

**Rutgers, The State University of New Jersey**  
05:300:306:07 Educational Psychology: Principles of Classroom Learning  
Wed. 4:30-7:30 @ Frelinghuysen Hall A2  
611 George Street, New Brunswick, NJ 08901-1176  
Fall 2015, 3 Credits

Instructor: Ron Rinehart	Email <a href="mailto:ron.rinehart@gse.rutgers.edu">ron.rinehart@gse.rutgers.edu</a>
Phone Number : 848-932-0845	Office Location: 10 Seminary Place Room: 319
Office Hours: 12 to 1pm Tuesdays or by arrangement	Prerequisites or other limitations: none
Mode of Instruction: <input 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:

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 documentations: <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>.

**Course Description**

This course is an introduction to fostering effective reasoning, utilize powerful learning strategies, encouraging deep processing of content, promoting conceptual change, and helping students develop motivated self-regulated learning through a variety of techniques use in classroom instruction. We also confront common ‘urban legends’ in education and learn to evaluate teaching.

**Course Aims**

Students will learn how to:

1. foster effective reasoning through a variety of instructional practices
2. support the development of motivated self-regulated learners
3. manage classrooms with compassion and logic
4. teach for understanding and conceptual change
5. critically evaluate teaching
6. undermine many myths about education

## **My Approach**

1. Helping new teachers become leading professionals in our field is my passion.
2. Many past students of mine have commented that this is one of the first classes they have taken that puts a strong emphasis on application rather than memorization.
3. Please note that the course is titled “Educational Psychology: Principles of **Classroom** Learning.” This course is focused on developing high quality professionals who are capable of doing amazing work in **classrooms**.
4. The course is designed so that you come to class well prepared each day, and then we build on your initial understanding. If you do not come to class prepared, it is possible that you will end up feeling lost in class.
5. Treat each other’s ideas with utmost respect. This includes listening carefully when others are talking, including your classmates.

## **Course Structure and Assignments**

**Participation:** Your participation in class counts heavily towards your grade. It is therefore important that you actively participate in class activities and discussions. Learning is an active process: the more you participate the more you learn. As part of your participation you are expected to read assigned readings and actively engage in class discussion and group work activities.

Your participation score will be based on the following:

- a. Attendance. To get full credit you must attend all classes for the entire duration of class. Missing a portion of class, including being late, will result in ½ credit. Missing more than half a class results in no credit. Attendance is scored based on the attendance sign-in sheet and those scores are uploaded to Sakai each week.
- b. Being on time. I expect you to be on time to each class. Let me know in advance if you must be late for any reason. Being late counts as half an absence.
- c. Participation in class activities (discussion, group work). Participation in class activities includes:
  - (1) contributing to whole-class discussions,
  - (2) listening when others are talking, including when your classmates are talking,
  - (3) participating effectively in group work, and
  - (4) successfully completing written in-class work and turning it in.

Off task behaviors like using a cell phone, texting, web-surfing on a laptop or tablet, playing video games etc. will result in a reduction (potentially even a zero) of the participation score.

**Readings:** There will be assigned readings for each class session; you are expected to read them and be prepared to discuss them in class (part of the participation grade). Often I will assign a question or two to guide and focus your thinking as you read the assigned papers. On occasion an additional reading may be assigned or a new reading may be substituted for an existing one. Videos or other web-based activities may also be assigned on an as-needed basis.

**Quizzes:** Quizzes are given during **every** class period except the two exam days. They are given at the start of class. Quizzes are timed. The format for quizzes varies. They will be completed individually or in small groups depending on task requirements. Quizzes are short and consist of one or more questions that are based on recent problems, readings, homework, lectures or activities in class. **There are no make-up quizzes.**

**Homework Problems:** A significant portion of this class revolves around problem solving. Some problems are assigned as individual work and other problems are group work. Point values for problems are indicated on the problem. **Late problems will not be accepted** and will receive a score of zero.

Please see Sakai for the most up-to-date homework problem list.

Class starts at 4:30 pm on Wednesdays. If problems arrive in my email inbox, or are turned in as hardcopy form, by 4:31pm they are late and they will not be counted. If you are absent from a class, you must still submit the problems due that day before the beginning of the class on which the problems are due. This applies even if you have an excused absence. If you are absent from class, you may email the problems to me.

All problems, unless otherwise specified, should be typed and in a readable font like 12 point Times New Roman.

