



**Course Syllabus**

<b>COURSE NUMBER:</b> EPSY 5130.01	<b>COURSE TITLE</b> EDUCATIONAL PSYCHOLOGY	<b>TERM:</b> SUMMER 2008
<b>SITE:</b> WEBSETER UNIVERSITY 470 East Lockwood St. Louis, MO USA 63119	<b>INSTRUCTOR CONTACT INFORMATION:</b> Marsha Guilliams Telephone (314) 989-8182 <a href="mailto:mguilliams@ssd.k12.mo.us">mguilliams@ssd.k12.mo.us</a>	<b>CREDIT HOURS:</b> 3

**1. COURSE DESCRIPTION:**

**STUDENTS EXPLORE THE NATURE OF HUMAN GROWTH AND DEVELOPMENT FROM THE PERSPECTIVE OF LEARNING, EXAMINE HOW INDIVIDUALS FUNCTION WITHIN SCHOOLS, AND CONSIDER THE MANNER ON WHICH SELF-IMAGE IMPACTS ON THE LEARNING PROCESS. THE CONTROVERSIES IN THE FIELD OF EDUCATIONAL PSYCHOLOGY ARE EXAMINED TO PROVIDE A DEEPER UNDERSTANDING OF THE ISSUES INVOLVED, THEREBY LEADING TO PROGRESS.**

**2. LEARNING OUTCOMES:**

Course Outcomes	Program Goals	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
Explore the varying learning and emotional needs of students in today's diverse classrooms	<p>1 Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.</p> <p><u>The responsive educator:</u></p> <p>1.1 understands and responds appropriately to issue of diversity</p> <p>1.2 acknowledges social and cultural contexts to create effective teaching and learning environments</p> <p>1.3 adapts instruction to the learner's knowledge, ability, and background experience; and</p> <p>1.4 identifies resources for specialized services when needed.</p> <p><u>The knowledgeable learner:</u></p> <p>1.5 applies tools of inquiry to construct meaningful learning</p>	<p>MoSTE Mo STEP 6a. knows motivation theories and behavior management strategies and techniques</p> <p><u>The knowledgeable learner:</u></p> <p>1.2 applies tools of inquiry to construct meaningful learning experiences</p> <p>1.3 identifies developmental factors in student learning; and</p> <p><u>The informed instructor:</u></p> <p>2.2 understands and uses a range of instructional strategies:</p> <p>2.3 uses a variety of communication modes, media, and technology to support student learning; and</p> <p>2.4 employs a variety of formal and informal assessments to monitor learning and to modify instruction.</p> <p><u>The reflective collaborator:</u></p> <p>3.1 values and integrates reflection to grow as a professional;</p> <p>3.2 promotes communication and collaboration with colleagues, families,</p>

	<p>experiences;</p> <p>1.6 identifies developmental factors in student learning; and understands theoretical principals of effective instruction to plan learning experiences.</p>	<p>and community leaders:</p> <p>3.3 seeks relationships with families and students to support student learning; and</p> <p>3.4 initiates change that benefits students and their families.</p>

**3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.**

**Week 1: Introduction: Essential questions**

**In class discussion and participation:**

- a. How do your previous school experiences effect who you are?
- b. Why did you choose to teach elementary,middle or high school?
- c. How do learners gain new knowledge?
- d. What do you believe about human nature, classroom relationships, and discipline problems?

**Week 2 Readings:**

**Issue 1 Are Single-Gender Classes Necessary to Ensure Equal Educational Opportunities for Boys and Girls?**

**Issue 2 Should Struggling Students Be Retained?**

**Issue 3 Should English Immersion Replace Bilingual Education?**

**Week 3**

**Issue 4 Is Full Inclusion Always the Best Option for Children with Disabilities?**

**Issue 5 Can Schools Close the Achievement Gap between Students from Different Ethnic and Racial Backgrounds?**

**Issue 6 Should Schools Try to Increase Students' Self Esteem?**

**Week 4**

**Issue 7 Should Moral Education Be Part of the School Curriculum?**

**Issue 8 Should Schools Adopt a Constructivist Approach to Education?**

**Issue 9 Does reinforcement Facilitate Learning?**

**Week 5**

**Issue 10 Can Howard Gardner's Theory of Multiple Intelligences Transform Educational Practice?**

**Issue 11 Will a Push for Standards and Accountability Lead to More Motivated Students?**

**Week 6**

**Issue 12 Do Recent Discoveries about the Brain and Its Development Have Implications for Classroom Practice?**

**Issue 13 Is the Whole Language Approach to Reading Effective?**

**Week 7**

**Issue 14 Is Greater Parental Involvement at School Always Beneficial?**

**Issue 15 Should Schools Embrace Computers and Technology?**

**Week 8**

**Issue 16 Should Schools Decrease Class Size to Improve Student Outcome?**

**Issue 17 Can a Zero-Tolerance Policy Lead to Safe Schools?**

**Issue 18 Should US Schools Be Evaluated Against Schools In Other Countries?**

**4. RESOURCES:**

*Required Text(s):*

Taking Sides: Clashing Views in Educational Psychology: Fifth Edition by Leonard Abbeduto, Frank Symons

**5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)**

<b>Assessments</b>	<b>Links to Course Outcomes</b>	<b>Percentage of Grade</b>
Class participation and activities	Explore multiple approaches to analyzing controversial issues in educational psychology	10%
Targeted Observation and Analysis	Explore multiple approaches to analyzing the relationship between learner, environment and teacher	30%
Weekly reaction paper	Engage in reflection to apply theories and strategies to case examples	30%
Position Paper and Presentation	Apply theoretical perspectives to specific situations and issues facing learners in the education environment	30%
<b>ATTENDANCE MANDATORY.</b>	<b>This syllabus is subject to change at the discretion of the instructor. Therefore, regular attendance is required.</b>	

