Summer 2016
15:295:590:H1 Seminar in Learning, Cognition, and Development:
Social Psychology of the Classroom
3 credits

Course Instructor: Professor Angela O'Donnell	**Email address:** angela.odonnell@gse.rutgers.edu
Phone #: 848-932-0830	**Office Location:** Room 324, Graduate School of Education, 10 Seminary Place
Fax #: 732-932-6829	**Prerequisites:** None
Mode of Instruction: ___ Lecture ___ Seminar ___ Hybrid _X_ Online ___ Other	**Permission required:** __X_ No ____ Yes If you need a permission # for some reason, contact Dr. O'Donnell
Office Hours: by appointment	**Websites:** www.sakai.rutgers.edu
Required Texts: Meyers, D. G. (2014). *Exploring social psychology* (7th Ed). New York: McGraw-Hill. Middleton, M. J., & Perks, K. (2014). *Motivation to learn: Transforming classroom culture to support student achievement.* Thousand Oaks, CA: Sage	

Course Description

The course provides an introduction to the social psychology of the classroom. In particular we will focus on social cognition and motivation in the classroom. Social cognition is basically applying the cognitive system to social behavior and thought. Motivational theories attempt to describe and explain how energy is engaged and directed towards a desired outcome. Topics covered in this course under social cognition include social thinking (e.g. self concept), social influence (e.g, persuasion), and social relations (e.g., prejudice).   Under motivation, we will cover ways of understanding motivation, classroom practices to support motivation and how to maintain and sustain motivation.

Class Materials

The primary materials will consist of readings from the textbooks listed above. In addition, I may add additional readings which I will post on sakai.

Features of an Online Course

An online course differs from a traditional face-to-face course in a number of ways. In particular, for this class:

A. There is a strong emphasis on student-driven learning. The instructor role is of overall facilitator and coordinator.

B. You will be able to work at your own convenience. But it is important to be seriously engaged with the course on at least five days during each and every week. This is quite different from a face-to-face course, in which it is perfectly fine to prepare the days before, go to class the day of class, and then not think about the course the other five days of the week. It is *especially* important that during a six-week online course that you work consistently each day.

C. We focus on asynchronous rather than synchronous activities. Thus, all members of the class do not need to be logged in at the same time.

D. It will be important to get the readings for the course done in a timely manner as you will be delayed in responding to questions posed or other class members' contributions if you do not.

E. Students do more of the integrative work than in a face-to-face class. This is likely to support the development of long-term memory of the content.

Learning Goals

The learning goals for this course are shown as they align with the overall learning goals of the LCD master's degree program in the table below. In addition, the table shows how each goal will be assessed.

LCD master's program goals	Course Goals	Assessment of Course Goals
1. Attain mastery of psychological constructs and theories relevant to learning, cognition, and development.	You will be able to define basic concepts related to social psychology and give examples of these concepts.	In weekly discussions and problem discussions, you will explain, evaluate, and apply research through the discussion questions that we pose in class. In your class paper, you will write about theories of and research on reasoning in ways that demonstrate your understanding and your abilities to evaluate and apply the research and support ideas with evidence. Your weekly assignments will also provide information about your mastery of this body of knowledge.
2. Appropriately apply these psychological constructs and theories to educational setting and related applied contexts.	You will be able to recognize the operation of these constructs in practical examples drawn from real classrooms or other educational	

		settings.
3. Achieve skill in the critical evaluation of empirical evidence related to the psychology of education	You will be able to respond critically to the readings in the course or and identify and explain evidence for and against different theories of social cognition and motivation.	In the weekly discussions, you will discuss evidence for and against theoretical and practical claims and you will critique the studies you read both methodologically and theoretically, In your class paper, you will discuss and explain evidence supporting points you make and you will critically evaluate the key pieces of evidence that you review as part of your paper.
4. Attain competence in oral and written communication on topics with educational psychology.	Develop skills of writing a literature review on a topic related to social cognition or motivation.	In a class paper, you will write a review of research on a topic of interest to you that is related to the course content.

Academic Integrity Policy

All students must follow the RU Code of Student Conduct which can be accessed at:
http://policies.rutgers.edu/PDF/Section10/10.2.11-current.pdf
•   For information on the academic integrity policy, please go to:
http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf
•   A multimedia presentation on plagiarism can be found at:
http://library.camden.rutgers.edu/EducationalModule/Plagiarism/
•   Related regulations may also be found in the Rutgers Graduate School of Education Catalog
•   This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Sakai for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through SAKAI email.

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. If you are a student with special needs, you should contact the Office of Disability Services if you need accommodations in the course. The office can be found at http://disabilityservices.rutgers.edu/ The site provides instructions about how to request accommodations for your courses.

