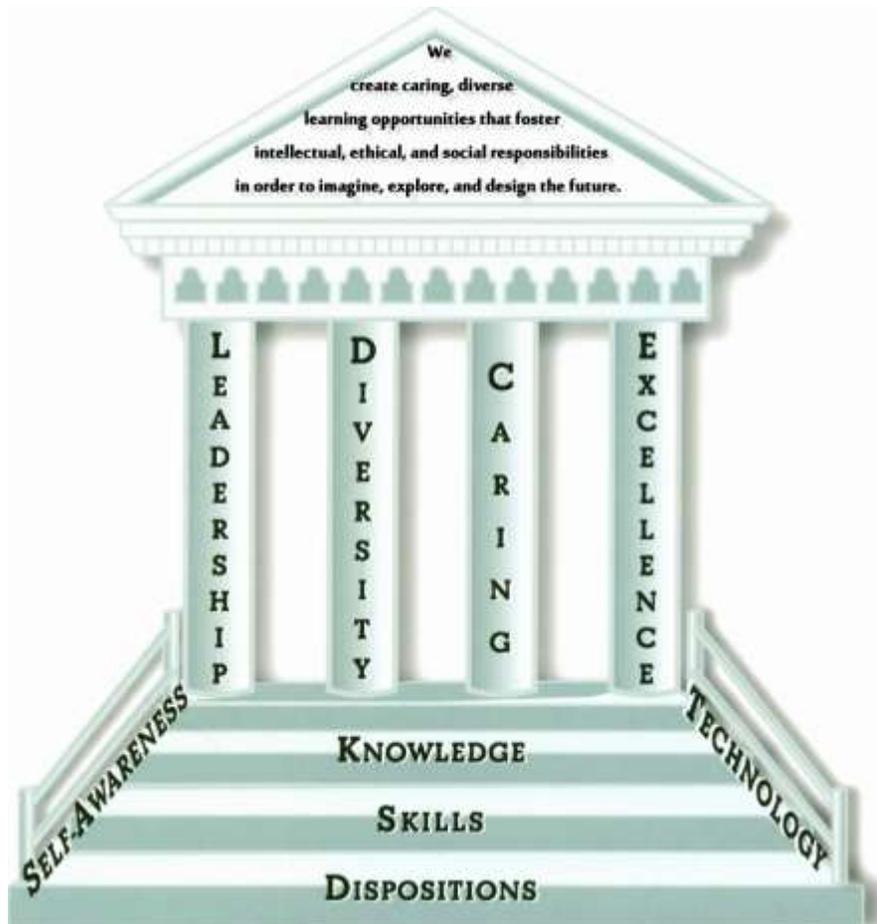


Barbara Nicoll, Ph.D.
University of La Verne
(909) 593-3511 X. 4632
nicollb@ulv.edu
Office: MTTTH 1:30-3:30

Education 503 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 Prevention 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

Online Help

If you are new to online work, please be assured that I will help you as much as I can. We also have help available from The Center for Teaching and Learning and Office of Information Technology. We are all learners in this process, so please be willing to ask, teach, and learn.

Technology requirements: A computer that is relatively up to date with high speed internet access, up to date browser, and the following plug ins: flash, quick time, and adobe reader. Additionally, candidates must be able to go online daily.

Barbara Nicoll, Ph.D.
University of La Verne
(909) 593-3511 X. 4632
nicollb@ulv.edu
Office: MTTTH 1:30-3:30

This online course 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. There will be many opportunities for interaction between professor and students, and among students. You will be expected to be reading your ULV email and/or blackboard daily. If you are new to online work, please feel free to ask for help. I will help you or get you some help. You will be happy to learn more about the advantages of online teaching and learning.

