, needs lots of work</i>	<i>Fair attempt, keep practicing</i>	<i>Excellent work!</i>
Clarity and organization of writing: Ideas are presented clearly Paper is well organized Grammar and spelling are in order				
Conciseness				
Completeness and depth Explanations are provided Justifications are in psychological terms Did you 1) define all your constructs, 2) discuss how constructs specifically relate to the problem, 3) discuss any unintended consequences of a particular approach				
APA style and ethics				
Assignment is turned in on time		No (lose 1 point for each day late), date received _____	Yes	
Comments:				Grade:

**Policies:**

*Attendance*

Attendance of all classes is required in accordance with the university attendance policy. An attendance sheet will be passed around each class, please make sure you sign the attendance sheet.

Excused absences are those due to religious holidays (as outlined in the University Calendar; please inform me in advance if such an absence is to take place), illness (must be properly documented. A note from Hurtado Health Center or from your private physician stating that you had visited the doctor's office, or absence due to university related business (e.g., sport team) will be excused

*Cell phone use*

**Please refrain from using cell phones to make or receive calls and/or text messages.** If you absolutely must have a cell phone on, please have it in **silent mode** at all times during the class. If you have an emergency call coming in during the class, make sure to take it outside the classroom.

*Laptop use*

If you are using a laptop in class, I expect that you will use it for the purposes of class only. Please do not use it to check email, go on Facebook, or looking at websites that do not pertain to class.

*Academic Integrity*

Please make sure you know the University policy on academic integrity ([www.rcstudentservice.rutgers.edu/academic\\_integrity.html](http://www.rcstudentservice.rutgers.edu/academic_integrity.html)). As college students, I expect you to have high academic and integrity standards. Thus, I expect all your assignments to be your original work (or original group product, where required). If at any point during the semester, you need help, please see me or other appropriate services at Rutgers.

*Accommodations for People with Disabilities*

Any member of the class with a disability can be provided with appropriate accommodations. You should consult the Office of Disability Services at Rutgers, The State University of New Jersey. I will work with you in order to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Services are available only to students who submit appropriate documentation.

***Tentative Course Outline and Important Dates:***

	Date	Topic	Readings
Week 1	September 1	Introduction Introducing Educational Psychology and Reflective Practice	Ch.1, 1-10
Week 2	September 5		No class-Labor Day
	September 8	Introducing Educational Psychology and Reflective Practice cont.	Ch.1, 10-29
Week 3	September 12	Behavioral Learning Theory	Ch.6, 192-205
	September 15	Behavioral Learning Theory cont.	Ch.6, 206-223
Week 4	September 19	Cognitive and Social Cognitive Learning	Ch. 8, 262-277
	September 22	Cognitive and Social Cognitive Learning cont.	Ch. 8, 278-295 <b>*writing assignment will be handed out</b>
Week 5	September 26	Cognitive Development	Ch. 3, 76-92
	September 29	Cognitive Development cont.	Ch. 3, 93-110 <b>*writing assignment 1 due 11 am on Sakai</b>
Week 6	October 3	Complex Cognition and Social Constructivism	Ch. 9, 298-315

	October 6	Complex Cognition and Social Constructivism cont.	Ch.9, 316-325
Week 7	October 10	Problem Based Learning	Hmelo-Silver (2004)
	October 13	Learning From Peers	Ch.10, 326-346
Week 8	October 17	Learning From Peers cont.	Ch. 10, 347-362
	October 20	<b>Exam 1</b>	(chapters 1, 6, 8, 3, 9, 10)
Week 9	October 24	Teachers and teaching	Ch. 2, 32-52 <b>* writing assignment will be handed out</b>
	October 27	Teachers and teaching	Ch.2, 52-69
Week 10	October 31	Managing Learning in Classrooms	Ch. 7, 226-245 <b>*writing assignment 2 due 11 am on Sakai</b>
	November 3	Managing Learning in Classrooms cont.	Ch.7, 246-257
Week 11	November 7	Social Development	Ch. 4, 116-138
	November 10	Social Development cont.	Ch. 4, 138-148
Week 12	November 14	Individual Differences and Special Needs	Ch. 5, 152-174
	November 17	Individual Differences and Special Needs cont.	Ch. 5, 175-191
Week 13	November 22	Motivation and Engagement	Ch.11, 366-379
	November 24	No class	Happy Thanksgiving!
Week 14	November 28	Motivation and Engagement cont.	Ch. 11, 379-399 <b>* Writing assignment will be handed out</b>
	December 1	Motivation to Learn	Ch.12, 402-416
Week 15	December 5	Motivation to Learn cont.	Ch. 12, 416-431 <b>*writing assignment 3 due 11 am on Sakai</b>
	December 8	Assessment for Learning	Ch. 13, 436-454
	December 12	Assessment for learning cont.	Ch. 13, 454-471
	December 14, 15	Reading Days	
	December 22	Exam 2	(chapters 2, 7, 4, 5, 11, 12, 13)