

**Spring 2014: 05:300:306**  
**EDUCATIONAL PSYCHOLOGY / PRINCIPLES OF CLASSROOM LEARNING**

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Meeting: Monday, 4:50-7:30 PM, Scott Hall 120; Office hours by arrangement

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

**Course Description**

The primary goal of this course is to introduce you to the research that underlies teaching practices and give you practice in applying content. You will be exposed to the psychology behind teaching and learning, as it exists in classrooms and other contexts. The course will help you develop your identity as a future teacher. You will gain experience in applying course content to real-life teaching situations, reflecting on and adapting teaching practices in light of educational psychology research, and understanding 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. Short supplemental readings (journal articles or book chapters) to be posted on Sakai site (See grading section for details on this).

**Please bring the textbook to each class as a reference for 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.

*Technology use*

**Please refrain from using cell phones to make or receive calls and/or text messages.** Cell phones must be put away and in **silent mode** at all times during the class. If you need to take an emergency call, please 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 to 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.**

*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. Working together on an assignment is forbidden except where otherwise stated. I will be very explicit throughout the course about which assignments may be done in 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 Individuals with Disabilities*

Any member of the class with a disability can be provided with appropriate accommodations. You should consult Rutgers’ Office of Disability Services **as soon as possible** so your accommodations can be put in place; I encourage you to seek out any necessary accommodations early in order to avoid preventable 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 peers</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, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Carefully listening when others speak</li> <li>Respectfully responding to students</li> <li>Constructive feedback for students</li> <li>Actively seeking students’ input about how the course is going and how it can be improved</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>Academic Integrity</li> </ul>	<ul style="list-style-type: none"> <li>Clarifying material when students are having difficulty</li> <li>Being prepared for each meeting</li> <li><b>Enforcing Academic Integrity policy</b></li> </ul>
<b>Timeliness</b>	<ul style="list-style-type: none"> <li><b>Being present &amp; on time for class</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 & Journal Entries	15 points
Midterm Exam	20 points
Journal Portfolio Project	20 points
Response Paper 1	10 points
Response Paper 2	10 points (20 points total)
Lesson Plan Project	15 Points

**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. Each unexcused absence will result in deduction of 3 points. Every student will also be responsible for working with a group to lead and moderate class discussions for part of one class period. This will include preparing discussion questions and activities.

*2. Weekly Quizzes & Journal Entries (15 points)*

Short weekly quizzes will take place at the beginning of each class period. The quizzes will be assigned a grade in order to provide feedback on your understanding of the material. The total points assigned for quizzes will come from your quiz average. **Your lowest quiz grade will be excluded from this average.** You will also compose a journal entry **in class** each week in response to prompts based on the content of that week’s assigned reading. These will be used for discussion and will be submitted at the end of each class meeting.

*3. 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. The exam is scheduled for **March 24th**.

4. *Journal Portfolio Project (20 points)*

In lieu of a final exam, at the end of the semester you will write a paper that involves deep reflection on how your ideas and understandings of Educational Psychology have evolved over the course of the semester, and how these new understandings have influenced your identity as a teacher and how they will inform your future practice. This assignment is a portfolio-style submission: you will review your previous journal entries and discuss evidence of how your ideas have developed. This paper will be a maximum of 3 pages double-spaced, and a hard-copy is due in class on **May 5th**. **No late assignments will be accepted.**

5. *Response Papers (10 points each)*

The purpose of these 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. Thus, these papers include more than a simple summarization of the readings! Each paper will be 2-3 pages double-spaced, using Times New Roman 12-point font. **You will choose any two weeks during the semester for which you will write a response paper. Each response paper is due the week after the topic has been covered in class; no late assignments will be accepted. You will submit a hard copy of the papers in class on the day they are due.**

6. *Lesson Plan Project (15 points)*

This assignment will involve developing a lesson plan on a topic and teaching area of your choice. You will design one lesson based on material you've learned throughout the semester. Additionally, you will write a paper (approximately 3 or 4 pages, not including the description of your lesson) which provides reasons for why you chose those methods based on specific principles from the course material. More detailed instructions will be provided later in the semester. The paper is due on or before **April 28th**. **No late assignments will be accepted.**

### Evaluation of Written Work

Your written work provides excellent opportunities for you to actively apply course content and build your own personal teaching portfolio. These assignments will be evaluated using the following criteria:

- *Timeliness and Appropriate Submission:* Was the assignment submitted on time? Was the assignment submitted online through Sakai? Was a hard-copy submitted in class?
- *Responsiveness to the task or question:* Are you fulfilling all 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 directly 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; **my goal is to assist you in accomplishing this.**
- **Active participation is 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 this feedback to help you gauge your own progress in meeting the goal of understanding the course material and its application to real classrooms.
- Come prepared for each class, 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 in class work in real-life contexts.

**Tentative Course Outline and Important Dates**

	Date	Topic	Readings
Week 1	January 27	Teachers and Teaching	Text: Chap. 2
Week 2	February 3	Information Processing Theories of Learning	Text: Chap. 7
Week 3	February 10	Cognitive Development and Learning	Text: Chap. 3
Week 4	February 17	Cognitive Strategies	Reading TBA
Week 5	February 24	Cognitive Strategies continued	Reading TBA
Week 6	March 3	Social Constructivism; Complex Cognition	Text: Chap. 8
Week 7	March 10	Finish Chap 8; Review for Midterm	Text: Chap. 8
Week 8	March 17	Spring Break	
Week 9	March 24	<b>Midterm Exam</b>	
Week 10	March 31	Classroom Management	Text: Chap. 6
Week 11	April 7	Learning from Peers	Text: Chap. 9
Week 12	April 14	Motivation and Engagement	Text: Chap. 10
Week 13	April 21	Motivation to Learn	Text: Chap. 11
Week 14	April 28 <b>Lesson Plan Project Due in Class</b>	Assessment	Text: Chap. 14
Week 15	May 5 <b>Journal Portfolio Project Due in Class</b>	Final Reflections	No reading