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

1. Complete all class activities no later than the dates assigned.
2. Ask questions; clarify misunderstandings with peers and instructor. Questions can be addressed on discussion boards, by email, and during online office hours.
3. Read all assigned material before engaging in online exercises.
4. Focus on weekly key concepts listed in the syllabus.
5. Study text material weekly.
6. Check U La Verne email daily, and check blackboard daily for announcements as this will be our primary means of communication.
7. At all times be fully engaged with the material, attempting to see its relevance to your career. Always feel free to share your thoughts with the group, or someone in the class.
8. Be an enthusiastic and curious learner, trying at times to extend beyond the required material.

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 responsive on line. Anyone who is having difficulty with APA or writing can make use of on-line sites and tutoring. The Learning Enhancement Center at ULV is helpful for this. The best on-line source that I know is The Writing Lab at Purdue University <http://owl.english.purdue.edu>

This is an online course. In order to be a full participant in this course students must have and use their ULV email and blackboard daily.

Learning Outcomes:

This course is designed to enable students to:

Barbara Nicoll, Ph.D.
University of La Verne
(909) 593-3511 X. 4632
nicollb@ulv.edu
Office: MTTH 1:30-3:30

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. Demonstrate 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:

EDUC 503, Educational Psychology, Pearson Custom Education (This text is a composite of the Ormrod text, Educational Psychology: Developing Learners, and the Charles, Building Classroom Discipline. Students may use the original texts if they wish, but will have to pay attention to chapter titles and pages instead of chapter numbers and pages. The purpose of the specialized text is to save you money.)

Walls, J. The Glass Castle

Recommended Texts:

Perrin, Pocket Guide to APA Style

Wolfe, Pat. Brain Matters.

Marzano, Classroom Instruction that works.

Barbara Nicoll, Ph.D.
University of La Verne
(909) 593-3511 X. 4632
nicollb@ulv.edu
Office: MTTTH 1:30-3:30

Research Journals:

Journal of Educational Psychology
Child Development
Early Childhood Research Quarterly
Childhood Education
Educational and Psychological Measurement
American Journal of Psychology

Student Requirements:

- 1. Weekly online work.** Students are expected to do all online assignments, including interactive group work. All major assignments will be graded, but many of the weekly activities support your learning and are thus not graded. I do not want to grade activities that are meant to be learning opportunities. Some weeks will have quizzes, also not always graded. ANY work not completed (including and especially non-graded work) will reduce student's grade. Missing an entire week of assignments (which could be a collection of single assignments from different weeks) will reduce student's grade by one full grade. Missing more work will threaten the student's opportunity to pass the course.
- 2. Daily check.** Read your ULV email daily and check blackboard daily for announcements. You will be held responsible for knowing any information sent to you or posted for you. I will respond to all questions and inquiries within 6 hours of receipt from Monday at 8 AM until Friday at 4 PM. Over the weekend I may take a little longer, and on some weekends I may not be able to respond until Monday morning.
- 3. Virus free files.** You are responsible to be sure that the files you send are virus free. Any file that fails our virus protection, or that come from unknown addresses will not be opened.
- 4. Assignments:** All assignments are embedded in weekly instructions. There are three larger assignments that you may want to begin earlier in the term than the week in which they are due. These assignments are scaffolded and have portions due over time in order to give you instruction as you go and enhance your learning. These are the research project, theory and practice paper, and student differences project. Each of these assignments has an instruction page and grading rubric in the assignments section of blackboard. Participation will also be graded (see participation grading rubric in the assignments section.)

Barbara Nicoll, Ph.D.
University of La Verne
(909) 593-3511 X. 4632
nicollb@ulv.edu
Office: MTTT 1:30-3:30

- 5. Communication:** All communication within this course including discussion boards, emails, blogs, etc. must be in high quality, graduate level English. Typos and sloppy writing creates miscommunication. A typo here and there will be ignored, but consistent poor quality writing will lower your grade by 10%. In addition students are expected to be as succinct and clear as possible. Respectful communication is expected. Any student who is unable to be respectful and tolerant of others will risk failing the course and being reported to the dean. (See university catalogue)
- 6. Tests.** There will be two exams. One midterm, and one non-comprehensive final. Exams will be given on line and will be timed. Exams will have study guides available the week prior to the exam.
- 7. Grading.** All written work will be submitted on line. 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). **All papers must meet minimum graduate writing standards and be the original work of the author in order to receive a grade.** Papers will be turned into a safeassign box and must be there no later than midnight of the due date! Late papers will be reduced by one grade.