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.

Weekly Schedule

The asynchronous discussions require an extended time to reflect on what we have read. Here is a typical schedule:

- Each weekly cycle begins on Monday.
- Before Monday, complete the readings for that week.
- Before Monday, email me one question about one of the readings that you are interested in discussing. (I will include some of these questions in the discussion questions.)
- Monday through the following Saturday: Participate in discussions and collaborative problems.
- It is important to start promptly. I expect everyone to contribute on Monday, for example, and on three of the first four days of the weekly cycle (Monday through Thursday).
- Saturday: Your weekly individual assignment based on the readings is due.

IMPORTANT NOTES:
1. Some requirements and procedures may be adjusted as we find out how things are working.
2. Be sure to email me or talk to me about problems.

Grading Policy

1. Discussions   40%
2. Questions about readings   5%
3. Weekly assignments   25%
4. Class paper   30%

A = 90% or higher
B = 80% or higher
C = 70% or higher
F = 69% or lower

1. Discussions of readings

Each week, you will discuss the readings. We will focus on:
- Clarifying understanding of the readings.

• Discussing applications and implications of the ideas you have read about.

The minimum requirement for contributing to the discussion is 9 substantive entries (including at least 4 responses to what others have written) to the discussion threads. Your contributions to the discussions should collectively indicate that you have read all the readings. Evaluation will be based on the number of contributions as well as the quality of your contributions. Discussions are places to explore and entertain ideas. There should be no presumption that discussants are firmly committed to positions that they are presenting arguments for. Discussion contributions should adhere to normal rules of English usage, etc.

2. Questions

Each week, by Monday at 10 p.m., submit two or more discussion questions about the readings. These should be questions raised by the readings that you would like to discuss. You can upload your questions to the Dropbox on Sakai.

3. Weekly Assignment

Each week, you will submit a 1-2 page written assignment based on the week's readings. You will submit the assignment by Saturday of each week. Each week's assignment will be posted on Sakai under "Assignments."

4. Class Paper

The class paper is to be 15 to 20 pages in length (double spaced, Times New Roman 12 point font or Arial 11 point font). You can choose a topic that is a) relevant to the course and b) of interest to you and/or of value to your future work. The paper will give you the opportunity to explore an aspect of the course in greater detail or extend a topic to another area. You may also pursue other areas not specifically addressed in-depth in the course (e.g. gender and ethnic differences, social comparisons). I am also open to other suggestions, so let me know if you have another idea. The paper is officially due on Friday, August 19th. This is 2 days after the last class online. However, because this is a short course, you can negotiate to turn it in later. This must be done in advance and with my approval. Please upload your paper to the Dropbox on Sakai.

Research/Theory Review Paper. This is a paper that reviews research on a specific topic related to the course. The paper explores a particular issue in greater depth. The paper also references additional articles and resources on the topic that you have selected. The paper summarizes and introduces the concept under study, highlights the main issues in the field, presents contrasting points of view and debates in the field. In the paper's conclusion, you could apply relevant issues to a real world context, extend the topic to a new setting, or recommend future directions or avenues for research.

Here are some guidelines as you write the paper:

   Conciseness – try to write in a simple, clear, and non-repetitive way.

   Completeness and depth - present the necessary amount of detail to support your points. Write as though your audience is not an expert on your topic and in a way that demonstrates depth of analysis of the topic. Bring in psychological evidence and justify your view using psychology, not rumors or anecdotes.

   Independent, balanced judgment – go beyond the information presented by others. Be critical, seeing both strengths and weaknesses and support opinions with your own reasons.

Attention to professional style and ethics. Quotes must have appropriate references. When paraphrasing you still MUST acknowledge the original work. Plagiarism will be addressed in accordance with the University policy. Here's a thinking tool to help you decide whether you have quoted inappropriately. Imagine that Google had every word ever written on its servers (all published and unpublished writing, from all of history through this moment). Would a Google search on any extended phrase or clause in your document yield a hit? If so, there is likely to be a problem.

Critical reading – are you evaluating strengths/weaknesses of the material you are reading? Are you being objective in your discussions of the material?

If you choose options (b) or (c), your paper should show clear evidence that you are applying ideas from throughout the course.

On lateness – if you need an extension of time on an assignment please contact me well before the date when the assignment is due.

