

**Fall 2013: 05:300:306 – Section 5**

**EDUCATIONAL PSYCHOLOGY / PRINCIPLES OF CLASSROOM LEARNING**

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Meeting: Tuesday & Thursday, 2:30-4:10 PM, Campbell Hall A4; Office hours by arrangement

**Course Websites:** Sakai: [www.sakai.rutgers.edu](http://www.sakai.rutgers.edu) Book Companion site: [www.wileyplus.com](http://www.wileyplus.com)

**Course Description**

The primary goal of this course is to introduce you to the research that underlies teaching practices and give students practice applying content. You will be exposed to the psychology behind teaching and learning, as it exists in classrooms and beyond. The course will help you develop your identity as a future teacher.

**Course Goals**

<b>Apply course content to real-life teaching situations</b>	Apply course content in understanding one's role as an educator
Reflect on and adapt teaching practices in light of educational psychology research	Develop an understanding of educational psychology research and what it means for teachers' everyday activities

**Required Materials**

1. Textbook: O'Donnell, A. M., Reeve, J. M., & Smith, J. K. (2012). *Educational Psychology: Reflection for Action* (3<sup>rd</sup> Edition); Hoboken, NJ: John Wiley.
2. Supplemental readings (journal articles or book chapters) to be posted on Sakai site (See grading section for details on this)

**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; inform me in advance if such an absence is to take place), or illness (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 job **are not** excused absences.

You also have 2 free unexcused absence days that you may use whenever you please, although these cannot be used to postpone an exam, become exempt from a quiz, avoid an assignment due date, or skip a presentation. 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. If you have an emergency call coming in during the class, make sure to take it outside the classroom. If you are using a laptop in class, I expect that you will use it for the purposes of class only. Checking email, going websites that we are not looking at as a class (including using Sakai at inappropriate times), playing games, and using text or chat all are considered inappropriate uses of technology. **I deduct participation points for inappropriate uses of technology in class; it will be treated as a half-absence. Frequent interruptions due to cell phone notifications or repeated taking of calls will also lead to participation grade reductions.**

*Academic Integrity*

The University's academic integrity policy applies to this course, as with any other course (<http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>). All assignments should be your original work (or original group product, where required). Working together on an assignment is forbidden except where otherwise stated. I will be very explicit about which assignments may be done with friends or a group throughout the course, as I do often offer assignments on which I strongly encourage collaboration. 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. Violations will be handled in accordance with University policy.

*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 perform in this class. Services are available only to students who submit appropriate documentation.

**Instructor's Expectations in this Course**

	<b>For You</b>	<b>For Instructor</b>
<b>Respect</b>	<ul style="list-style-type: none"> <li>• Carefully listening when others speak</li> <li>• Respectfully responding to peer questions</li> <li>• Constructive feedback for peers and instructor (no insults, respectful disagreement when appropriate)</li> <li>• Not engaging in activities irrelevant to the class (e.g. Facebook, texting, side chat)</li> </ul>	<ul style="list-style-type: none"> <li>• Carefully listening when others speak</li> <li>• Respectfully responding to student questions</li> <li>• Constructive feedback for students</li> <li>• Actively seeking students' input about how the course is going for them and how the course can be improved</li> <li>• Not engaging in activities irrelevant to the class (e.g. outside work, texting, online activities)</li> </ul>
<b>Active Participation</b>	<ul style="list-style-type: none"> <li>• <b>Attempting to connect the material to real-life</b></li> <li>• Offering examples in discussion</li> <li>• Sharing ideas with classmates and instructor</li> <li>• Pursuing understanding by asking questions</li> </ul>	<ul style="list-style-type: none"> <li>• Providing guiding questions and structure as necessary</li> <li>• Providing examples in discussion</li> <li>• Being available via email, office hours, and phone as necessary</li> <li>• Promoting student engagement and motivation for the course material</li> </ul>
<b>Accountability for Understanding</b>	<ul style="list-style-type: none"> <li>• <b>Knowing the content of the syllabus</b></li> <li>• Asking questions when something isn't understood</li> <li>• Sharing with classmates who have trouble understanding</li> <li>• Reading material prior to class</li> <li>• Completing assignments on time</li> <li>• <b>Complying with Academic Integrity policy</b></li> </ul>	<ul style="list-style-type: none"> <li>• Clarifying material when students are having difficulty</li> <li>• Being prepared for discussion section</li> <li>• <b>Enforcing Academic Integrity policy</b></li> </ul>
<b>Timeliness</b>	<ul style="list-style-type: none"> <li>• <b>Being on time for class</b></li> <li>• <b>Keeping lateness and absence to a minimum</b></li> <li>• Being on time with assignments</li> <li>• Not waiting until the last minute to contact instructor</li> <li>• Complying with and understanding attendance policy</li> </ul>	<ul style="list-style-type: none"> <li>• Be on time for class</li> <li>• Be on time with assignments</li> <li>• Not waiting until the last minute to contact students</li> <li>• Enforce attendance policy</li> </ul>