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

- 8. Academic Honesty.** All writing assignments must be the original work of the student. **All blogs, discussion boards, wiki's, etc must be the original work of the student. There is no work in this class that would allow you to copy anything from a text, article, web site, work of another student, etc. Any student found to copy any information, design, map or other work from anywhere will risk an F in the course and will be reported to the appropriate Dean.**
- 9. Syllabus.** **This syllabus is subject to change.** The student is responsible to be aware of any changes sent by email or posted on blackboard. Professor will not be responsible for information posted but not read on blackboard.

Barbara Nicoll, Ph.D.
 University of La Verne
 (909) 593-3511 X. 4632
nicollb@ulv.edu
 Office: MTTTH 1:30-3:30

Schedule:

Note: Key concepts are described here for you to focus your reading. Do not limit your reading to these areas, as other concepts will be introduced and expected. However, key concepts are expected knowledge prior to weekly blackboard work. If you don't understand you should ask (on blackboard, by email, etc.) Reading should be done prior to weekly discussions or activities or quizzes . Lectures and videos should be viewed after reading and before engaging in other blackboard work. Discussions will be among small group members (4 or 5). Each discussion will require and original posting, and responses to all group members. Original postings should occur no later than midnight Tuesday, and responses from Wednesday to Friday. All other blackboard assignments will have due dates in the instructions.

<u>Date:</u>	<u>Online Activities</u>	<u>Due on Sunday</u>	<u>Reading:</u>	<u>Key concepts:</u>
<u>Week One</u>	Lecture 1&2 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?	<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

Barbara Nicoll, Ph.D.
 University of La Verne
 (909) 593-3511 X. 4632
nicollb@ulv.edu
 Office: MTTT 1:30-3:30

<u>Week Two</u>	NBB-lecture NBB-discussion NBB-online quiz	NBB Power Point	<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>	Lecture 1 & 2 & 3 Videos (2)-Pavlov & Pos./neg. reinforcement Progressive/transmissive quiz Behaviorism Discussion	Research summaries Shaping Plan Jones/wong chart	<u>Reading:</u> EDUC 503, ch. 4, 5 & 6	Operant conditioning, classical conditioning, reinforcement, extinction, behavior modification programs Procedures, support buddies, say, see, do teaching, bell work, PAT, VIP
<u>Week Four</u>	Lecture 1 & 2 Bandura video Social Cognitive discussion	Social Cognitive Map NBB Reflection	<u>Reading:</u> EDUC 503, ch. 7	Modeling, reciprocal causation, selfregulation, vicarious reinforcement, self-efficacy, self-regulated behavior self-regulated problem solving
<u>Week five</u>		Humanistic Theory	<u>Reading:</u> EDUC 503, Ch. 8	Heirarchy of needs, self- actualization, deficiency of needs, growth needs, class meetings, helping skills, confrontive skills

Barbara Nicoll, Ph.D.
 University of La Verne
 (909) 593-3511 X. 4632
nicollb@ulv.edu
 Office: MTTT 1:30-3:30

<u>3/16/09-3/22/09</u>		Adlerian Theory	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>3/23/09-3/29/09</u>		Midterm	Midterm	
<u>3/30/09-4/5/09</u>		Cognitive Theory Information Processing Memory, Brain function	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>4/06/09-4/12/09</u>		Spring Break	Spring Break	
<u>4/13/09-4/19/09</u>		Cognitive Theory Piaget and Vygotsky	Reading: EDUC 503, ch. 10 & 11	Stages, sensitive period, schemes, assimilation, accommodation, preoperational, concrete operational, conservation, formal operational, ZPD, scaffolding, Socio-cultural