Netiquette

This is drawn from Palloff, R. M., & Pratt, K. (1999). Building learning communities in cyberspace. San Francisco: Jossey-Bass, p. 101.
a. Check the discussion frequently and respond appropriately and on the subject.
b. Focus on one subject per message and use pertinent, informative, and not-too-long subject titles
c. Capitalize words only to highlight a point or for titles. Capitalizing otherwise is generally viewed as SHOUTING.
d. Be professional and careful with your online interaction
e. Cite all quotes, references, and sources.
f. It is inappropriate to forward someone else's message(s) without their permission.
g. Use humor carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as :-) or ;-) to let others know that you're being humorous.

Norms

This is an example of norms for participating in constructive controversies. Smith, K., Johnson, D. W., & Johnson, R. T. (1981). Can conflict be constructive? Controversy versus concurrence seeking in learning groups. *Journal of Educational Psychology, 73*, 651-663.
1. I am critical of ideas, not people.
2. I remember that we are all in this together.
3. I encourage everyone to participate.
4. I listen to everyone's ideas, even if I do not agree with them.
5. I restate what someone has said if it is not clear.
6. I try to understand both sides of the issue.
7. I first bring out all the ideas, and then I put them together.

Although obviously written for younger students, these norms work well for online discussions among adults, too. At the same time, however, let's add these norms:
Critical to the advance of knowledge are:
a. Criticizing ideas, and having our ideas criticized by others.
b. Taking up criticism.
c. Exploring ideas without fully believing them, or without believing them at all.

SCHEDULE

July 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	**2**
3	**4**	**5**	**6**	**7**	**8**	**9**
10	**11** Modules 1,2	**12** Modules 3,4,5	**13** Modules 6,7,8	**14** Modules 9,10,11	**15** Modules 12,13,14 1st assignment due	**16**
17	**18** Modules 15,16	**19** Modules 17,18,19	**20** Modules20,21	**21** Modules 22, 23	**22** Modules 24,25 2nd assignment due	**23**
24	**25** Modules 26,27, 28	**26** Modules 29, 30, 31	**27** Section 1, introduction Ch. 1	**28** Ch. 2	**29** Section II: Intro Ch. 3 3rd assignment due	**30**
31	**Notes: Red refers to the Myers book; blue refers to the**					

August 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 Ch. 4	**2** Ch. 5	**3** Ch. 6	**4** Section III: Intro Ch. 7	**5** Ch. 8 4th assignment due	**6**
7	**8** Ch. 9	**9** Readings A	**10** Readings B	**11** Readings C	**12** Readings D 5th assignment due	**13**
14	**15** Readings E	**16** Readings F	**17** Readings G	**18**	**19** Paper Due	**20**
21	**22**	**23**	**24**	**25**	**26**	**27**
28	**29**	**30**	**31**	**Notes: Readings from the 9th to the 17th are on the page that follow and are labelled from A to G**		

READINGS A THROUGH G

Readings A: 9 August

Yeager, D. C., & Dweck, C. S. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational Psychologist, 47*:4, 302-314, DOI: 10.1080/00461520.2012.722805

Read these two short webpages that discuss the Growth Mindset and Brainology.

http://mindsetworks.com/webnav/whatismindset.aspx
http://mindsetworks.com/webnav/program.aspx

Readings B: 10 August

 Festinger, L. (1954). A theory of social comparison processes. *Human Relations 1954* (7): 117 DOI: 10.1177/001872675400700202
White, J. B., Langer, E. J., Yariv, L., & Welch IV, J. C. (2006). Frequent social comparisons and destructive emotions and behaviors: The dark side of social comparisons. *Journal of Adult Development, 13(1*) DOI: 10.1007/s10804-006-9005-0

Readings C: 11 August

O'Donnell, A. M., & O'Kelly, J. (1994). Learning from peers: Beyond the rhetoric of positive results. Educational Psychology Review, 6, 321-349.

 Readings D: 12 August

Abrami, P. (1992). Group outcome: The relationship between group learning outcome, attributional style, academic achievement, and self-concept. *Contemporary Educational Psychology , 17(3).*
Chambers, B., & Abrami, P. (1991). The relationships between student team learning outcomes and achievement, causal attributions, and affect. *Journal of Educational Psychology, 83(1),* 140-146.

Readings E: 15 August

Wainryb, C., Komolova , M., & Brehl, B. (2014). Children's narrative accounts and judgments of their own peer-exclusion experiences. Me r r i l l-P a l m e r Qu a r t e r ly , 60(4).

Readings F: 16 August

Swann, Jr., W. B., Jetten, J., Gomez, A., Whitehouse, H., & Bastian, B. (2012). When group membership gets personal: A theory of identify fusion. Psychological Review, 119(3), 441-456.

Readings G: 17 August

Lee, A., & Hobson, R. P. (1998). On developing self-concepts: A controlled study of children and adolescents with autism. *Journal of Child Psychology and Psychiatry, 39(8),* 1131-1144.