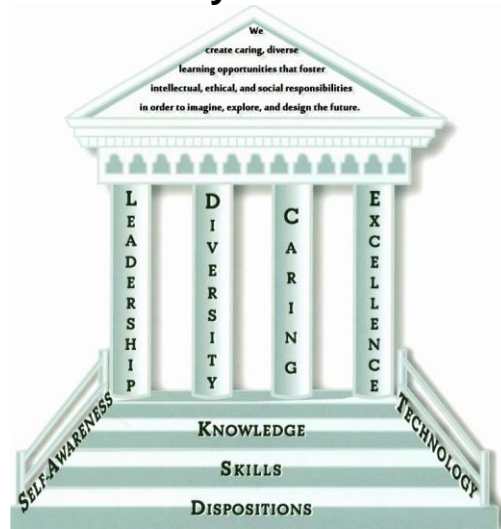


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Education 503 Educational Psychology Syllabus



California Commission on Teacher Credentialing Standards for Pupil Personnel Services Credential

This course meets or partially meets Standard 2—Growth and Development, Standard 5 Comprehensive Retention and Early Intervention for Achievement, Standard 7—Family-School Collaboration, Standard 8—Self-Esteem and Personal and Social Responsibility, Standard 11—Learning Theory and Educational Psychology, Standard 19—Academic Development, Standard 29—Prevention Education and Training, and Standard 32--Determination of Candidate Competence

This classroom will have high academic standards that are attainable for students who are curious, read, ask questions, think about the material, and are full participants in the course.

Students who want to excel in the class should consistently do the following:

1. Be on time to class, and participate enthusiastically in all class activities.
2. Ask questions, clarify misunderstandings with peers and instructor, TELL JOKES.
3. Take notes in class and on class readings.
4. Focus on weekly objectives.
5. Study for exams.

6. At all times be fully engaged with the material, attempting to see its relevance to your career.
7. Be an enthusiastic and curious learner, trying at times to extend beyond the required material.
8. Read Laverne email regularly.
9. Check Bb for all course materials

I really like to help students. So, if you are having a problem of any sort, please come to see me, or email me, as soon as possible. I am always available before and after class. Anyone who is having difficulty with APA or writing can make use of online sites and tutoring. The Learning Enhancement Center is helpful for this. This best on-line source that I know is the writing lab at Purdue University <http://owl.english.purdue.edu>

Goals:

Students will:

1. Apply learning theories to teaching practice by becoming knowledgeable about cognition, memory, attention, perception, emotion, motivation, organization, gender, culture and language; and develop strategies for application of those issues in order to advocate for student learning.
2. Analyze the cognitive and psychological theories of Erikson, Vygotsky, Piaget, Bruner, Glasser, Gardner, Skinner, Bandura and others and apply them to sound educational principles which promote student achievement.
3. Demonstrate an understanding of the strategies and techniques to help students accept responsibility for their own learning.
4. Demonstrate knowledge of the effects of grade retention on achievement, learning, and social-emotional development.
5. Demonstrate knowledge about how feelings and emotions influence the learning process and impact student self esteem.
6. Demonstrate an ability to apply current research on cognitive functioning, brain functioning, and critical thinking to teaching practices that promote academic achievement.
7. Demonstrate knowledge of potential barriers to learning including social, cultural, gender, learning styles, school culture, and other community issues and develop strategies for promoting student achievement through increased student self-esteem, autonomy, and personal goal setting.
8. Gain knowledge about current classroom management practices, including discipline, be able to relate those practices to learning theories, and demonstrate an ability to teach classroom management practices to others.

Required Texts:

Pearson Custom Text, 503-Educational Psychology

Recommended Texts:

Wolfe, Pat. Brain Matters.

Marzano, Classroom Instruction that works.

Research Journals:

Journal of Educational Psychology

Child Development

Early Childhood Research Quarterly

Childhood Education

Educational and Psychological Measurement

American Journal of Psychology

NOTE: Since the demographics of California public schools are continually changing, it is the policy of the School Counselor Preparation Program that *socio-cultural competence* be appropriately addressed in all courses.