Barbara Nicoll, Ph.D.
 University of La Verne
 (909) 593-3511 X. 4632
nicollb@ulv.edu
 Office: MTTT 1:30-3:30

				Theory
<u>4/20/09-4/26/09</u>		Developmental Theory	<u>Reading:</u> EDUC 503, ch. 12 & 13	Attachment, parenting styles, empathy, moral behavior, authoritative, authoritarian, permissive, induction, Kohlberg's stages
<u>4/27/09-5/3/09</u>		Cognitive theory Constructivism	<u>Reading:</u> EDUC 503, ch. 15	Concept, prototype, exemplars, defining features, negative instances, constructivist theory, correcting misconceptions
<u>5/4/09-5/10/09</u>		Review/Share Research	<u>Reading:</u> <u>Research Summaries</u>	Research discussions and reflections
<u>5/11/09-5/17/09</u>		Final Exam	Final Exam	

Barbara Nicoll, Ph.D.
University of La Verne
(909) 593-3511 X. 4632
nicollb@ulv.edu
Office: MTTTH 1:30-3:30

Barbara Nicoll, Ph.D.
University of La Verne

Research Assignment

1. The purpose of this assignment is to prepare ourselves to have discussions about two important topics in education—grade retention and self-esteem. In order to form an opinion based on evidence, we need to take a look at the evidence. The primary purpose will be for students to develop higher level evaluative skills in forming opinions related to controversial topics in education.
2. Each student in the class will be required to collect four research articles. Two of the articles need to be about self-esteem,(what is the relationship between self-esteem and academic performance) and the other two about grade retention (does grade retention promote academic performance). Ideally students would find research on each side of the debate.
3. Articles must be empirical, primary source research. Each article must include methods, describe clearly the population studied, and how the data was collected in addition to results and conclusions based on the research. The articles must come from academic journals.
4. Articles must be turned in to the instructor according to the class calendar...
5. After each student's articles are approved students will turn in to the instructor a one page summary of the evidence presented in each article. Following is an outline for those papers.(one page for each article)
6. Students will have an opportunity near the end of class to discuss their findings and come to their own conclusions. In class students will write their opinions based on the evidence that was found.

Outline for article summary (all of the following material must be in the summary paper, but the paper must be written in essay format. The APA citation should appear at the top of the paper):

1. APA citation of article
2. Research question (what was this researcher trying to learn?)
3. Brief description of population (who was studied)

Barbara Nicoll, Ph.D.
 University of La Verne
 (909) 593-3511 X. 4632
nicollb@ulv.edu
 Office: MTTT 1:30-3:30

4. Brief summary of how study was done
5. Findings of study
6. How you think the findings relate to our topic

Rubric for Article Summary

	<u>Beginning</u> 1	<u>Developing</u> 2	<u>Accomplished</u> 3	<u>Exemplary</u> 4	<u>Score</u> 1-4
Grammar, Spelling and Punctuation	Meaning is frequently confused due to frequent problems in sentence structure, grammar, mechanics, and word choice	Meaning is occasionally confused in a minor way due to errors in sentence structure, grammar, mechanics, and word choice	Displays competence with most sentence structures and word choice. Very minor errors in grammar, mechanics, and spelling.	Displays consistent facility with language; variety of sentence structures from simple to complex, precise and clever word choice and no errors.	
Use of APA	Not written in APA format. Too many, or inappropriate use of quotes. No citations.	Appears to have attempted APA format, but with too few citations. Errors in quotes or references, no plagiarism evident.	Uses APA format consistently. A few errors, citations match reference list, but more or fewer citations needed.	Paper is clearly and completely cited and there are no errors.	
Organization	Is disorganized with confusing, disconnected ideas. Difficult to follow.	Can be followed, but not clearly organized. Lacks transitions and sometimes wanders.	Is organized. Ideas appropriately sequenced with minor problems in cohesiveness.	Very well organized with clear ideas and supporting evidence. Effective, smooth transitions.	
Content and depth	Content does not display adequate coverage of topic.	Content covers the topic at an adequate level, but details are lacking.	Content covers topic using appropriate level of detail.	Paper displays exceptional coverage of the content, using many details and insightful understanding of topic.	