## **6. GRADING SCALE:**

<b>95-100</b>	<b>A</b>
<b>90-94</b>	<b>A-</b>
<b>85-89</b>	<b>B+</b>
<b>83-84</b>	<b>B</b>
<b>80-82</b>	<b>B-</b>
<b>75-79</b>	<b>C</b>
<b>Below 75</b>	<b>F</b>

**Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SoE OFFICE.**

## ACADEMIC HONESTY POLICY

**Students at Webster University are expected to practice academic honesty.**

### **Avoiding Plagiarism**

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

#### **Students:**

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

#### **Consequences of Academic Dishonesty:**

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

## ACCESSIBILITY/ACCOMMODATIONS POLICY

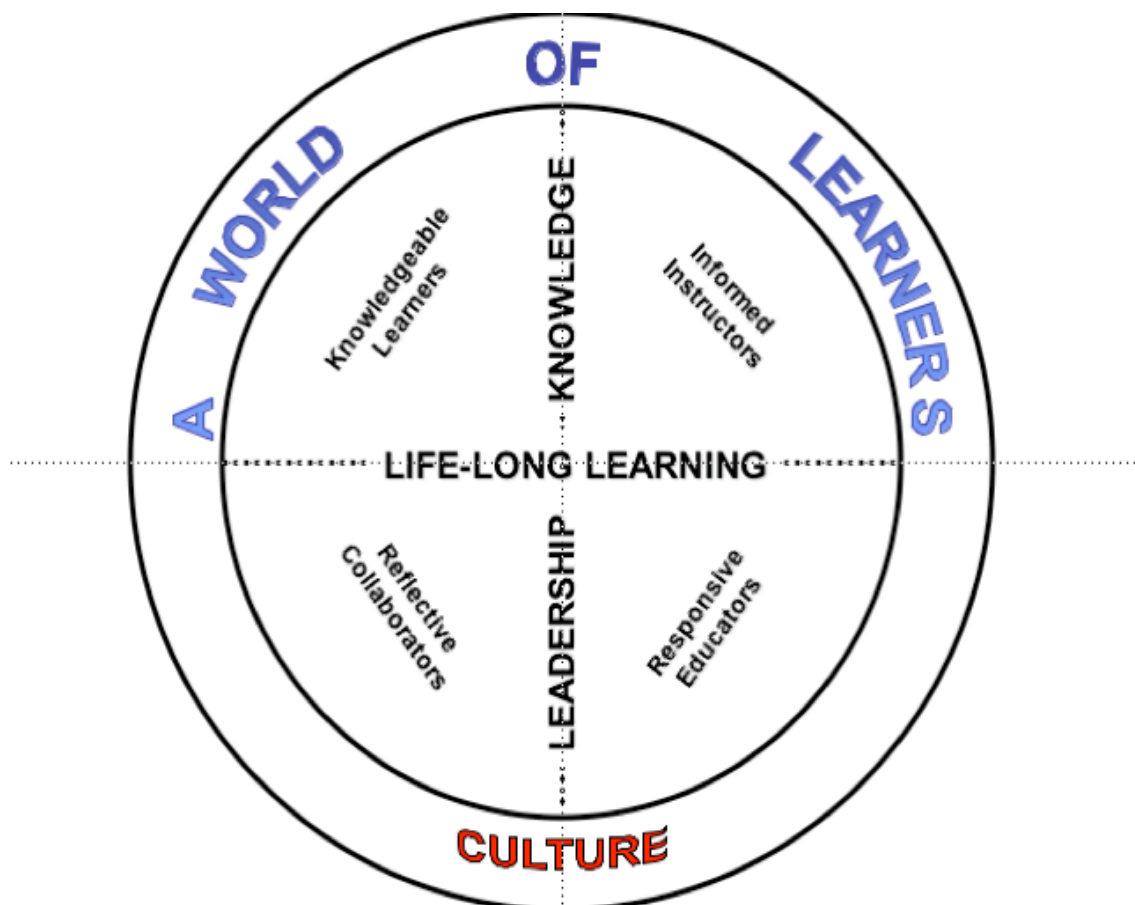
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**Webster University  
School of Education**

**Vision:** “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

**Mission:** The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

**Theme:** Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

## School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

### The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
  - 1.2 applies tools of inquiry to construct meaningful learning experiences;
  - 1.3 identifies developmental factors in student learning; and
  - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

### The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
  - 2.2 understands and uses a range of instructional strategies;
  - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
  - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

### The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
  - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
  - 3.3 seeks relationships with families and students to support student learning; and
  - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

### The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

## School of Education Dispositions

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth." (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
  - 1.1 Understands and respects that s (he) may be different from others
  - 1.2 Embraces an openness to change (adaptability, flexibility)
  - 1.3 Exhibits curiosity
  - 1.4 Engages in reflection
2. Understands and Respects Others
  - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
  - 2.2 Exhibits empathy
  - 2.3 Commits to fairness and honesty
  - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
  - 3.1 Commits to professional behavior in university and school cultures
  - 3.2 Practices informed decision-making in university and school cultures
  - 3.3 Communicates and collaborates in university and school cultures
  - 3.4 Accepts academic rigor (willingness to work/ high expectations)
  - 3.5 Affects change with courage and confidence