***Socio-cultural competence* is defined as involving counselor trainees in the *continual development* of attitudes, beliefs, knowledge, and skills related to: (a) awareness of one's own assumptions, values, and biases; (b) understanding the worldview of the culturally different client; (c) culturally appropriate intervention strategies and techniques; and (d) sociopolitical influences that impinge upon the life of racial/ethnic minorities [based on Sue (2001)].**

Student Requirements:

- 1. Class attendance.** Attendance is mandatory. Interaction among students is a necessary part of the process of education. This will be an interactive class, and your participation is necessary. Any student who is unable to attend all classes for the full number of class hours should discuss this with the instructor. If you are absent from class for more than 20% of class meeting time, you may not get credit for the course. It is your responsibility to know what was missed.
- 2. Class participation.** Class meetings will have activities, quizzes and opportunities to participate, do writings, and other in-class work, which will be collected. 50 points will be available for class participation. Class participation may require that student log into blackboard to view class information, assignments, have discussions etc. Students will be encouraged to post questions and answer each other's questions as part of our attempt to promote critical thinking. Students who are not in class may not earn in class activity points. Points available for the semester 50.
- 3. Research Project.** The purpose of this project will be for the student to confront controversial topics in education and learn to support arguments with evidence. See handout.
- 4. Observations.** Students will do four anecdotal observations demonstrating understanding of four psychological theories. (See handout—50 points)

5. **Theory and Practice Paper.** Students will read the Glass Castle by Jeannette Walls. The purpose of the paper will be to apply psychological theory to a real case study. See handout for details.
6. **NBB presentation and reflection paper.** The purpose of this project is for students to demonstrate an understanding of children's cognitive and behavioral differences, emphasizing the teacher/counselor's role in supporting children's learning. The project will end with a reflection paper that will demonstrate the student's growth in understanding and behavior toward children with NBB's. **The reflection paper is a REQUIRED submission to Taskstream.**
7. **Tests.** There will be two exams. One midterm, and one non-comprehensive final. Make-up exams will be given only in case of emergency, which must be substantiated (for example, a doctor's note).
8. **Grading.** The research project and 2 exams will be worth 100 points each. The theory practice papers will be worth 100 points and participation will total 50, and observations will total 50 points. All written work should be typed, double spaced with one-inch margins, APA style, a cover sheet and **no folder**. Writings should be well organized, well written and have no spelling or grammar errors, demonstrate knowledge of topic, demonstrate critical thinking, and use APA style. (See university writing standards). Late papers will be reduced in grade 10%. Papers are due in-class. Any paper received after class or the next day is late! **No papers will be accepted after the last class meeting.** Grades will be calculated on the following scale:

94% of total points =A;
90-93%=A-
87-89=B+
84-86=B
80-83=B-

9. **Academic Honesty.** All writing assignments must be turned in to safeassign prior to class on the day the paper is due. See catalogue for academic honesty policy and consequences to plagiarism and other forms of academic dishonesty.
7. **Syllabus.** This syllabus is subject to change. The student is responsible to be aware of changes that are made in class, or on blackboard. If the student is absent when changes occur, it is the student's responsibility to obtain information from another student. Instructor will not be responsible for information missed in class.

Schedule:

Note: Key concepts are listed here. It should be your objective to know and be able to apply all key concepts.

