



## Syllabus for *Educational Psychology*

**Term:** 20153  
**Course Number** MAT: N 500 Educational Psychology  
**Instructor:** Barbara O'Block, Ed.D.  
**Office Phone:** 219-769-9292 x 233  
**E-mail:** [boblock@dcgary.org](mailto:boblock@dcgary.org)  
[boblock@ccsj.edu](mailto:boblock@ccsj.edu)  
**Office Hours:** By appointment

**Instructor Background:** Barbara O'Block serves the educational community as Superintendent of Schools for the Diocese of Gary and adjunct professor of education at Calumet College of Saint Joseph. Previously, Dr. O'Block served as teacher, elementary principal, central office consultant, and associate superintendent of schools in the Archdiocese of Chicago. She holds a Bachelor of Science in Education degree, worked for a degree in Fine Arts with an emphasis in piano performance, earned a Master's Degree in Administration and Supervision and a Doctorate in Curriculum and Instruction; both advanced degrees were awarded by Loyola University of Chicago.

**Course time:** Saturdays: August 22, 29 and Thursday evening, September 3, 2015

**Course Description:** This course surveys the research associated with the physical, emotional, social, moral, and mental development of children from infancy to adolescence. Educational theories and theorists provide the back drop for research review. A review of the literature pertaining to psychological factors that influence instruction, learning, self-regulation and management, assessment and motivation, complements the expectations of the course.

Field experience is required.

**Text(s):** Eggen, Paul and Don Kauchak (2010). *Educational Psychology: Windows on Classrooms*. New Jersey: Pearson Education. Inc.

### **Learning Outcomes/Objectives:**

#### **Students in this course will**

- Identify and describe the major theories (and theorists) that have impacted the study of child development, educational psychology, and teaching/learning.
- Identify and describe factors/issues associated with academic success and/or risk (i.e., language acquisition, culture, gender, socioeconomic status, varying exceptionalities and mental illness).
- Analyze underlying views of the cognitive process, including an investigation of brain research.
- Understand how motivation affects learning; examine the "happiness" factor
- Recognize the significance of the teacher in the classroom.
- Understand the variables associated with student behavior, self-regulation, engagement, classroom management and discipline.
- Apply knowledge through simulated classroom activities and case studies.

- Analyze and adapt the understanding of conceptual ideas to a form appropriate to the developmental level and learning style of the student.
- Develop an appropriate artifact for the professional portfolio.

**Learning Strategies:** Students who participate in this course will engage in lecture, group discussions, individual assignments, collaborative learning and other instructional methodologies.

**Topic reviews** (three) chosen from titles listed in the outline; students prepare a summary/ review of the topic. The reviews support class discussion and are submitted for a grade.

**The oral presentation** researches an assigned theorist and provides information to the class on the ideas/theories for which the person is best known and the influence/impact the theory has on teaching and learning. The presentation is approximately 10 – 12 minutes in length and will employ creative, appropriate use of technology and/or teaching strategy. A comprehensive Bibliography of the research to support the presentation is submitted for a grade.

The presentation and Bibliography are submitted as a **Portfolio artifact** to be incorporated into the professional portfolio.

**Field experience** includes a brief summary of the date, time, place, location, number of students in the class visited, etc., a summary of the observed classroom environment, the lesson presented and a review of instructional strategies presented in the lesson. The classroom observation form guides the summary. A final reflection page notes reaction to and impression of the observation.

**The “best possible thoughtful questions”** are written for a class of students (choose the grade and age). The questions, at least three, should 1). Put the students in a position to succeed; 2) release responsibility for learning to the students; 3). Allow for positive student interactions; and, 4). Allow students to collaborate with their peers.

**Requirements/Assessment:**

Class attendance, participation, collaboration (including reading of materials for discussion)	15 points
Written topic reviews (three @ 5 points each)	15 points
Oral presentation of theorist/written bibliography	30 points
Field observation and reflection	30 points
Best possible thoughtful questions	10 points
	100 points total

**Please Note:** All written assignments are typed, double-spaced, in appropriate grammar/ sentence structure, and follow APA rules.

**Attendance Policy:** Intellectual growth and success in college are reinforced through interaction in the classroom. Students reach personal goals and course outcomes through regular and prompt attendance. The Education Department’s accelerated classes are intense and rigorous and demand student presence and participation. Therefore, if a student is absent from one **Saturday** class, the student will be academically withdrawn by the instructor.

**Grading Scale:**

**A** 100-92    **A-** 91-90    **B+** 89-88    **B** 87-82    **B-** 81-80    **C+** 79-78    **C** 77-72  
**C-** 71-70    **D+**: 69-68    **D:** 67-62    **D-** 61-60    **F:** 59 and below

**Tentative Calendar:**

<b>Calendar</b>	<b>Assignments</b>	<b>Topics</b>
<b>Day One</b>	Presentation of the Syllabus Discussion of Chapters 1-4 “Me Bag” presentations	Piaget: Intellectual development Vygotsky: Social development Language development Moral development Psychosocial development Culture and the classroom
<b>Day Two</b>	Discussion of Chapters 5-7-8 Discussion of assigned reading Oral presentations on theorists First written topic review due	Conditioning Social Cognitive Theory Self-regulation Cognitive Learning Theory Human Memory Metacognition Concept learning
<b>Day Three</b>	Discussion of Chapters 10-12 Discussion of assigned reading Oral presentations on theorists (as needed) Second topic review due Presentation of “best possible questions”	Motivation Teacher efficacy and/or characteristics/expectations  Classroom climate Planning for instruction - involvement
<b>In One Week</b>	Field observation/reflection Final topic review due	PLEASE GIVE ASSIGNMENTS TO INSTRUCTOR OF NEXT CLASS; thank you.

