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Syllabus for Educational Psychology EDUC 300B

Term: Fall 2011
Course Number: EDUC 300 B
Course Title: Educational Psychology
Instructor: Bruce Wisowaty
Office: Room 500
Office Phone: 219-473-4264
Cell phone: 219-218-2353
E-mail: bwisowaty@ccsj.edu
Course Time: August 20- September 6, 2018

Office Hours: Monday –Thursday: 12:30- 3:00 PM, or by appointment

Instructor Background: Professional: Having worked in the educational profession for more than 29 years, my list of experiences includes teaching and administration at the elementary, high school and college level. Reaching back into the recesses of my mind's files, I recall each professional experience with fondness: St. Anne Elementary School, Lincoln Elementary School, Governors State University, Illinois principal of the Year, NRSI Consultant, presenter at numerous local, state, and national conferences.

Mission of the Education Program:

Respecting the diverse gifts and culture of each student, the Education Program of Calumet College of St. Joseph prepares quality teacher candidates for the 21st Century through a refining process, which ensures: (1) professional preparation; (2) continuous reflection; and (3) ongoing transformation. The Education Program promotes a multicultural community characterized by diversity, integrity, compassion and commitment.

Vision of the Education Program:

Rooted in the Catholic tradition, the Education Program of Calumet College of St. Joseph: (1) values the dignity and worth of each teacher candidate; (2) shapes attitudes and values; (3) strives for social justice; (4) instills a sensitivity for the poor and the powerless; and (5) refines professional competency and scholarship in every teacher candidate. At Calumet College of St. Joseph we are committed to developing the natural abilities of our students, refining them into high quality professional educators.

Course Description:

This course surveys the research associated with the physical, emotional, social, moral, and mental development of children from infancy to adolescence. Psychological factors that focus on and influence instruction, learning management, assessment and motivation are examined. Field experience required.

Learning Outcomes/Competencies:

- Demonstrate the relationship between research, theory and practice of the classroom teacher. INTASC 1,4
- Engage in discussion regarding current research in education on *Blackboard*. INTASC 1, 4
- Identify and describe the major theories (and theorists) that have impacted child development, educational psychology, and classroom instruction. INTASC 1, 2,35
- Identify and describe factors/issues associated with academic success and/or risk (i.e., language acquisition, culture, gender, socioeconomic status, and varying exceptionalities). INTASC 2,5.7,9, 10
- Propose, develop, and create either an original research project or research on a current theory in Educational Psychology that includes strategies for critical thinking and problem solving. INTASC 1,2,4
- Analyze underlying views of the cognitive process and understand the construct of motivation in the learning process. INTASC 1,2,3,4,5
- Recognize the significance of the knowledgeable, integrated teacher in the classroom. INTASC 1,2,3,6,8
- Understand the variables associated with student behavior, classroom management, environment and discipline. INTASC 1, 2, 5
- Explore types and functions of classroom assessments. INTASC 1,2,8
- Apply knowledge through simulated classroom activities and case studies. INTASC 1,2,3,4
- Analyze and adapt the understanding of conceptual ideas appropriate to the developmental level and learning style of the student. INTASC 1,2,3, 4

Course Experiences/Expectations: A cluster of experiences will provide the base for course experiences and assessment. Quizzes, presentations (oral and written), reflection papers, Blackboard Discussion, field experiences, and a final experience/exam.

SAFE HIRING SOLUTIONS BACKGROUND CHECK- Provide a receipt of your application due August 29. 5 pts.

Quizzes: Announced 10 pts per quiz

Research paper: Research and present one of two options. Due September 6, 2018

- ◆ Research a chosen theories/theory/topic and provide information to the class on the ideas/theories for which the person is known and the influence/impact the theory has on teaching and learning.
- ◆ An original research project (i.e., How does hunger affect classroom learning?)
- ◆ Written research paper of at least (6 pages of content)7 pages with attached bibliography.
- ◆ A comprehensive bibliography(at least 6 citations) of the research to support your research is required. 25 pts
 - 5 pts- at least 5 correct citations from 2011-2018
 - 5 pts- correct APA style pts.- 6 page report or more
 - 10 pts- content presented, smooth flow and transitions
 - 5pts.- oral presentation/delivery(speaking to class, not reading paper, well organized)

Me Bag- Place 5 items in a bag/box that represent you, your life, goals, interests, hobbies and exhibit them to the class. 5 pts. 1 point per above listed items:
Goals, interests, hobbies, family, something about yourself that others really don't know. Due August 27, 2018.

Blackboard Discussion: How would you classify your learning style(How do you learn best)? Have past teachers influenced your style? 5 pts. Answer all 2 questions in at least one fully developed paragraph (5-6 sentences) per question. Due August 22. Respond to all of your classmates.

Field Experience: Students observe in classrooms of their choice for ten (10) hours. A reflection paper incorporating your learnings should be a minimum of 2-3 pages. Provide the observation form signed by the cooperating teacher. 30 pts total Answer the questions, focus on classroom environment, teacher style/mannerisms/dress, classroom rules and procedures: these final 2 questions are part of your final reflection. Due September 6, 2018. Discuss with me if you need the week of September 10 to complete this assignment.

What did I observe that will assist me as a future educator?

How have I been changed because of the observation of this observation?

Slogan: A 'motivator/energizer is a slogan/quotation that serves to build class community and/or student engagement. Make it something you believe in, and is not store bought. The slogan is presented in class; use color, graphics, illustrations, die cut letters, stencils, or other embellishments to enhance the work. Will be discussed in class. 10 pts. Due September 5
5 pts- motivational slogan to be used in a classroom
5pts- colorful, illustrated, graphics, neat not sloppy

Textbook: Pearson Book: Educational Psychology Text provided through Book rental agreement.

