

EDUCATIONAL PSYCHOLOGY: PRINCIPLES OF CLASSROOM LEARNING

Carol Tate carol.tate@rutgers.edu (Office: GSE 348)
Monday & Thursday, 9:50-11:10 a.m., Campbell Hall A-1
Office hours by arrangement

Websites: Sakai: www.sakai.rutgers.edu Textbook Companion site:
www.wileyplus.com

Course Description

The purpose of the course is to introduce you to the theory and research that underlies instructional practice. Whether you plan to become a teacher or not, you can expect to learn about your own thinking skills and learning strategies. My primary goal is for you to be able to consider instructional issues and classroom problems with research-based ideas and to formulate action plans. The course will introduce competing theories of learning and motivation with a view to understanding how different theories may have different implications for decisions made in classrooms.

Required Materials

1. Textbook: O'Donnell, A. M., Reeve, J. M., & Smith, J. K. (2012). *Educational Psychology: Reflection for Action* (3rd Edition); Hoboken, NJ: John Wiley.
2. Short (typically 6-12 pages, sometimes longer) supplemental readings (journal articles or book chapters) to be posted on Sakai site

I recommend bringing the textbook to class as a reference when we are discussing content.

Course Policies

Attendance

Attendance of **all** classes is required in accordance with the university attendance policy. I will record attendance daily. Excused absences are those due to religious holidays (as outlined in the university calendar) or illness (which must be properly documented). **All absences must be reported using the online absence reporting system found at <https://sims.rutgers.edu/ssra/> and details should be given to me in person or via email.** Exceptions may be made if I am notified far in advance of an absence. Work for another class or a job **are not** excused absences.

You also have two free unexcused absence days that you may use whenever you please. These cannot be used to postpone an exam, become exempt from a quiz, or avoid an assignment due date. These two free days do not need to be reported in the online system, but email notification of the absence is appreciated.

Technology 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, it must be in **silent mode** at all times during the class. Emergency calls should be taken outside the classroom. Laptops should be used for note taking only. Checking email, playing games, and shopping for shoes are all considered inappropriate uses of technology. This behavior will affect your participation grade.

Academic Integrity

You should be familiar with the university's academic integrity policy.

(<http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>). All assignments should be your original work. If at any point during the semester, you need help understanding this policy or are concerned that you may be breaking this policy, please contact me directly.

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 **as soon as possible** so your accommodations can be put in place; if you are worried that you may need accommodations in the future, I encourage you to seek out these accommodations early in order to avoid unnecessary problems in the course. I will work with you in order to provide reasonable accommodations to ensure that you have a fair opportunity to succeed in this class. Services are available only to students who submit appropriate documentation.

Course 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

Course Assignments

Task	Maximum Number of Points Earned
Class participation	10 points
quizzes/exit slips	15 points
Exam 1	20 points
Exam 2	25 points (45 points total)
Six Response Papers (to be posted on Sakai)	5 points each (30 points total)

Total = 100 points

1. Attendance/Participation/Group Work (10 points)

Points for this criterion will be assigned in accordance with the attendance policy, technology use policy, and instructor expectations as outlined previously within this syllabus.

2. Midterm Exam (20 points)

There will be a midterm exam consisting of short answer, multiple choice, and essay questions. Make-ups will not be scheduled unless there is an explicit conflict with a religious observance or other properly documented excused absence.

3. Weekly Quizzes (15 points)

Short weekly quizzes will take place at the beginning of class once per week. Your two lowest quiz grades will be excluded from your quiz average.

4. Final Exam (25 points)

The final exam will essentially be a lengthier midterm-style exam: there will be a mix of short answer and multiple-choice questions, with two short essays. The exam will take place as scheduled by the university.

5. Writing assignments (5 points each)

The purpose of the writing assignments is to reflect on the connection of the readings to your future role as a teacher. Each paper should highlight the main points of the readings for the chosen week and include discussion of questions raised for you by the readings as well as thoughts about the significance of the content for your future teaching.

Additionally, you should make connections to previous readings where appropriate. **You will choose any six weeks during the semester for which you will write a response paper. Each writing assignment is due the week after the topic has been covered in class; no late assignments will be accepted.**

Tentative Course Schedule and Assignments

Week	Date	Topic	Readings
Week One	9/5	Introducing Educational Psychology	Chapter One
Week Two	9/9	Teachers and Teaching	Chapter 2- 32-52
	9/12	Teachers and Teaching	Chapter 2-52-69
Week Three	9/16	Behavioral Learning Theory	Chapter 6, 192-205
	9/19	Behavioral Learning Theory	Chapter 6, 206-223
Week Four	9/23	Managing Learning in the Classroom	Chapter 7, 226-245
	9/26	Managing Learning in the Classroom	Chapter 7, 246-257
Week Five	9/30	Cognitive and Social Cognitive Learning	Chapter 8, 262-278
	10/3	Cognitive and Social Cognitive Learning	Chapter 8, 278-295
Week Six	10/7	Cognitive and Social Cognitive Learning	
	10/10	Complex Cognition and Social Constructivism I	Chapter 9, 298-315
Week Seven	10/14	Complex Cognition and Social Constructivism II	Chapter 9, 316-325
	10/17	Complex Cognition and Social Constructivism III	
Week Eight	10/21	Midterm Exam	
	10/24	Motivation and Engagement	Chap 11, 366-379
Week Nine	10/28	Motivation and Engagement	Chap 11, 380-399
	10/31	Motivation to Learn	Chap 12, 402-416
Week Ten	11/4	Motivation to Learn	Chap 12, 416-431
	11/7	Learning from Peers	Chap 10, 327-339
Week Eleven	11/11	Learning from Peers	Chap 10, 340-365
	11/14	Assessment for Learning	Chap 13, 436-454
Week Twelve	11/18	Assessment for Learning	Chap 13, 454-471
	11/21	TBA	TBA
Week Thirteen	11/25	TBA	TBA
	11/28	No class-Thanksgiving	
Week Fourteen	12/2	Standards Based Assessment	Chap 14, 478-498
	12/5	Standards Based Assessment	Chap 14, 498-512
Week Fifteen	12/9	Last Class—Review Session	
	12/12	Reading Days	
Final Exam		TBA	