

Fall 2015
Educational Psychology: Principles of Classroom Learning (3 Credits)
M and Th, 11:30am-12:50pm
05:300:306 Section 02
Scott Hall 202

Instructor: Brandon Mauclair-Augustin	mauclair000@gmail.com
Phone: 848-932-0878	10 Seminar Pl Rm 360
Office Hours: By appointment	Prerequisites or other limitations: 01:830:101
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

Learning goals:

This course is designed to introduce you to prominent educational psychology theories and considerations in classroom learning. Early into the course we will see that human cognition, affect, and experience complement and complicate learning in a formal setting. In fact, we will find that a great deal of learning occurs outside the classroom and will in turn impact the learner's development. By the end of the course you will be able to understand and critique the major theories we've discussed and you are expected to skillfully and creatively apply that knowledge to a real-world setting that is relevant to your needs.

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The Department of Educational Psychology seeks to inform and improve educational practice through the creation and application of knowledge; the preparation of educational professionals and researchers; and a constructive engagement with educational agencies and institutions at the local, state, national, and international levels.

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We have initial accreditation for our teacher education program from the *Teacher Education Accreditation Council* (TEAC). As part of the accreditation process, we make **four claims** about the totality of our teacher preparation program. The claims are as follows:

1. *Our students understand the central concepts, tools of inquiry, and structures of the disciplines they teach, especially as they relate to the New Jersey Core Curriculum Content Standard.*

2. *Our students demonstrate pedagogical content knowledge in their planning and design of instructional plans and their use of multiple assessment strategies to evaluate and promote student learning.*
3. *Our students demonstrate knowledge of learners and learning in accommodating diverse learners and those with special needs and in the design of learning environments that provide a supportive, safe, and respectful environment.*
4. *Our students demonstrate knowledge of appropriate professional practice in their use of effective communication in the classroom, knowledge of strategies for building relationships with parents to support student learning, and knowledge of opportunities to pursue professional growth.*

***The New Jersey Professional Standards for Teachers can be found at:
<http://www.state.nj.us/education/profdev/profstand/>*

Course catalog description:

Surveys areas of psychology most relevant to education. How children think, learn, and remember; influence of motivation; and principles of measurement.

Prerequisite: 01:830:101.

Class materials/ Textbooks:

O'Donnell, A. M., Reeve, J. M., & Smith, J. K. (2012). *Educational Psychology: Reflection for Action* (3rd Edition); Hoboken, NJ: John Wiley. Available at the Rutgers Barnes & Noble Bookstore.

Additional readings will be included throughout the course. They will be free resources.

Grading Policy:

Your grades will reflect your development and your ability to provide clear analysis and connect course content to your interests. Hence, your grades will not be dependent on the performance of other students. It is important to be timely with your work. Please communicate with me in advance if situations arise. We can make arrangements on a case-by-case basis (**email me at maclair000@gmail.com**). You will still be expected to submit assignments to receive full credit.

A 90-100

B+87-89

B 80-86

C+77-79

C 70-76

D 60-69

F <60

Weekly Responses (20pts)- These assignments are 250 word responses to the weekly readings (although, you may likely exceed 250 words). Post your 250 word responses to the Forum section in Sakai by **Sunday night** and comment on at least two other students' Forum post by **Wednesday night**.

The initial post should include a *brief summary* of the reading and your *reflection* on the ideas that are conveyed. Responses should also show *where you stand* in regards to the ideas behind the readings and should also include *questions or concerns* you would like to be addressed in class.

Participation (20pts)- Your attendance and participation in classroom activities will be considered in this section in addition to your growth and refinement as observed in your writings, discussions, and projects. You will be the driving force during class discussions. Please have questions ready at the start of class. This class is a safe space where ideas and perspectives are respected. Disagreements and problem-solving will always be executed in a respectful manner.

Midterm (25pts)- You will design a learning environment of your choosing that utilizes the principles found in educational psychology. This project is an opportunity to demonstrate your understanding of what you have learned thus far. Use at least three principles and clearly identify them. Be sure to develop ways to compensate for their drawbacks. Thoughtful considerations and creative application of each principle is greatly encouraged.

**More information about this project will be provided as the semester progresses

Final (35pts)- The final project is a thorough analysis of a learning environment found in one of the readings or other resources provided in class. You will be asked to identify educational psychology principles and other influences we've discussed throughout the semester. You must identify problems within that learning environment and propose solutions using the concepts we've discussed during class. You may find that some solutions will involve initiatives beyond the classroom. To make the most out of the

project you may work from the perspective of a role that is meaningful to your personal goals for the class (i.e. teacher/professor, researcher, principal, counselor, legislator, etc.).
****More information about this project will be provided as the semester progresses**

How to Meet Course Goals:

In order to meet the goals of the class you will need to do all weekly readings, complete the responses and projects, and actively participate. The weekly assignments are meant to help you summarize theories in educational psychology and pose questions to bring up during class to facilitate our discussion. You are expected to regularly participate and voice questions and observations about what you are learning. Creativity and thoughtfulness are highly encouraged when analyzing problems.

Course Schedule:

Date	Due This Week*	Class Activity
Week 1	8/31 No class , 9/3	None
Week 2	9/8 on Tues. , 9/10	Goal statement, Response Ch 1
Week 3	9/14, 9/17	Response Ch 3
Week 4	9/21, 9/24	Response Ch 4
Week 5	9/28, 10/1	Response Ch 4
Week 6	10/5, 10/8	Response Ch 5
Week 7	10/12, 10/15	Response Ch 7
Week 8	10/19, 10/22	Midterm Draft, Response Ch 6
Week 9	10/26, 10/29	Response Ch 11 Midterm
Week 10	11/2, 11/5	Response Ch 12
Week 11	11/9, 11/12	Response Ch 13
Week 12	11/16, 11/19	Response Ch 13
Week 13	11/23, 11/26 No class	Response Ch 9
Week 14	11/30, 12/3	Ideas for final, Response Ch 8
Week 15	12/7, 12/10	Response Ch 2
Week 16	12/14, 12/17	Final due
		Final workshop

*Additional readings and resources will be assigned. These will also be required.

Web site:

Sakai sakai.rutgers.edu

Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the

campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Academic Integrity Policy:

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf

Problems:

Personal problems. A variety of resources are available at the university to assist you with personal difficulties (e.g., stress, anxiety, bereavement, etc). Each campus has a counseling center and these services are free to you as a student. You might first contact Counseling, ADAP, and Psychiatric Services (CAPS) at (848) 932-7884.

Academic problems. If you are having difficulties with this course, you should seek assistance from me during office hours or by making an appointment with me. The Learning Resource Centers on each campus also provide a variety of services to help you with your academic performance.

Considerations:

Be sure to save your work frequently. It is often a good idea to type your written responses into Microsoft Word first then copy and pasting into Sakai. In addition, I recommend you save all of your academic work (from all courses). If you are considering graduate school, admissions teams will often request a writing sample.

**Elements of the syllabus are subject to change.