Assessment:

A cluster of six experiences will provide the base for course experiences and assessment. Presentations, reflection papers, *Blackboard* discussions, field experiences, and a final synthesis.

Grading Scale: A rubric will be used with each assignment.

Grade	Points
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

Class Policy on Attendance:

Students are expected to be present and on time for all classes. Hands-on experience and class interaction are invaluable – and cannot be “made-up” individually. A student missing more than 2 classes will be in danger of failing the class, more than 2 absences will result in the final grade being lowered by one grade.. Being late for 60 minutes or more is considered absence.

Format for Written Assignments:

The professional Education community has adopted the standards in the *Publication Manual of the American Psychological Association*, 5th Edition, Washington, 2001. The professional standards described therein are those expected in the professional education community; as future professional educators, students of education also need to demonstrate in their writing the standards adopted by the professional education community. This publication is available in the bookstore and in the reference section of the Specker Library.

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.

Citation Guidelines:

Calumet College of St. Joseph adheres to citation guidelines as prescribed by the particular discipline (i.e., MLA, APA, and 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. Written request for withdrawal must be received by the Registrar by the last day of classes prior to the final examination dates specified in the CCSJ 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).

Class Policy For Assignments:

There are no make-up quizzes and no make-up exams; these are given once. Assignments need to be completed as scheduled since one assignment builds on another. Late assignments incur a grade reduction. Please note the timetable for the deadline for late assignments. Quizzes and assignments are usually announced in advance and will typically cover readings assigned for class that day.

Class Assignments:

A number of assignments will be made during the course. It will be your task to do the assignment in a *professional manner*. Each assignment will be graded on content, style, reflection, and a demonstrated understanding, application, or evaluation of the material. Assignments will also be graded on clear writing (unity, coherence, and sound writing mechanics) and adherence to APA format.

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 average, 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.

Class and Blackboard Participation:

Class Participation can be difficult to assess. This course, therefore, will link attendance to this area of evaluation. That is, if the students are in attendance for an entire class period, it will be assumed they are participating. Students are expected to be present and on time for all classes. Class interaction is invaluable – and cannot be “made-up” individually.

Blackboard participation is required and assignments will be provided with a time deadline.

Portfolio:

As of the 1996 – 1997 academic year, the Education Program of Calumet College of St. Joseph requires student teachers to develop a professional portfolio as part of the student teaching course. This portfolio, however, should contain examples of professional development from various courses and activities. Projects connected with this course would make appropriate additions to such a portfolio.

Student Support Services:

Among its other services, the Student Support Services Office guides, counsels and assists students with disabilities. 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 the Student Support Services Office at 473-4388. Staff there 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, of 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 78

TV Channels:

2, 5, 7, 9, 32

Timeline and Assignments

<i>Topics</i>	<i>Assignment</i>	<i>Date of Discussion</i>
Overview, Syllabus, and Educational Research Choose theorist and topic Understanding Learning and Teaching	<ul style="list-style-type: none"> • Chapter 1 , Discussion • Presentation Schedule State Standards Blackboard Assignment 5 pts. Library research	Monday, August 20 Tuesday, August 21
Cognitive and Language Development	Chapter 2 Discussion	Wednesday, August 22
Personal, Social and Moral Developmental Theory	Chapter 3 Quiz on Chapters 1,2,3 10 pts.	Thursday, August 23
<i>WEEK 2</i>	<i>WEEK 2</i>	<i>WEEK 3</i>

Learner Diversity	Read Chapter 4, be prepared for class ME BAGS due 15 pts.	Monday, August 27
Cognitive Learning Theory and Human Memory	Read Chapter 7, be prepared for class	Tuesday, August 28
OBSERVATION DAY	OBSERVATION DAY	Wednesday, August 29
OBSERVATION DAY	OBSERVATION DAY	Thursday, August 30
WEEK 3	WEEK 3	WEEK 3
NO CLASS	LABOR DAY	Monday, September 3
, Student Motivation • Presentations	Read Chapters 9 (Behaviorism, Social Theory) and 10 Motivation and Learning • Quiz Chapters 6, 7 10pts.	Tuesday, September 4
Classroom Management • Learning and Effective Teaching	Class Discussion, Read Chapter 12 Characteristics of Effective Teachers Slogan Banners due and presented.	Wednesday, September 5 OBSERVATION assignment due 20 pts.
• Final Class, Presentations	• Research presentations 25 pts.	Thursday, September 6

Interstate New Teacher Assessment and Support Consortium (INTASC) Principles

**The INTASC standards specific to this course are highlighted in purple.*

The ten INTASC principles are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact *Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.*

Principle #1

The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #2

The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Principle #3

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle #5

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle #6

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #7

The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

Principle #8

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle #9

The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

ACEI Standards

DEVELOPMENT, LEARNING AND MOTIVATION

1.0 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, acquisition of knowledge, and motivation.

CURRICULUM

2.0

INSTRUCTION

- 3.1 Integrating and applying knowledge for instruction**—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;
- 3.2 Adaptation to diverse students**—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;
- 3.3 Development of critical thinking and problem solving**—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;
- 3.4 Active engagement in learning**—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;
- 3.5 Communication to foster collaboration**—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

ASSESSMENT

4.0 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.

PROFESSIONALISM

- 5.1 Professional growth, reflection, and evaluation**—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.
- 5.2 Collaboration with families, colleagues, and community agencies**—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.