

# **WEBSTER UNIVERSITY**

## COURSE SYLLABUS

### **SOCS 5130.01**

Course Number and Section

### **Stephen Houldsworth**

Instructor: (314) 961-2660, x.7948  
hworth@webster.edu

### **EDUCATIONAL PSYCHOLOGY**

Course Title

### **SU 2004**

Term

### **SITE 50 St. Louis**

#### 1. Course Description:

This course explores the nature of human growth and development from the perspective of learning. Participants examine how individuals function within schools and the manner in which self-image impacts upon the learning process. Theoretical knowledge and practical applications are stressed in the course.

#### 2. Learning Outcomes

1. To gain an understanding of student development and diversity.
2. To compare, contrast, and when possible synthesize various psychological perspectives on how students learn.
3. To understand how the instructional process intersects with student learning, growth, and development.
4. To discover classroom applications for psychological theories.
5. To develop a teaching philosophy, which integrates psychological and philosophical perspectives on student learning, growth, and development.

#### 3. Schedule

(see *Course Outline* – attached)

#### 4. Resources

##### Required Texts

- 1) Abbeduto, Leonard, ed. (2004). *Taking Sides: Clashing Views on Contraversional Issues in Educational Psychology*. McGraw-Hill. ISBN: 0072917237
- 2) Clark, Ron. (2003). *The Essential 55*. Hyperion Press. ISBN: 1401300014
- 3) Freire, Paulo. (1998). *Teachers as Cultural Workers*. Westview Press. ISBN: 0813323045
- 4) Gardner, Howard E. (1993). *Multiple Intelligences: The Theory in Practice*. Basic Books. ISBN: 046501822X
- 5) Hewitt, John P. (1998). *The Myth of Self-Esteem*. Worth Publishing. ISBN: 031213715X
- 6) Hirsch, E.D., Jr. (1999). *The Schools We Need*. HarperCollins Books. ISBN: 0385495242
- 7) Rodriguez, Richard. (1983). *Hunger of Memory*. Bantam. ISBN: 0553272934

A supplemental readings packet will be distributed on the first night of class.

## 5. Evaluation

Grades will be based primarily on individual learning portfolios. Portfolios should demonstrate mastery of each of the five learning outcomes.

Final grades may be lowered for any of the following: 1) more than one absence, 2) not submitting written assignments, 3) lack of preparation for in class discussions or presentations.

## 6. Supplements

Supplemental reading packet

## 7. 3 Hour Courses:

- a) Lab: None
- b) Curriculum Project: Student may choose to create an appropriate curriculum project as part of their learning portfolio.
- c) Paper(s): Students may choose to write a research paper, literature review, or essay as part of their learning portfolio.
- d) AV Project
- e) Other: This course requires extensive critical reading of primary source texts.

## 8. Final Project(s):

The completed Learning Portfolio is due by the final week of class. Students should provide a stamped, self-addressed envelope (of the appropriate size) to the instructor for portfolio return.

NOTE: Papers will not be available for pick up from the Education Office.

Note: This syllabus is subject to change at the discretion of the instructor.

## Course Outline

### Week 1

- Topics: Introduction to Educational Psychology  
Course Overview  
Teachers as Cultural Workers
- Reading Due: *Taking Sides*, Introduction  
*Teachers as Cultural Workers*, complete
- Assignments Due: Reading Log  
Teaching Philosophy

### Week 2

- Topics: Motivation & Classroom Discipline
- Reading Due: *Taking Sides*, Issues 11 & 17  
*The Essential 55*, complete  
Week 2 Articles
- Assignments Due: Reading Logs  
Week 2 Presentations  
1<sup>st</sup> Response Paper

### Week 3

- Topics: Bi-lingual Education, Cultural Transmission, & Cooperative Eductaion
- Reading Due: *Taking Sides*, Issues 3 & 14  
*Hunger of Memory*, complete  
Week 3 Articles
- Assignments Due: Reading Logs  
Week 3 Presentations  
2<sup>nd</sup> Response Paper

### Week 4

- Topics: Self-Esteem, Conceptual Entrepreneurs, & Brain-based Education
- Reading Due: *Taking Sides*, Issues 6 & 12  
*Myth of Self-Esteem*, complete  
Week 4 Articles
- Assignments Due: Reading Logs  
Week 4 Presentations  
3<sup>rd</sup> Response Paper

