

**CEDAR CREST COLLEGE  
EDUCATIONAL PSYCHOLOGY  
EDU 200  
FALL 2008**

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Please note that correspondence may be via email or office hours only. In the event of inclement weather, you may check my office voice mail on the day of class.

**COURSE DESCRIPTION**

This course is a foundational review of the impact and utilization of psychology in the classroom. The course examines the basic requirements for teachers to work effectively with concepts of learning and behavior across the school age developmental spectrum. Special attention is noted with the inclusion of multicultural and special education concerns relating to learning and behavior. Students will be introduced to the process of identifying best practices to address the needs of students, including those students with exceptionalities who may or may not need special education services.

**REQUIRED TEXT**

Ormrod, Jeanne Ellis (2006), *Educational Psychology – Developing Learners*, 5<sup>th</sup> edition, Upper Saddle River, NJ: Merrill/Prentice Hall

**COURSE OBJECTIVES**

1. The student will develop an understanding of the parameters of educational psychology and its application to the learning environment.
2. The student will develop an understanding of principles related to learning and the applications of teaching models, styles, and processes.
3. The student will develop an awareness of the current and future challenges related to teaching and learning as influenced by the fields of education, special education, and psychology for the classroom teacher.
4. The student will develop an understanding of the roles of parents and families in the education process.
5. The student will develop an understanding of the importance of and process of addressing each student's needs through a variety of practical and effective instructional models.

**COURSE OUTCOMES**

1. The student will demonstrate an understanding of the parameters of learning that require assistance for regular and special education and the laws that govern the education of exceptional children. *Cedar Crest Outcome: Engage in critical analysis and qualitative reasoning; understand and articulate the foundations of her own ethics and values, as well as the value system of others; understand and respond to issues of local and national significance.* (Certification Program General Competencies 2, 3, 6, 7, and 8).

2. The student will demonstrate an understanding of the current and future challenges related to education. *Cedar Crest Outcome: Understand and respond to issues of local and national significance.* (Certification program General Competency 10).
3. The student will demonstrate knowledge of facilitating the teacher-learner interaction. *Cedar Crest Outcome: Engage in critical analysis and qualitative reasoning.* (Certification Program General Competencies 3, 4, 5, and 6).
4. The student will demonstrate knowledge of the processes for providing relevant regular, inclusive, and special education services. *Cedar Crest Outcome: Engage in critical analysis and qualitative reasoning.* (Certification Program General Competencies 3, 4, 5, and 6).
5. The student will demonstrate an understanding of the role of parents and families in the education of regular and exceptional children using psychological processes in learning. *Cedar Crest Outcome: Understand and articulate the foundations of her own ethics and values, as well as understand the value systems of others, engage in critical analysis and qualitative reasoning.* (Certification Program General Competency 10).
6. The student will demonstrate knowledge of the importance of and processes from early intervention through high school educational psychology interventions and the relationship to teaching and learning. *Cedar Crest Outcome: Engage in critical analysis and qualitative reasoning.* (Certification Program General Competencies 2 and 3).
7. The student will demonstrate an understanding of the knowledge base of the causes, prevalence, assessments, educational approaches and placements, and alternatives for teaching students using techniques, processes, and program applications within the domain of psychology in the classroom. *Cedar Crest Outcome: Engage in critical analysis and qualitative reasoning.* (Certification Program General Competencies 2, 3, 7, and 8).

**SUGGESTED READINGS:** Students will be directed toward topics relevant to subject matter being considered. Students will be encouraged to investigate a variety of resources pertaining to particular topics throughout the course.

Note: Students are required to use **APA** style for all assignments that include documentation of sources. You may want to consider purchasing the manual: *Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition*.

**STUDENT ACCOMMODATIONS:** Students with documented learning disabilities who may need academic accommodations should discuss these needs with their professors during the first week of class. Students with disabilities who wish to request accommodations should contact the Advising Center during the first week of class.

**HONOR PHILOSOPHY:** The Cedar Crest Honor Philosophy is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

The formal honor code adopted by CCC as outlined in the college catalogue and student handbook will be followed in this course. Appropriate behavior is implicit in the Cedar Crest College Honor Code.

**CLASSROOM PROTOCOL:** Appropriate classroom behavior implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations, and any other behavior that might disrupt instruction and/or compromise student access to a Cedar Crest College education. In order to minimize distractions, **please turn off cell phones during class.**

**ATTENDANCE AND LATE ARRIVALS:** As part of your learning responsibility, your attendance at all class meeting is expected and a vital part of the learning process. If vacations, athletic activities, professional duties, medical appointments, or any other conflicts prevent you from fully attending all classes, you are strongly encouraged to take this course during another semester. If an illness or emergency occurs during the semester, you are responsible for contacting the course instructor to make up work missed. Due to the interactive nature of this course, however, there will be assignments that you will not be able to make up if you are absent. Your attendance and participation will be scored using the professionalism rubric provided with this document.

**LATE ASSIGNMENTS:** Late assignments will be lowered a full letter grade for each day they are overdue unless other arrangements are approved by the professor.

**PLAGIARISM:** Plagiarism is regarded as a failure to comply with the college honor code. Therefore, any student who is documented as cheating on an assignment, plagiarizing, or otherwise breaking the honor code will receive a grade of "F" for that assignment.

