

**Educational Psychology  
Psychology 222  
Fall Semester 2007**

Dr. Janet Panter  
Clough 129

email: PanterJ@rhodes.edu  
phone: 843-3582

**Course Details**

MWF 10-10:50/Clough 114  
CRN: 18343  
Credit Hours: 4

**Office Hours**

TR 2:00-3:00  
Other times by appointment

**Course Description**

A study of thoughts and actions as they relate to how we teach and learn, particularly in school settings. Emphasis will be placed on the use of theory to guide practical instruction and the use of assessment to determine instructional effectiveness. Cognitive processes, individual differences, strategies for instruction, motivation, critical thinking, and self-regulation of learning will be stressed.

**Goals**

Learning fundamental principles, generalizations or theories.  
Developing specific skills, competencies, and points of view needed by professionals in education.

**Objectives:**

Course objectives will require students to understand and apply the major concepts and theories of educational psychology in the following areas:

- Human development (cognitive, social-emotional) and the use of developmentally appropriate classroom practices.
- Learning theory and how it manifests in various curricula.
- Factors affecting motivation and ways to positively motivate students to learn.
- Learner characteristics, including individual differences, diversity, and special needs students.
- Critical thinking skills important to teachers and learners.
- Student assessment, including standardized testing, curriculum-based measurement, and informal evaluation of student progress.
- Creating a positive learning environment, including strategies for classroom management.
- Evaluating empirical evidence, relating it to specific learning theories, and applying it to classroom practices.

### **Required Readings**

Abbeduto, L. (2005). *Taking Sides: Clashing Views in Educational Psychology, Fourth Edition*. McGraw-Hill/Dushkin.

Ormrod, J.E. (2008). *Educational Psychology: Developing Learners, Sixth Edition*. Columbus, OH: Prentice-Hall.

### **Evaluation Procedures**

Students can earn a total of 1,000 points in this course. Available points are as follows:

Debate/Discussion	150 points
Exams	350 points
Research Papers	350 points
Group Presentation	75 points
Class Participation	75 points

1. Debate/Discussion (15%). Most Fridays, we will debate/discuss one of the issues from the book *Taking Sides*. Four students will lead the discussion each week (two teams of two students each). Each team will present one side of an issue and lead the discussion to follow. Presentation of an issue should take about 10 minutes for each side with a 30 minute discussion to follow.
2. Exams (35%). Exams will consist of multiple-choice and/or short answer questions on the assigned readings and lecture material. One or two essay questions may also be included. Three exams will be given over the course of the semester. The first two will be worth 100 points each; the final exam will be 150 points.
3. Research Papers (35%). All students will be required to write two research papers on the topics listed below. Specific assignments and topics will be discussed in class. It is recommended that you act quickly to meet with the instructor and get approval for your first topic. Papers must be written using the APA format. All papers must be proofread with particular attention to spelling, grammar, and formatting.
  - a. Paper #1: Choose one aspect or concept of the developmental theories discussed in the text or lectures (e.g., Piaget, Erikson); examples will be discussed in class. Your topic must be approved by the course instructor. Review *current* (i.e., last 15 years) research on that on the concept you have chosen. Your paper should include the following information: definition/description of the concept, empirical evidence supporting or discrediting it, and its application to educational psychology today. Length of this paper limit expected to be 10-12 pages, excluding title page and references.

- b. Paper #2: Collect data from two schools regarding their group achievement test scores (i.e., Tennessee Comprehensive Assessment Program or TCAP). Analyze this data for student performance, differences among groups according to racial ethnic status, SES, and special needs. Make comparisons, too, between the two schools you have chosen. Examples and specific instructions will be given in class. Length of this paper should be 5-8 pages, depending on the schools chosen.
4. Group Presentation (7.5%). This short presentation must be well organized, address the particulars listed here, and involve all members of the group. Each group will be given school curricula to evaluate. Evaluation factors will include the theory on which it is based (if any), areas that utilize or violate the principles of education learned during the semester, and whether the curriculum is developmentally appropriate, based on material learned this semester. Each group will give a brief 10-15 minute presentation about their material and conclusions they reached.
5. Class Participation (7.5%). All students are expected to participate actively in class discussions (e.g., asking and/or answering questions). Students' level of participation in their groups will be included in this evaluation component.

### **Grades**

<u>Points</u>	<u>Grade</u>	<u>Points</u>	<u>Grade</u>
950-1000	A	740-769	C-
900-949	A-	670-739	D+
870-899	B+	640-669	D
840-869	B	600-639	D-
800-839	B-	590 & under	F
770-799	C+		

### **Other Policies & Information**

1. Course Preparation. According to the 2006-07 Rhodes College Catalogue, *A student is expected to spend a minimum of forty-six hours of academic study for every enrolled credit... Time spent on a per assignment basis will vary depending on the nature of the class assignments; however, on an average, a minimum of seven hours per week outside of class is expected for active preparation for a three credit course. (p. 71)*

2. Attendance. The 2006-07 Rhodes College Catalogue states:  
*Rhodes, as a residential college of the liberal arts and sciences considers interactive engagement with other students and the professor, in a structured setting to be one of the essential and central components of the academic program. Students enrolled at the institution make a commitment to participate fully in their education, which includes attending class. Absenteeism is not to be taken lightly.*  
(p. 70)

In this course, attendance will be taken at the beginning of each class period. Students with four or more absences will have their final grade dropped by one grade level. Students with more than six absences (20%) will not pass this course. Excused absences require a doctor's note or other verification. See me with questions.