There are five kinds of feedback on problems. All homework assignments will get at least one of these kinds of feedback:

1. Oral feedback in class on the problems
2. Class discussion of the problem
3. Group work on the problem followed by class discussion
4. Written feedback on the assignment
5. Handouts with model answers

**Exams:**

There is one mid-term exam and one final exam. Refer to the schedule for the relevant dates. The exams cover:

**--all course materials.**

This includes: readings, problems, lectures, activities, videos, group work, homework, quizzes. Examinations will include multiple choice, short answer questions, short essay questions, and longer essay questions.

There is material covered on the exams (both from the text and the articles) that we will not have time to go over in class. There will also be information covered in class that is not in the text.

There is a very heavy emphasis on application on the exams on all forms of questions. You will be asked to apply what you are learning to teaching situations, especially your own future teaching situation.

The final exam is cumulative. Why cumulative? Because when you teach in the future, you will need to know everything you learn in this course, not just the material since the first exam.

Specific instructions for assignments (listed and not listed) will be provided in class (and posted on Sakai) closer to the assignment due date.

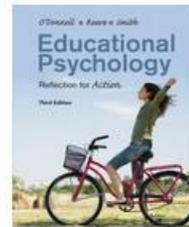
Changes may be made, as needed, to the syllabus during the course. These changes may impact any segment or part of the syllabus.

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**Course Website** www.sakai.rutgers.edu

**Textbook Website** www.wileyplus.com

**Required Texts** 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. Available at the Barnes and Noble Bookstore.



**Required Software\*:**

Microsoft Office\*\* – You will need a valid version of Microsoft Office 2007 or later (2010 is preferable).

\*\* the only formats that are accepted are Microsoft supported formats including: .doc, .docx, .ppt, .pptx, .xls, .xlsx Mac or Linux formatted documents cannot be accepted. Most programs offer export options to Microsoft formats, please use them. It is the student's responsibility to make sure they can meet these requirements.

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**Grading Policy**

**Academic Integrity Policy:**

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies. Academic dishonesty results in a zero for the assignment. Repeated incidents will be escalated.

**Web site:** <https://sakai.rutgers.edu/portal>

**Late and Missing Work:** Missing work is scored a zero per assignment. Late work is penalized based on the guidelines described in the sections above and below.

### **Grades:**

The course is not graded on a curve. It is possible (and desirable) that every student earns an A. Grades are updated each week on Sakai. The class uses a weighted points system. Please see the “Summary of Requirements” section for the relevant grade categories and weights. Grades are earned through a combination of participation, homework problems, in-class problems, quizzes, and exams.

Here are the cut scores (in percentages) for each grade.

A 90.0%   B+ 87.0%   B 80.0%   C+ 77.0%   C 70.0%   D 60.0%   F <60%

The grade bump: Students sometimes email me to request a higher letter grade because they are close to the next letter grade but didn’t make the cut. I do not ‘bump up’ grades ever. I view it as a form of favoritism and I do not support it. For example if a student has an 89.2% in class that is a B+.

Having a bad day: Everybody has a bad day from time to time. I drop the lowest attendance and participation grade, the lowest quiz grade and the lowest homework grade.

Extra credit: The quizzes will have extra credit questions on them. This is the only form of extra credit available in the class. No other extra credit will be offered under any circumstances. Sometimes students email me asking if they can do “more extra credit” to boost their grade. This is favoritism similar to grade bumps and it is a practice that I do not condone. Please do not email me asking for more extra credit. Instead I recommend that students do their best every single week and make the most of the extra credit on the quizzes. Earning extra credit on a quiz typically reflects deeper mastery of a topic and I am more than happy to recognize deeper learning in this way.

### **Course Requirements**

**Attendance Policy:** Students are expected and required to attend all classes. I expect you to be on time for class. If you are going to be significantly late or need to leave early, please contact me as soon as possible. Attendance for each class is scored as 1 point per class. Being late is a 0.5 reduction. Missing (being late, leaving early, leaving in the middle and coming back etc.) more than 30 minutes of class will count as an absence (no points). Note that being late to class will also likely impact your ability to complete the quizzes. Extra time is not given to students who are late.