**Portfolio:** As of the 1996-97 academic year, the Education Program of CCSJ requires teacher candidates to develop a professional portfolio prior to the student teaching course. This portfolio contains examples of professional development from various courses and activities. An assignment from this course is added to the portfolio.

**Association for Childhood Education International: ACEI**

**Standard 1: Development, Learning, and Motivation:** Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and

young adolescents to construct learning opportunities that support individual students' development and acquisition of knowledge.

**Standard 2: Curriculum:** (1) Reading, Writing, Oral Language; (2) Science; (3) Mathematics; (4) Social Studies; (5) The Arts; (6) Health Education; (7) Physical Education.

**Standard 3: Instruction:** (1) Integrating and applying knowledge for Instruction; (2) Adaptation to diverse students; (3) Development of critical thinking and problem-solving; (4) Active engagement in learning; (5) Communication to foster learning.

**Standard 4: Assessment for Instruction:** Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

**Standard 5: Professionalism:** (1) Professional Growth, Reflection, and Evaluation; (2) Collaboration with Families.

**Format for Written Assignments:** The professional Education and Psychology communities have adopted the standards delineated in the Publication Manual of the American Psychological Association. The current work is available in the bookstore and the library. Plagiarism is a serious unprofessional practice. Please consult the CCSJ Student Handbook as well as the APA Publication Manual for a) a description of plagiarism and b) how to avoid it.

**Tutoring Center:** The Tutoring Center is dedicated to supporting Calumet College of St. Joseph students. Students work with tutors to develop course competencies and study skills such as time management, test preparation, and note taking. In addition, students are provided with tutoring support to help pass courses, to improve grade point averages, and to promote continuing education and career advancement. Tutors have a specific charge; to help students learn how to master specific subject matter and to develop effective learning skills. Tutoring is open to all students at Calumet College of St. Joseph at no charge and is available to support most introductory courses. Tutoring in support of some other courses is available as well. The Tutoring Center is located in Room 413. The telephone number is 219-473-4287 or 800-700-9100 Ext. 287.

**Statement of Plagiarism:** If an instructor or other Calumet College of St. Joseph personnel find that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances.

Please Note: Calumet College or 'Saint Joseph subscribes to Turnitin.com and all papers can and may be submitted for checks on plagiarism from the Internet/electronic source/databases.

**Citation Guidelines:** Calumet College of St. Joseph adheres to citation guidelines as prescribed by the particular discipline (i.e., MLA, APA, Chicago Manual of Style or Turabian.). All of these guidelines are available in the Calumet College of St. Joseph library or bookstore. These texts outline how to cite references from a variety of sources, including electronic media.

**Withdrawal from Classes Policy:** After the last day for class changes has passed (see College calendar), students may withdraw from a course in which they are registered with permission from the faculty member conducting the course. A written request detailing the reason(s) for the withdrawal must be filed with the Registrar. The Registrar must receive written request for withdrawal by the last day of classes prior to the final examination dates specified in the catalogue. Written requests may be mailed to the Registrar or faxed to the College fax number 219-473-4259. Students are to make note of the refund schedule when withdrawing from courses. The request is forwarded to the faculty member, who makes the final determination to accept or deny the request. If the request is honored, the student will receive notification of official withdrawal; if denied, the notification will indicate why the withdrawal is disallowed.

An official withdrawal is recorded as a "W" grade on the student's transcript. Dropping a course without written permission automatically incurs an "F" grade for the course (see Refund Schedule).

**Disabilities Services:** Disabilities Services and Calumet College of St. Joseph (CCSJ) seek to provide opportunities for equal access in programs, services, and activities. CCSJ and Disabilities Services strive to meet the needs of students with disabilities by providing reasonable accommodations and academic services. Academic services are in accordance with Americans with Disabilities Act (ADA) guidelines. Students with documented disabilities that require support to access academic activities are encouraged to contact Disabilities Services.

If a student believes that he or she needs a “reasonable accommodation” of some kind because of a physical, psychological, or mental condition (e.g., additional time needed for tests, note taking assistance, special testing arrangements, etc.) he or she should contact Disabilities Services at 473-4349. The Disabilities Services Coordinator will secure documentation pertinent to the disability and work with faculty and staff, if necessary, to address the matter.

**CCSJ ALERT:** Calumet College of St. Joseph utilizes an emergency communications system that transmits messages via text, email, and voice platforms. In the event of an emergency, or weather related closings, or of other incidents, those students who are registered for the system shall receive incident specific message(s) notifying them of the situation. Please sign up for this important service at any time on the College’s website. Alternatively, you can register at the time you register for classes. This service requires each user to register once per academic year. Therefore, at the beginning of each academic year, please remember to re-register for the system. This can be done at: <http://www.ccsj.edu/alerts/index.html>

**School Closing Information:**

**Internet** <http://www.ccsj.edu>  
<http://www.EmergencyClosings.com>  
Facility: Calumet College of St. Joseph  
Phone 219-473-4770

**Radio** WAKE – 1500 Am  
WGN- 720 AM  
WIJE – 105.5 FM  
WLS – 890 AM  
WZVN – 107.1 FM  
WBBM News Radio 780

**TV Channels** 2,5,7,9,32