## **COURSE REQUIREMENTS**

1. **Constructed Response Questions:** Students will complete 10 Chapter Response Questions found at the conclusion of each assigned chapter in the *Educational Psychology* text. Responses must be typed/word processed, clearly stated, and answered in a concise and proficient manner as related/applied to psychological theories presented in this chapter. Required questions and due dates are noted in the assignment section of the Course Schedule. (5 pts each) 50 points
2. **Journal Articles:** Students are required to read three articles from education or psychology journals related to the following topics: 20 points each
  - Addressing Individual Differences in the Classroom (ref Chaps 4 and 5)
  - Creating a Positive Classroom Environment (ref Chap 14)
  - Classroom Assessment (ref Chap 15)

Students will write a critique of each article supporting or arguing the author's findings/opinions. Critiques will be presented for class discussion to include a summary of the article, as well as the critique response. Student opinion (critique) must be supported with text reference to theory and noted theorist(s).

Format: APA style including cover sheet and reference from text (specific theorist, page number).  
A copy of the journal article to be attached.

3. **Behavioral Objectives:** Students will write five appropriately constructed behavioral objectives based on information shared in class—class activity. (ref Chap 13) 5 points

4. **Evaluation Rubric:** Students will develop a rubric used to evaluate learner's performance in a given academic area. This will be completed as a group activity. (ref Chap 13) 10 points
  
5. **Evaluation Questions/Activities:** Students will develop five appropriately constructed questions/Activities based upon Bloom's Taxonomy which may be used as part of a lesson plan. 5 points
  
6. **Quizzes:** Students will take four announced quizzes during the semester or alternative forms of student assessment. (30 points each) 120 points
  
7. **Final Paper:** Students will develop a final paper based upon a personal philosophy of education as acquired through study and class discussion of psychological theories presented in the text. Criteria to be presented and discussed in rubric handout. Due on last day of class.
  
8. **Class Participation:** It is essential that you participate in all class discussions and activities in order to understand the course material. Reading assignments must be completed in order to engage in satisfactory class participation. Student seminar assignments fall within the criteria of the professionalism rubric. 70 points

**TOTAL POINTS: 400**

**GRADING:**

380—400	A
379—360	A-
359—350	B+
349—340	B
339—320	B-
319—312	C+
311—300	C
289—280	C-
279—270	D+
269—265	D
Below 265 pts	F

**Please Note:** Any student receiving a grade below B in any education course is required to retake the course in order to qualify for certification in the State of Pennsylvania. This is a Pennsylvania Department of Education requirement.

## COURSE SCHEDULE

The professor reserves the right to make changes in the course schedule to meet the needs of students, including developing prerequisite knowledge/skills, reviewing/re-teaching content, etc.

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT(S) DUE</u>
Aug 25/27/29	Introduction Course Overview Teacher Decision Making	<b>Read Chapter 1</b>
Sep 1	Labor Day—No classes	
Sep 3/5	Cognitive and Linguistic Development	<b>Read Chapter 2</b> Student Seminar Constructed Response Questions #1 and #2 (p60)—Due Fri 9/12
Sep 8/10/12	Personal and Social Development  TBA	<b>Read Chapter 3</b> Student Seminar CRQ #1 (p105)—due Wed 9/10 Quiz #1 Chaps 1-3 (Fri 9/12)
Sep 15/17/19	Group Differences  Individual Differences and Special Education Needs	<b>Read Chapter 4</b> Student Seminar CRQ #1 and #3 (p144)—due Wed 9/17 <b>Read Chapter 5</b> Student Seminar
Sep 22/24/25	Individual Differences and Special Educational Needs TBA Guest Speaker: Deborah Montgomery, Research time for Article Critique #1	<b>Chapter 5 continued</b> CRQ #2 (p187)—due Wed 9/24 MSW—Monday 9/22 Cressman Library TBA
Sep 29/Oct 1/2	Group/Individual Differences and Special Education Needs	<u>Article Critique Presentation due:</u> Addressing Individual Differences in the Classroom
Oct 6/8/10	Social Cognitive Views of Learning	Quiz #2 Chaps 4 and 5—Mon 10/6 Read Chapter 10 Student Seminar—Wed 10/8 CRQ #1 and #2 (pp 379-380) due Fri 10/10
Oct 13/14	Fall Break—No Classes	

Oct 15/17	Overview of Final Paper Independent Study—TBA	Philosophy of Education Rubric Handout Brainstorm/outline/research info related to paper—Oct 17
Oct 20/22/24	Discussion of Philosophy Papers Instructional Strategies Behavioral Objectives—Class activity	Brainstorm/outline due Wed 10/22 Read Chapter 13—Student Seminar See Course Req #3
Oct 27/29/31	Creating a Productive Learning Environment	<b>Read Chapter 14</b> —Student seminar CRQ #1 (p540) due Wed 10/29 Quiz #3 Chaps 13 and 14—Fri 10/31
Nov 3/5/7	Creating a Productive Learning Environment	<u>Article Critique Presentation due:</u> Creating a Positive Classroom Environment
Nov 10/12/14	Classroom Assessment Strategies	<b>Read Chapter 15</b> —Student Seminar (10/10) CRQ #1 and #2 (pp589-590) due Wed 10/12
Nov 17/19/21	Class Activity: Evaluation Rubric Class Activity: Evaluation Questions /Activity	See Course Req #4 See Course Req #5 Quiz #4 Chap 15—Friday 11/21
Nov 24	Independent Study	Work on Article Critique due Dec 1 Work on Philosophy Paper
Nov 26—30	Thanksgiving Break—No Classes	
Dec 1/3/5	Classroom Assessment Strategies	<u>Article Critique Presentation due:</u> Classroom/Student Assessment
Dec 8	Final Day of Classes	Course Evaluations Final Paper due: Philosophy of Education as related to Educational Psychology