3. Late work will result in grade reduction of one-half of a letter grade for each day the work is late. (e.g., A to B+, B+ to B-).
4. Special Needs. If you have a documented disability and wish to receive academic accommodations, please contact the Office of Student Disability Services at 843-3994 as soon as possible. If you have already worked through the Disability Services office, please speak to me privately about academic accommodations or other concerns you may have.
5. Honor Code policies apply to this course, and all students are required to read the Honor Code (included in the Student Handbook). Plagiarization or any failure to properly attribute work is a violation of the Honor Code. Pledges will be required on papers and exams.
6. E-mail must be checked daily. Scheduling, topic changes, and other important information will only be available through e-mail.
7. WebCT will be an active part of this course. This web-based learning tool will allow you to check your grades, discuss issues, and download lecture notes. You must register for this course on WebCT. To do so, go to the "Log In" page from the Rhodes homepage and click on WebCT. When you reach the WebCT page, select "Course List." This course is listed under Psychology as "Psych 222" and then "Educational Psychology." To the right on that line, there is a link for self-registration. Your Log In name is the same as your Rhodes email ID (e.g., panterj), and the password is your Rhodes R number. You will be promoted once you enroll to change your password. I suggest you use your email password so that it will be easy to remember.

**TENTATIVE CLASS SCHEDULE (Subject to Change!)**

<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments</b>
8/22	Introduction	--
<b>8/24</b>	Educational Research	Ormrod, ch. 1
8/27	Cognitive Development: Piaget	Ormrod, ch. 2
8/29	Cognitive Development: Vygotsky	
<b>8/31</b>	Should U.S. Schools be Evaluated Against Schools...?	<b>Debate/Discussion: Issue #18</b>
9/3	Labor Day/No Class	
9/5	Social Development	Ormrod, ch. 3; Issue #7
<b>9/7</b>	Can a Zero-Tolerance Policy Lead to Safe Schools? <i>1<sup>st</sup> Paper Assigned</i>	<b>Debate/Discussion: Issue #17</b>
9/10	Group Differences	Ormrod, ch. 4; Issue #1
9/12	Individual Differences & Special Education	Ormrod, ch. 5; Issues #3 & 4
<b>9/14</b>	Should Ability Level Tracking be Abandoned?	<b>Debate/Discussion: Issue #2</b>
9/17	<b>Exam #1</b>	
9/19	What is Learning?	Ormrod, ch. 6
<b>9/21</b>	Knowledge Construction	Ormrod, ch. 7
9/24	Higher-Level Thinking	Ormrod, ch. 8; Issue #8
9/26	Higher-Level Thinking	
<b>9/28</b>	Can Schools Close the Achievement Gap?	<b>Debate/Discussion: Issue #5</b>
10/1	Behaviorism	Ormrod, ch. 9
10/3	Social Cognitive Perspectives	Ormrod, ch. 10
<b>10/5</b>	Does Reinforcement Facilitate Learning?	<b>Debate/Discussion: Issue #9</b>
10/8	Motivation & Affect	Ormrod, ch. 11
10/10	Cognitive Factors in Motivation	Ormrod, ch. 12; <b>1<sup>st</sup> Paper Due</b>
<b>10/12</b>	Should Schools Try to Increase Students' Self-Esteem?	<b>Debate/Discussion: Issue #6</b>
10/15	Fall Recess/No Class	
10/17	<b>Exam #2</b>	
<b>10/19</b>	Will a Push for Standards & Accountability Lead to More...?	<b>Debate/Discussion: Issue #11</b>
10/22	Assessment Overview	Ormrod, ch. 15
10/24	Informal Assessment	
<b>10/26</b>	Will Performance Assessment Lead to Meaningful...?	<b>Debate/Discussion: Issue # 16</b>
10/29	Formal/Standardized Assessment	Ormrod, ch. 16
10/31	Assessment Conclusions <i>2<sup>nd</sup> Paper Assigned</i>	
<b>11/2</b>	Can Howard Gardner's Theory of Multiple Intelligences...?	<b>Debate/Discussion: Issue # 10</b>
11/5	Instructional Strategies	Ormrod, ch. 13
11/7	Instructional Strategies <i>Presentation Assigned</i>	
<b>11/9</b>	Is Greater Parental Involvement at School Always Beneficial?	<b>Debate/Discussion: Issue # 14</b>
11/12	Curriculum & Instruction	
11/14	Classroom Environments	Ormrod, ch. 14
<b>11/16</b>	Should Schools Embrace Computers & Technology?	<b>Debate/Discussion: Issue # 15</b>
11/19	Classroom Environments	<b>2<sup>nd</sup> Paper Due</b>
11/21	Thanksgiving Break/No Class	
<b>11/23</b>	Thanksgiving Break/No Class	
11/26	<i>OPEN</i>	
11/28	<b>Group Presentations</b>	
<b>11/30</b>	<b>Group Presentations</b>	
12/3	<b>Group Presentations</b>	
12/5	Final Review	
	<b>Reading Day</b>	
12/8	8:30 am –Final Exam	