### 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
Attendance/Participation/Group work	10 points
Weekly Quizzes	15 points
Exam 1	20 points
Exam 2 OR Final Paper Project	25 points (45 points total)
Response Paper 1	10 points
Response Paper 2	10 points
Response Paper 3	10 points (45 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 mandatory midterm exam. The exam will consist of a mix of short answer and multiple choice questions with one essay question. 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)*

Small weekly quizzes will take place at the beginning of class once per week. The quizzes will be assigned a grade in order to provide feedback on your understanding of the material, although the total points assigned for quizzes will be calculated from your quiz average. **Your 2 lowest quiz grades will be excluded from this average.**

*4. Final Assignment Choice: Exam or Paper Project (25 points)*

You will have the choice of whether you will take a final exam or instead do a final paper project. The final exam will essentially be a lengthier midterm-style exam: there will be a mix of short answer and multiple choice with two essay questions. The final paper project will consist of a portfolio-style submission: you will revise all three response papers in light of feedback

received over the semester and write a 5-page paper that unites your three response papers to discuss the significance of the material for your development and identity as a teacher. **You will choose only one of these two final assignments; both count for 25 points in the overall grade. No acceptance of late assignments or rescheduling of the final exam will take place.** The exam will take place as scheduled by the University; the paper project will be due by 11:59 pm Saturday, December 14<sup>th</sup>, but may be submitted no earlier than the last day of class (Tuesday, December 10<sup>th</sup>).

5. *Writing assignments (15 points each)*

The purpose of the writing assignments is to reflect on the connection of the readings to your personal life, giving focus to your future teaching role. 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. The length of each writing assignment is 2-3 pages double-spaced, using Times New Roman 12-point font. **You will choose any three 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.**

### **Evaluation of Written Work**

Your written work (i.e. response papers, final paper project) will be evaluated using the following criteria:

- *Timeliness and Appropriate Submission:* Was the paper submitted on time? Was the paper submitted online through Sakai? Was a paper version submitted in class?
- *Responsiveness to the task or question:* Are you fulfilling the requirements of the assignment?
- *Clarity and organization of writing:* Are your ideas presented clearly and in a well-organized fashion?
- *Conciseness:* Is the writing excessively wordy or redundant?
- *Originality of ideas:* Do the ideas presented build upon and go beyond the sources cited in writing the paper? (Creative application of content is highly encouraged)
- *Completeness and depth:* Is adequate detail and evidence offered to support arguments? Is there evidence of deep reflection on the meaning of the material for one's future teaching role? Are alternative perspectives considered and handled appropriately?
- *Attention to professional style and ethics:* Is the paper typed using 12-point Times New Roman font and double-spaced? Are references listed where appropriate? Is cited material paraphrased (rather than direct quoted) whenever possible? Use APA style (see Purdue OWL website if you do not have an APA style guide:  
<http://owl.english.purdue.edu/owl/resource/560/01/> )