<u>Date:</u>	<u>Online Activities</u>	<u>Due on Sunday</u>	<u>Reading:</u>	<u>Key concepts:</u>
<u>Week One</u>	Evidence Lesson Introduction blog Evidence-quiz Evidence-discussion Dispositions-discussion	2 research articles on self-esteem and two on retention— does retention and/or promoting self-esteem promote academic competence? Link to articles sent to instructor	<u>Reading:</u> EDUC 503, ch. 1, pg. 6-12 Dispositions handout	APA, types of evidence, types of research, determining quality of research, expected teacher dispositions
<u>Week Two</u>	NBB-lesson NBB-discussion NBB-online quiz	NBB Power Point Watch all power points	<u>Reading:</u> EDUC 503, ch. 2 & 3	Affective disorders, bipolar disorders, ptsd, autism spectrum disorder, FAS, SIDS, brain injury, neurological differences, ADHD
<u>Week Three</u>	Behavioral Theory Lesson Videos (2)-Pavlov & Pos./neg. reinforcement Behaviorism Discussion	Research summaries Shaping Plan	<u>Reading:</u> EDUC 503, ch. 4	Operant conditioning, classical conditioning, reinforcement, extinction, behavior modification programs
<u>Week Four</u>	Behavioral Discipline Strategies Lesson Progressive/transmissive quiz Harry Wong quiz Progressive/Transmissive Discussion	Jones/wong comparison chart	<u>Reading:</u> Ch. 5 & 6	Procedures, support buddies, say, see, do teaching, bell work, PAT, VIP

<u>Week Five</u>	Social Cognitive Theory Lesson Bandura video Social Cognitive discussion	Social Cognitive Map NBB Reflection	Reading: EDUC 503, ch. 7	Modeling, reciprocal causation, self-regulation, vicarious reinforcement, self-efficacy, self-regulated behavior self-regulated problem solving
<u>Week Six</u>	Humanistic Theory Lesson Humanistic Theory Discussion Quiz Short Essay	Quiz Short Essay	Reading: EDUC 503, Ch. 8	Heirarchy of needs, self-actualization, deficiency of needs, growth needs, class meetings, helping skills, confrontive skills
<u>Week Seven</u>	Adlerian Theory Lesson Adlerian Discussion Wiki, Consequences Wiki, Misbehavior Quiz	Quiz	Reading: EDUC 503, Ch. 9	Personal goal seeking, consequences, natural and logical consequences, goals of misbehavior, class meetings, personal skills, I-messages, reflective listening
<u>Week Eight</u>	Midterm			
<u>Week Nine</u>	Brain Development Lesson Neuron video Discussion Wiki questions Brain quiz	Quiz	Reading: EDUC 503, ch. 10 Pg. 225-228 & ch. 14	Attention, processing, storage, memory, sensory register, encoding, declarative knowledge, procedural knowledge, organization, elaboration, mnemonics
<u>Week Ten</u>	Piaget Lesson Piaget Video	Quiz	Reading: EDUC	Stages, sensitive period, schemes,

	Vygotsky Video Quiz Quiz discussion Piaget wiki		503, ch. 10	assimilation, accommodation, preoperational, concrete operational, conservation, formal operational
<u>Week Eleven</u>	Vygotsky Lesson Vygotsky Video Vygotsky Wiki Marvin Marshall Map	Marvin Marshall Map Observatio ns	<u>Reading</u> <u>EDUC</u> <u>503 Ch.</u> <u>11</u>	ZPD, scaffolding, Socio-cultural Theory
<u>Week Twelve</u>	Moral Development Lesson Glass Castle Discussion Moral Teaching wiki	Teaching wiki	<u>Reading:</u> <u>EDUC</u> <u>503, ch.</u> <u>12 & 13</u>	Attachment, parenting styles, empathy, moral behavior, authoritative, authoritarian, permissive, induction, Kohlberg's stages
<u>Week Thirteen</u> <u>n</u>	Moral Discipline Lesson Moral Discipline discussion Moral discipline model map	Moral discipline model map	<u>Reading</u> <u>Ch. 13</u>	Moral Discipline models
<u>Week Fourteen</u> <u>n</u>	Constructivism/Critical Thinking Lesson Constructivism discussion Critical Thinking blog Quiz	Quiz	<u>Reading:</u> <u>EDUC</u> <u>503, ch.</u> <u>15 & 17</u>	Concept, prototype, exemplars, defining features, negative instances, constructivist theory, correcting misconceptions
<u>Week Fifteen</u>	Theory vs. Discipline Lesson Theory vs. discipline discussion	Observatio ns	<u>ch. 16 &</u> <u>18</u>	
<u>Week 16</u>	Final Exam			