Barbara Nicoll, Ph.D.
 University of La Verne
 (909) 593-3511 X. 4632
nicollb@ulv.edu
 Office: MTTTH 1:30-3:30

Critical thinking	Not much analysis of article and no evaluation of quality of article.	Analyzes article for conclusions, but avoids evaluation.	Evaluates article briefly, but avoids describing overall meaning of article to literacy in young children.	Critically evaluates quality of article and describes the meaning of conclusions within the context of literacy	
-------------------	---	--	--	---	--

Barbara Nicoll, Ph.D.
 University of La Verne

NBB Assignment

1. **Purpose:** **The purpose of this assignment is to deepen our thinking about our own behaviors as they relate to children who are different. One type of difference is a Neurological Based Behavior.**
2. **Products:** For this assignment you will produce two things. First you will design a short power point presentation that you will present in class. Second, you will write a short—two page—reflection paper
3. **Powerpoint:** Your power point must include the following information:
 - a. Definition and description of NBB
 - b. List of typical classroom behaviors of afflicted children
 - c. Description of classroom challenges
 - d. List of strategies that can be used by counselors/teachers
 - e. Reference list in APA style
4. **Presentation of PPT:** After you create the ppt you will have 15 minutes of class time to present it to the class.
5. **Reflection Paper:** After hearing all classmates ppts you will write a reflection paper that will analyze your personal issues with NBBs. We each have knowledge of appropriate behavior around those with NBBs, but

Barbara Nicoll, Ph.D.
 University of La Verne
 (909) 593-3511 X. 4632
nicollb@ulv.edu
 Office: MTTT 1:30-3:30

I want you to use this opportunity to deepen your understanding of your own knowledge, reactions and behaviors. Consider the following questions:

- a. Can you think of example of inappropriate responses you have had in the past?
- b. What do you understand about NBBs that you did not understand before?
- c. In what ways might that new understanding change your behavior?
- d. What questions are you left with at this point?

Neurological Based Behavior Rubric

	Not Present	Emerging	Accomplished	Excellent
Mechanics	Frequent errors in spelling grammar, and punctuation.	Errors in grammar and punctuation, but spelling has been proofread.	Occasional grammatical errors. Spelling has been proofread.	Nearly error-free. Reflects thorough proofreading for grammar and spelling.
Original Word Choice	Words are limited and cliché. The same words are repeated often throughout writing. Language is confusing or vague. Words do not create pictures; there is too much telling and not enough showing.	Some words are fresh and original. However, work contains clichés and over-repetitions. Much of the language is either vague or excessively flowery. Some words create pictures, but there is a great deal of telling that needs to be replaced with	Words are, for the most part, original and free of clichés. Some language is either vague or excessively flowery. Words often create pictures. Writer has made clear attempt to show and not tell.	Words are exceptionally fresh and original. There are no clichés. Verbs are vivid and specific. There is no over-repetition of words. Words consistently create pictures. There is little telling, and mostly showing.

Barbara Nicoll, Ph.D.
 University of La Verne
 (909) 593-3511 X. 4632
nicollb@ulv.edu
 Office: MTTTH 1:30-3:30

		showing.		
Thesis	There is no clear purpose of the paper; seemingly little attempt to create a thesis statement	Attempt to create a thesis statement and communicate the purpose throughout	Evidence of thesis can be found and author generally maintains purpose through suitable voice and/or tone	Establishes thesis and maintains clear purpose via suitable voice and tone
Meaningful development of ideas	Ideas are unclear and	Unelaborated ideas that are not fully explained or supported; repetitive details	Unelaborated ideas that are not fully explained or supported; repetitive details	Depth and complexity of thought supported by rich, pertinent details; supporting evidence leads to high-level idea development
Depth of Personal reflection	Reflection is superficial and lacks personalization.	Reflection is personal, but lacks depth.	Reflection is personal, expresses depth of knowledge and understanding	Reflection is personal, expresses depth of knowledge and understanding

