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PYSC 222-01, Educational Psychology, Fall 2005

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**Educational Psychology
Psychology 222
Fall Semester 2005**

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Office Hours

Monday 1-2:30
Tuesday 10-11:30
Thursday 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.
Developing skill in expressing self orally or in writing.

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 is 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

Omrod, J.E. (2006). Educational Psychology: Developing Learners, Fifth Edition. Columbus, OH: Prentice-Hall.

Hill, W.F. (2002). Learning: A Survey of Psychological Interpretation, Seventh Edition. Boston: Allyn & Bacon.

Evaluation Procedures

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

Reading Quizzes	300 points
Research Papers	300 points
Exams	300 points
Group Presentation	50 points
Class Participation	50 points

1. Reading Quizzes (30%). Quizzes will consist of short answer and/or multiple-choice questions on the assigned readings and lectures. These quizzes will be given at the beginning of class and will take only no more than 10 minutes, so you must be on time for class. Students who miss a quiz or arrive late will **not** be given a make-up quiz.
2. Exams (30%). 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. Exams will be given at mid-term and at the end of the course.
3. Research Papers (30%). All students will be required to write 2 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 5-7 pages in length, double-spaced, and using a 12-point font. Further, they must be written using the APA format. All papers should 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, Vygotsky, information-processing); examples will be discussed in class. Your topic must be approved by the course instructor. Review current (i.e., last 10 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 limited to 1,500 words (approximately 7 pages), excluding title page and references.
 - b. Paper #2: Collect data from 2 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.
4. Group Presentation (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 (5%). All students are expected to participate actively in class discussions (e.g., asking and/or answering questions). Students' 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+		

Note: Students who have special needs are encouraged to speak privately with the instructor so appropriate accommodations or modifications can be made.

Other Policies

1. Attendance will be taken at the beginning of every class. Students with excessive absences (4 classes or more), no matter what the reason, will meet privately with the instructor to discuss the issue. Students who have 4 unexcused absences will have their final letter grade reduced by one full letter grade. Students with 6 or more unexcused absences will receive a grade of F. If you must miss class, please e-mail the instructor as soon as possible.
2. Late work will not be accepted.
3. 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.
4. Pledges will be required on reading quizzes and exams. The following pledges must be signed on the research papers written for this class:
 - a. "This paper reflects my own ideas and my current understanding of the topic."
 - b. "This paper falls within the word limit for the assignment."
 - c. "Another student enrolled in this class has read and provided feedback on this paper's content and formatting."
5. E-mail must be checked daily. Scheduling, topic changes, and other important information will only be available through e-mail.

TENTATIVE CLASS SCHEDULE (Subject to Change!)

Date	Topic	Readings
8/24	Introduction	--
8/26	Cognitive Development; Piaget	Omrod, ch. 1 & 2; Hill, ch. 1
8/30	Vygotsky	Omrod; ch. 2; Hill, ch. 8
9/1	Social Development	Omrod, ch. 3
9/3	Group & Individual Differences	Omrod, ch. 4 & 5
9/5	Labor Day/No Class	
9/7	Question & Answer; <i>1st Paper Assigned</i>	
9/9	Learning Theories	Hill, ch. 2
9/12	What is Learning?	Omrod, ch. 6
9/14	Role of Memory in Learning	Omrod, ch. 6
9/16	Knowledge Construction	Omrod, ch. 7
9/19	Higher-Level Thinking	Omrod, ch. 8
9/21	<i>Question & Answer</i>	
9/23	Behaviorism	Omrod, ch. 9
9/26	Behaviorism	Hill, ch. 4
9/28	Behaviorism	Hill, ch. 6 & 7
9/30	Social Cognitive Perspectives	Omrod, ch. 10
10/ 3	Cognitive Theories	Hill, ch. 11 & 12
10/5	Cognitive Theories Wrap-up	Hill, ch. 15
10/7	No Class	
10/10	Exam Review	1st Paper Due
10/12	Mid-Term Exam	
10/14	Learning Theories in the Classroom	--
10/17	Fall Recess/No Class	
10/19	Motivation & Affect	Omrod, ch. 11; Hill, ch. 13
10/21	Motivational Factors	--
10/24	Cognitive Factors in Motivation	Omrod, ch. 12
10/26	Motivation in Today's Schools	--
10/28	<i>Question & Answer; 2nd Paper Assigned</i>	
10/31	Assessment Overview	Omrod, ch. 15
11/2	Informal Assessment	--
11/4	Formal/Standardized Assessment	Omrod, ch. 16
11/7	Assessment Conclusions	
11/9	<i>Question & Answer Session; Presentation Assigned</i>	
11/11	Instructional Strategies	Omrod, ch. 13
11/14	Instructional Strategies	--
11/17	Curriculum & Instruction	
11/19	Curriculum & Instruction	
11/21	<i>Question & Answer</i>	
11/24	Thanksgiving Break/No Class	
11/26	Thanksgiving Break/No Class	
11/28	Classroom Environments	Omrod, ch. 14 2nd Paper Due
11/30	Group Presentations	
12/2	Group Presentations	
12/5	Group Presentations	
12/7	Final Review	
12/12	1:00 pm – Exam	