## Week 5

- Topics: Gender & Constructivism
- Reading Due: *Taking Sides*, Issues 1 & 8  
*The Schools We Need*, complete  
Week 5 Articles
- Assignments Due: Reading Logs  
Week 5 Presentations  
4<sup>th</sup> Response Paper

## Week 6

- Topics: Learning Styles & Multiple Intelligences
- Reading Due: *Taking Sides*, Issues 5 & 10  
*Multiple Intelligences: The Theory in Practice*, Parts 1 & 2 only  
Week 6 Articles
- Assignments Due: Reading Logs  
Week 6 Presentations  
5<sup>th</sup> Response Paper

## Week 7

- Topics: The Inclusive Classroom & Character Education
- Reading Due: *Taking Sides*, Issues 4 & 7  
Week 7 Articles
- Assignments Due: Reading Logs  
Week 7 Presentations  
6<sup>th</sup> Response Paper

## Week 8

- Topics: Course Review
- Assignments Due: 7<sup>th</sup> Response Paper  
Learning Portfolio  
Learning Portfolio Presentations

## Personal Teaching Philosophy

**Description:** A statement of your beliefs about how education happens most effectively. It should include your best understanding of how students learn, as well as the type(s) of environment and teacher attitudes most conducive to learning. (It is not a list of techniques. Techniques reflect the philosophy, but are not part of it.)

**Process:** Reflect on your current beliefs about teaching and learning. Edit and revise your Personal Teaching Philosophy into a short statement (1 typed page maximum). The goal is a grammatically correct statement of your CURRENT views on the teaching/learning process.

Before the first class, email a copy of this statement to the instructor in the body of the email - no attachments, please. Your name and the date should be in the body of the email as well. Email address: [hworth@webster.edu](mailto:hworth@webster.edu)

**Notes:**

- 1) The goal is to get me a copy of your statement ASAP, but absolutely BEFORE you have done the first reading assignment.
- 2) The email you use to send me your statement to me should be one you check regularly. I may send emails to the whole class during the term. You should check your email at least once during the weekend. (If I send anything out, it will be sent by Friday.)
- 3) You will be asked to submit another Personal Teaching Philosophy on the last night of class. You may choose to make revisions (if any) as we go along or just start from scratch and write a new statement for the last week.

## Reading Log

Reading Logs are due weeks 1 – 7. They do not have to be typed, but they MUST be legible. (If the only way to make your handwriting legible is to type, then the logs have to be typed.) You must submit 6 out of 7 reading logs. (If you are absent, then that is your one missed log.) Because the reading logs are the foundation of the class discussion, late reading logs are NOT accepted.

You should do a separate reading log for each issue due in the *Taking Sides* text. For the primary source texts, you should do a reading log for the work as a whole, but you may obviously have more than one response to each item.

Instructions: At the top of the page put your name, the text, and the date. Then give your responses to as many of the following questions as possible:

1. What questions would you like to ask? Indicate something from the reading assignment that was confusing or unclear – cite page numbers and specific paragraphs. Alternatively, is there something you would like to know more about because the authors stimulated your interest?
2. Positive Comments. Discuss a passage that you really liked from the week's readings – cite page numbers and specific paragraphs. It could be something you strongly agree with or something that contributed to a positive emotional reaction. Speaking from your own experience, intellectually and personally, why did you like this passage?
3. Negative Comments. Discuss a passage that you really disliked from the readings – cite page numbers and specific paragraphs. It could be something you strongly disagree with or something that contributed to a negative emotional response. Speaking from your own experience, intellectually and personally, why did you dislike this passage?
4. Application. Discuss a passage that you could immediately apply to teaching – cite page numbers and specific paragraphs. It could be an actual technique or strategy discussed in the text that you could apply in your content area or it could be something stated in the text that suggests a technique or strategy to you.

Notes:

- 1) Reading logs are the primary source material for class discussions. Your comments in the reading log should be connected to specific passages in the text. In class, we will usually take the time to reread that passage before we discuss it. By making the citation clear in your log, you will be able to communicate it clearly to the class.
- 2) Reading logs may be useful in developing your response papers. You may want to make a copy of your reading log to keep as well as one to turn in for grading.
- 3) There is an enormous amount of reading for this class. It is suggested that you do your reading log as you read rather than trying to go back and reconstruct it.