**Late assignment policy:** Late work will not be accepted and will be scored a zero.

## Summary of Requirements

<u>Assignment</u>	<u>Tentative due date</u>	<u>Grade</u>
Attendance, Participation, In-class Assignments	Throughout the course	20%
Weekly Quizzes	Throughout the course	20%
Homework	Throughout the course	20%
Mid Term Exam	Week 8	20%
Final Exam	Week 15	20%

## Course Schedule by Week

<b>Week</b>	<b>Topics to be Covered</b>	<b>Assignments &amp; Readings</b>
1: 9/2/15	<ul style="list-style-type: none"> <li>Memory, Attention &amp; Information Processing</li> </ul>	<ul style="list-style-type: none"> <li>O'Donnell - Chapter 7 Pages 223-243</li> </ul>
2: 9/9/15	<ul style="list-style-type: none"> <li>Student Conceptions</li> </ul>	<p style="text-align: center;"><b><u>Read</u></b></p> <ul style="list-style-type: none"> <li>Core ideas 1</li> </ul> <p style="text-align: center;"><b><u>Assignments Due</u></b></p> <ul style="list-style-type: none"> <li>Week 2 in-class quiz</li> <li>Week 2 Homework due</li> </ul>
3: 9/16/15	<ul style="list-style-type: none"> <li>Learning Strategies I: Writing and Reasoning</li> </ul>	<p style="text-align: center;"><b><u>Read</u></b></p> <ul style="list-style-type: none"> <li>Core ideas 2</li> </ul> <p style="text-align: center;"><b><u>Assignments Due</u></b></p> <ul style="list-style-type: none"> <li>Week 3 in class quiz</li> <li>Week 3 Homework due</li> </ul>
4: 9/23/2015	<ul style="list-style-type: none"> <li>Learning Strategies II: Comprehension and Problem Solving</li> </ul>	<p style="text-align: center;"><b><u>Read</u></b></p> <ul style="list-style-type: none"> <li>Core ideas 3</li> <li>O'Donnell - Chapter 8 Pages 262 - 267 &amp; 279 - 283</li> </ul> <p style="text-align: center;"><b><u>Assignments Due</u></b></p> <ul style="list-style-type: none"> <li>Week 4 in class quiz</li> <li>Week 4 Homework due</li> </ul>
5: 9/30/2015	<ul style="list-style-type: none"> <li>Learning Strategies III: Teaching Strategies and Teaching for Transfer</li> </ul>	<p style="text-align: center;"><b><u>Read</u></b></p> <ul style="list-style-type: none"> <li>Core ideas 4</li> <li>O'Donnell - Chapter 9 Pages 311-325</li> </ul> <p style="text-align: center;"><b><u>Assignments Due</u></b></p> <ul style="list-style-type: none"> <li>Week 5 in-class quiz</li> </ul>

		<ul style="list-style-type: none"> <li>• Week 5 Homework due</li> </ul>
6: 10/7/2015	<ul style="list-style-type: none"> <li>• Promoting Understanding and Belief I</li> </ul>	<p style="text-align: center;"><b><u>Read</u></b></p> <ul style="list-style-type: none"> <li>• Core ideas 5</li> <li>• Mayer 2002 Rote versus Meaningful Learning</li> </ul> <p style="text-align: center;"><b><u>Assignments Due</u></b></p> <ul style="list-style-type: none"> <li>• Week 6 in-class quiz</li> <li>• Week 6 Homework due</li> </ul>
7: 10/14/2015	<ul style="list-style-type: none"> <li>• Promoting Understanding and Belief II: Promoting Conceptual Change</li> </ul>	<p style="text-align: center;"><b><u>Read</u></b></p> <ul style="list-style-type: none"> <li>• Core ideas 6</li> </ul> <p style="text-align: center;"><b><u>Assignments Due</u></b></p> <ul style="list-style-type: none"> <li>• Week 7 in-class quiz</li> <li>• Week 7 Homework due</li> </ul>
8: 10/21/2015	<b><u>Midterm</u></b>	<b><u>Midterm</u></b>
9: 10/28/2015	<ul style="list-style-type: none"> <li>• Motivation and Engagement I</li> </ul>	<p style="text-align: center;"><b><u>Read</u></b></p> <ul style="list-style-type: none"> <li>• Core ideas 7</li> <li>• O'Donnell - Chapter 10 Pages 334-355</li> </ul> <p style="text-align: center;"><b><u>Assignments Due</u></b></p> <ul style="list-style-type: none"> <li>• Week 9 in-class quiz</li> <li>• Week 9 Homework due</li> </ul>
10: 11/4/2015	<ul style="list-style-type: none"> <li>• Motivation and Engagement II</li> </ul>	<p style="text-align: center;"><b><u>Read</u></b></p> <ul style="list-style-type: none"> <li>• Core ideas 8</li> <li>• O'Donnell - Chapter 11 Pages 376-397</li> </ul> <p style="text-align: center;"><b><u>Assignments Due</u></b></p> <ul style="list-style-type: none"> <li>• Week 10 in-class quiz</li> <li>• Week 10 Homework due</li> </ul>
11: 11/11/2015	<ul style="list-style-type: none"> <li>• Motivation and Engagement III: Self-regulated learning</li> </ul>	<p style="text-align: center;"><b><u>Read</u></b></p> <ul style="list-style-type: none"> <li>• Core ideas 9</li> <li>• O'Donnell - Chapter 10 Pages 356-65</li> </ul>