### **Course Information & Advice for Successful Learning**

- Understanding the material and how it applies to real-life work in classrooms should be your primary goal in this class; **I am here to assist you in meeting that goal successfully.**
- Active participation is also mandatory in this class: as you will learn in the course, discourse and collaboration are understood to be central to the learning process in social constructivist approaches to learning.
- Do not hesitate to discuss questions and readings with classmates to assist you in understanding the material. If you have further questions, feel free to bring them to class and schedule office hours or email me.
- You will receive feedback of some sort for all assignments; use that feedback to help you gauge your own progress in meeting the goal of understanding the course material and its application to real teaching.
- Come prepared for each discussion ready to ask questions for discussion in the class.
- You will better understand the content if you attempt to apply it/practice it. Try using the strategies we will discuss and try to analyze teaching/learning situations that you observe in terms of what we discuss in this class.
  - I also recommend getting involved with students *now* if you are interested in becoming a teacher: engaging in activities like volunteer tutoring can help you get in touch with the different ways children think, how children relate to adults in educational settings, and also give you an opportunity to see how the principles we discuss work in real life.

**Tentative Course Outline and Important Dates**

	Date	Topic	Readings
Week 1	September 3	Introducing Educational Psychology and Reflective Practice	Chapter 1 Optional: TBA
	September 5	Teachers and Teaching	Chapter 2, 28-47 Optional: TBA
Week 2	September 10	Teachers and Teaching	Chapter 2, 48-65 Optional: TBA
	September 12	Behavioral Learning Theory	Chapter 5 Optional: TBA
Week 3	September 17	Behavioral Learning Theory	Chapter 8, 254-261 Optional: TBA
	September 19	Cognitive Learning Theory	Chapter 7, 222-238 Optional: TBA
Week 4	September 24	Cognitive Learning Theory	Chapter 7, 238-247 Optional: TBA
	September 26	Cognitive and Social Cognitive Learning Theories	Chapter 3, 72-85 Chapter 9, 300-302 Optional: TBA
Week 5	October 1	Cognitive and Social Cognitive Learning Theories	Chapter 3, 85-93 Chapter 8, 268-285 Optional: TBA
	October 3	Complex Cognition	Chapter 8, 262-268
Week 6	October 8	Teachers' Identities	Readings TBA
	October 10	Issues in Diversity	Chapter 13, 451-461 Chapter 3, 93-99 Optional: TBA
Week 7	October 15	Issues in Diversity	Chapter 13, 461-471 Optional:
	October 17	Social Development	Chapter 4: 108-126 Optional: TBA
Week 8	October 22	Social Development	Chapter 4: 127-149 Optional: TBA
	October 24	<b>MIDTERM EXAM</b>	
Week 9	October 29	Individual Differences and Special Needs	Chapter 12

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	October 31	Classroom Management	Chapter 6, 186-206 Optional: TBA
Week 10	November 5	Classroom Management	Chapter 6, 207-221 Optional: TBA
	November 7	<b>NO CLASS</b>	
Week 11	November 12	Learning from Peers	Chapter 9, 290-300 Optional: TBA
	November 14	Learning from Peers	Chapter 9, 304-315 Optional: TBA
Week 12	November 19	Learning from Peers	Chapter 9, 316-330 Optional: TBA
	November 21	Motivation and Engagement	Chapter 10, 341-355 Optional: TBA
Week 13	November 26	Motivation and Engagement	Chapter 10, 356-370 Optional: TBA
	November 28	<b>NO CLASS</b>	
Week 14	December 3	Motivation to Learn	Chapter 11, 372-386 Optional: TBA
	December 5	Motivation to Learn	Chapter 11, 387-410 Optional: TBA
Week 15	December 10 <b>LAST CLASS MEETING</b>	Assessment	Chapter 14, 483-520 Optional: TBA
Finals Period	December 16-23 <b>OPTIONAL FINAL PAPER DUE BY DEC. 14 (SATURDAY)</b>	Final Exam Date TBA	