## Response Papers

Response papers are due weeks 2 - 8. They must be typed, double-spaced. Ideally, they should take the form of a classic five-paragraph essay. You must submit 5 out of 7 response papers. The response paper assignment is designed to assist you in synthesizing your learning and to provide feedback to the instructor on the learning happening in the class.

### Instructions:

- 1) Consider the class session that has just ended. Reflect on the class discussions, exercises, presentations, and readings. What is the ONE idea, concept, statement, or experience that holds the most energy (positive or negative) for you?
- 2) Develop an essay that explores your response to this ONE stimulus. Examples: a) It could be why you believe, based on previous learning and experience, that the idea or statement is wrong; b) It could be the applications to your teaching or some other aspect of your life that you see for an experience or concept; or, c) It could be the connections that you make between this idea or experience and you past learning.
- 3) If appropriate, write your essay in the five-paragraph style. If not using this style, make sure that you have an interesting title, a specific thesis, and a clear conclusion.

### Notes:

- 1) The response papers are your opportunity to create knowledge – to be clear on what you know and what you don't know. While the essays are useful for the instructor to gage the learning happening in the class, the audience is not the instructor, but rather yourself as a learner.
- 2) As you may want to include the Week 7 response paper in your learning portfolio, you should keep a copy for yourself. Your week 8 response paper may also be included in your portfolio.
- 3) Generally, no additional research should be necessary to complete the response paper, but, if you do use additional sources, please cite using APA style.

## Theorist Presentations

Each student will prepare one 10-minute presentation on a theorist/thinker in educational psychology. This time limit is absolute! You are to present the basic information about the theorist and why she/he is important in educational psychology

### Week 2

Bagley, William

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Barzun, Jacques

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Bloom, Benjamin

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Bruner, Jerome

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### Week 3

Chomsky, Noam

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Dewey, John

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Edelman, M. W.

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Gilligan, Carole

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### Week 4

Greene, Maxine

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Hall, G. Stanley

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Kohn, Alfie

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Kohlberg, Laurence

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### Week 5

Kilpatrick, Wm. Heard

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Kozol, Jonathan

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Mann, Horace

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Montessori, Maria

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Pestalozzi, Johann

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### Week 6

Piaget, Jean

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Hunter, Madeline

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Oakeshott, Michael

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Donaldson, Margaret

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### Week 7

Skinner, B. F.

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Sternberg, Robert

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Vygotsky, Lev

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West, Cornell

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## Learning Portfolio

Each student will submit a learning portfolio on the last night of class. The course grade will primarily be based on this portfolio. The portfolio should demonstrate the manner in which the student has met each of the five learning objectives:

1. To gain an understanding of student development and diversity.
2. To compare, contrast, and when possible synthesize various psychological perspectives on how students learn.
3. To understand how the instructional process intersects with student learning, growth, and development.
4. To discover classroom applications for psychological theories.
5. To develop a teaching philosophy, which integrates psychological and philosophical perspectives on student learning, growth, and development.

For the first four objectives, students should organize work from reading logs, response papers, presentations, or outside research to demonstrate mastery of that objective. For the final objective, students should submit the teaching philosophy developed before the first night and a revised version prepared for the final class meeting.

The portfolio should have 5 sections, one for each objective, and in an introductory statement the student should assign the weight to be given to each section.

Suggestions for each objective (there are many more possibilities):

- Objective 1: A response paper or a synthesis of reading logs
- Objective 2: A synthesis of reading logs from the primary source texts, a response paper, or a chart comparing various psychological perspectives
- Objective 3: A synthesis of reading, a response paper, or a statement of teaching goals.
- Objective 4: A synthesis of the 'applications' answers in each of the reading logs, a lesson plan applying a specific perspective, or a course design from a specific perspective.

Time permitting, you may choose to have a presentation as part of your portfolio. The presentation would demonstrate your mastery of one of the first four objectives. (Most common would be a teaching application that demonstrates Objective 4.) Obviously there is not time for everyone to do a presentation. Please contact the instructor as soon as you decide you want to do a presentation, but do not start preparing your presentation until you have received confirmation that there will be enough time.

The portfolio should primarily be an organization of the best work you have already done in the class.