		<ul style="list-style-type: none"> <li>• O'Donnell - Chapter 11 Pages 397-404</li> </ul> <p style="text-align: center;"><b><u>Assignments Due</u></b></p> <ul style="list-style-type: none"> <li>• Week 11 in-class quiz</li> <li>• Week 11 Homework due</li> </ul>
12: 11/18/2015	<ul style="list-style-type: none"> <li>• Classroom Management</li> </ul>	<p style="text-align: center;"><b><u>Read</u></b></p> <ul style="list-style-type: none"> <li>• Core ideas 10</li> <li>• O'Donnell - Chapter 6 Pages 188-212</li> </ul> <p style="text-align: center;"><b><u>Assignments Due</u></b></p> <ul style="list-style-type: none"> <li>• Week 12 in-class quiz</li> <li>• Week 12 Homework due</li> </ul>
13: 12/2/2015	<ul style="list-style-type: none"> <li>• Assessments &amp; Evaluating Teaching</li> </ul>	<p style="text-align: center;"><b><u>Read</u></b></p> <ul style="list-style-type: none"> <li>• Gee (2004) What is it like to be a half-elf. Ch. 3</li> <li>• O'Donnell - Chapter 14 Pages 485-501</li> </ul> <p style="text-align: center;"><b><u>Assignments Due</u></b></p> <ul style="list-style-type: none"> <li>• Week 13 in-class quiz</li> <li>• Week 13 Homework due</li> </ul>
14: 12/9/2015	<ul style="list-style-type: none"> <li>• Myths in education</li> </ul>	<p style="text-align: center;"><b><u>Read</u></b></p> <ul style="list-style-type: none"> <li>• Kirschner, P. (2013) Urban legends in education</li> </ul> <p style="text-align: center;"><b><u>Assignments Due</u></b></p> <ul style="list-style-type: none"> <li>• Week 14 in-class quiz</li> <li>• Week 14 Homework due</li> </ul>
15: 12/21/2015	<p style="text-align: center;"><b><u>Final Exam</u></b> Monday Dec 21, 2015: 4:00 PM - 7:00 PM</p> <p>Topics for the final exam are cumulative across the entire course</p>	<p style="text-align: center;"><b><u>Final Exam</u></b> Monday Dec 21, 2015: 4:00 PM - 7:00 PM</p> <p>Topics for the final exam are cumulative across the entire course</p>

## **Learning goals:**

### **New Jersey Professional Standards for Teachers (2014)<sup>1</sup>:**

**Standard Four: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

#### **ii. Essential Knowledge**

- (1) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he or she teaches.
- (2) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

#### **iii. Critical Dispositions**

- (1) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field.
- (4) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.
- (5) The teacher shows enthusiasm for the discipline(s) they teach and is committed to making connections to everyday life.

**Standard Five: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

#### **ii. Essential Knowledge**

- (5) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning;
- (6) The teacher understands communication modes and skills as vehicles for learning (for example, information gathering and processing) across disciplines as well as vehicles for expressing learning.

#### **iii. Critical Dispositions**

- (1) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
- (2) The teacher values knowledge outside his or her own content area and how such knowledge enhances student learning.

**Standard Six: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the

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<sup>1</sup> <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

teacher's and learner's decision-making.

**Standard Eight: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**ii. Essential Knowledge**

- (5) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
- (6) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

**iii. Critical Dispositions**

- (3) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning;

**Council for the Accreditation of Education Professionals (2013)<sup>2</sup>:**

**Standard 1: Content and Pedagogical Knowledge**

1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

**Standard 3: Candidate Quality, Recruitment, and Selectivity**

3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

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<sup>2</sup> [http://caepnet.files.wordpress.com/2013/09/final\\_board\\_approved1.pdf](http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf)