

**Fall 2016**  
**Educational Psychology: Principles of Classroom Learning (3 Credits)**  
**Tuesdays, 3:55-6:55pm**  
**05:300:306 Section 06**  
**Regina B. Heldrich Science Building (Douglass) Room 204**

Instructor: Brandon Mauclair-Augustin	mauclair000@gmail.com
Phone: Email is the best way to contact me	10 Seminar Pl Rm 013
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. We will also touch on the social influences that guide how we think and learn. By the end of the course you will be able to understand and critique the major theories we've discussed. You are expected to skillfully and creatively apply that knowledge to a real-world setting that is relevant to your needs. This class is largely discussion-based so it is imperative that you read the chapters beforehand and that you engage in rich and respectful conversation.

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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:**

Omrod, J., Anderman, E., & Anderman, L. (2016) *Educational psychology: Developing learners* (9<sup>th</sup> Edition); Pearson. Available at the Rutgers Barnes & Noble Bookstore

**Grading Policy:**

Your grades will reflect your development and your ability to provide clear analysis and critical reflection. It is important to be timely with your work. Arrangements for specific issues that arise can be made on a case-by-case basis. If an extension is approved you are expected to follow through with the new arrangement.

A 90-100

B+87-89

B 80-86

C+77-79

C 70-76

D 60-69

F <60

**\*You are expected to use American Psychological Association (APA) formatting for assignments that you submit. For guidance on formatting please visit: <http://www.apastyle.org/>**

### Weekly Questions (20pts)

After you have read the chapter you must send me 3 or more lingering questions or concepts that you would like us to explore as a class. These questions should be rich questions that are beyond yes or no answers. Find ways to problematize ideas or concepts addressed in the textbook. Do you disagree with something in the textbook? Framing your ideas in such a way will provide for high quality questions. Send me your questions via **Sakai by Sunday night**.

### In-Class Assignments and Participation (20pts)

At the end of each class you will be asked to take some time to individually jot down your ideas about the topic that will be discussed the following week. This is to get a sense of what you know prior to reading the textbook and having class discussion. After you've written down your ideas you will share them with one another in small groups. Check for patterns in your answers. Each group will have a scribe who will compile everyone's ideas into the **Prior Knowledge** sheet. Be sure to attribute important quotes/contributions from each student in the group including your own. This is how I will know who is participating. The scribe will **post the Prior Knowledge sheet into Sakai by the end of the class session** and s/he will email it to the group.

The next class session (after discussion/instruction) your group will reference your Prior Knowledge sheet in order to complete your **Reflection** sheet. The Reflection sheet helps you recognize your earlier misconceptions and your growth. It also provides you with organized information and educational psychology strategies that you can use long-term. The scribe will **post the Reflection sheet into Sakai by the end of the class session** and s/he will email it to the group.

**\*\*Group Presentation (10pts)**- The second half of the semester is an opportunity for students to take the lead in structuring class discussion. During the first day of class you will select the topic you would like to present. The other students who select the same topic will comprise your group for the assignment. This is your opportunity to experiment so **feel free to try out new class formats!** You will submit your lesson plan before your presentation and you will submit a group reflection after your presentation.

**\*\*Midterm** (25pts)- You will write an annotated teaching philosophy that addresses your approach to teaching. Your approach should be based on the better principles that we've discussed. You will also provide a lesson plan that is based on the type of class you would like to teach. The lesson plan should be a practical implementation of your teaching philosophy. Thoughtful considerations and creative application of your philosophy is greatly encouraged.

**\*\*Final** (25pts)- The final project is a thorough analysis of a learning environment found in one of the readings or videos provided in class. You will be asked to identify educational psychology principles and techniques in that learning environment. You must identify problems within that learning environment and propose solutions using principles and theories we've discussed. Your Reflection sheets will be an important resource for this project.

**\*\*More information about these projects will be provided as the semester progresses.**

### **Attendance Policy:**

You must make every effort to attend class. In the event of an unexpected emergency, illness, or other life event you are permitted **one** absence during the semester. You do not need to provide any documentation for this absence. It is your responsibility to get notes/information and class updates **from your peers** if you take this absence.

The absence should **only be used when absolutely necessary** (it is NOT the equivalent of time off that should be used by the end of the semester). Anything that is beyond one absence will impact your grade: 2 absences= ½ grade, 3 absences= 1 full grade, 4 absences= failing.

### **How to Meet Course Goals:**

In order to meet the goals of the class you must do the assigned weekly readings and submit your questions, participate in the class assignments and group projects, and successfully complete your midterm and final project. You are expected to regularly participate and voice your questions and observations about what you are learning. It is also highly encouraged that you approach the concepts with an open-mind considering many commonplace assumptions about learning and about society may be challenged.

### **Course Schedule:**

	<b>Class Date</b>	<b>Reading Due Before Class</b>	<b>Class Activity</b>
Week 1	9/6	None	Reflective Writing; Introductions; Course Overview; PK
Week 2	9/13	Ch 9 Behaviorist Views of Learning	Discussion
Week 3	9/20	Ch 10 Social Cognitive Views of Learning	Discussion
Week 4	9/27	Ch 6 Learning, Cognition, and Memory	Discussion
Week 5	10/4	Ch 4 Group Differences	Discussion; Midterm assignment will be posted
Week 6	10/11	Ch 11 Motivation and Affect	Discussion
Week 7	10/18	Ch 3 Personal and Social Development	Discussion
Week 8	10/25	Bring your most recent draft of your midterm	Peer reviews/critiques on midterm draft. Final version due 10/28.
Week 9	11/1	Ch 7 Complex Cognitive Processes	Discussion; Group presentation
Week 10	11/8	Ch 5 Individual Differences and Special Education Needs	Discussion; Group presentation
Week 11	11/15	Ch 8 Learning and Cognition in Context	Discussion; Final will be posted
Week 12	11/22	Ch 13 Creating a Productive Learning Environment	Discussion; Group presentation
Week 13	11/29	Ch 12 Instructional Strategies	Discussion; Group presentation
Week 14	12/6	Final Workshop	Watch final videos in classroom
Week 15	12/13	Ch 1 Teaching and Educational Psychology	Discussion; Group presentation

\*Additional readings or videos may be assigned as needed.

**Web site:**

Sakai [sakai.rutgers.edu](http://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](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.**