Barbara Nicoll, Ph.D.
University of La Verne
(909) 593-3511 X. 4632
nicollb@ulv.edu
Office: MTTTH 1:30-3:30

Barbara Nicoll, Ph.D.
University of La Verne

EDUC 503

Educational Psychology

Glass Castle Assignment

1. The purpose of this assignment is to give students a view of students' lives that is often hidden from us. The book provides a case study within which it is possible to analyze educational theory and practice.
2. Read the memoir by Jeanette Walls, *The Glass Castle*, currently on the best-seller list.
3. Write a reflection paper about the book, keeping in mind the theories, strategies and concepts we have studied in class. Your paper should be about 5-6 pages long, and must contain material studied in class, and clearly demonstrate that you read the book.
4. Consider using some of the following questions to guide your thinking:
 - a. What theory or theories have we studied could be connected to the teachers' role in the lives of Jeannette and her siblings?
 - b. How do the theory or theories relate, and how would you apply them to your treatment of Jeanette in your classroom?
 - c. One of Jeanette's high school teachers mentored her toward journalism. Jeanette is currently a journalist with MSNBC. Do you think you could have overcome any personal distaste for her, considering her looks, odor, and odd behaviors, and also become her mentor?
 - d. How does the pressure to meet standards interfere with a teacher's role to know, mentor, and support the development of children like Jeanette and her siblings?
 - e. What is the schools' role in protecting children with the kinds of problems Jeanette has?
 - f. Do you think Jeanette and her siblings are better off with or without their parents? They are loved by their parents, and the parents want the children to be educated, and the children love their parents deeply.

Barbara Nicoll, Ph.D.
 University of La Verne
 (909) 593-3511 X. 4632
nicollb@ulv.edu
 Office: MTTTH 1:30-3:30

- g. Jeanette and her siblings often do not tell adults about their experiences. They try to please adults, and they engage behaviors that seem effective for their survival. Those behaviors are not always appropriate in an academic setting. School and the real world are not always consistent for children. What is our responsibility as educators in these circumstances?

Rubric for: The Glass Castle

Language Use and Organization	Grammar and spelling errors are distracting, no clear organization	Some grammar and spelling errors, somewhat disorganized	Few grammar and spelling errors, paper is organized,	No grammar or spelling errors, paper is well organized. Use of language is clear, effective and complex
Comprehension of Theory/Theories	Does not understand theory/theories applied to students like Jeannette	Shows some comprehension, misapplies some theory to students like Jeannette	Shows comprehension of theory/theories as applied to classroom for students like Jeannette	Clearly displays understanding of theory/theories, and is able to integrate personal approach to education with theory or theories chosen
Application of Theory/Theories	Theory/theories are not applied to practice	Application of theory/theories are not clearly connected to practice in the classroom	Most theory/theories clearly connected to practice	All theory/theories clearly connected to practice and applied correctly
Quality of Reflections related to characters	Reflections lack description of educational role in lives of children like the characters in this book	Reflections describe some connection to educational practice but not clearly described	Reflections clearly describe educational systems role in the lives of these characters	Reflections describe educational systems role in the lives of these characters and relates a clear philosophy of personal role as a teacher

Barbara Nicoll, Ph.D.
University of La Verne
(909) 593-3511 X. 4632
nicollb@ulv.edu
Office: MTTH 1:30-3:30

Quality of Examples from text	Few examples from text used	Examples used but not clearly described	Examples from text are well used throughout the paper	Many examples from the text that support theory, practice and point of view
-------------------------------	-----------------------------	---	---	---