

Cedar Crest College
Educational Psychology
EDU 200
Fall 2009

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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 on including 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

Eggen, Paul/Kauchak, Don (2010), *Educational Psychology: Windows on Classrooms*, 8th edition, Upper Saddle River, NJ: Merrill

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 the 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).

CLASS EXPECTATIONS: You will be expected to

- ❖ Read for each class the assigned chapter and supplemental readings (if assigned).
- ❖ Attend class and be on time on a regular basis.
- ❖ Consistently participate in all class discussions.
- ❖ Turn in writing assignments on the date they are due to the instructor. All assignments must be typed/word processed in order to receive full/partial credit.
Handwritten assignments will not be accepted.
- ❖ Effectively collaborate with classmates to complete assigned group tasks.

ATTENDANCE/LATENESS POLICY/LEAVING CLASS EARLY: Your attendance at all class meetings is an expected and 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 via e-mail 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.

LATE SUBMISSION OF ASSIGNMENTS: Assignments are to be submitted on the due date to receive full credit for the work. The grade on a late assignment will be lowered a **full letter grade** for each assigned class day the assignment is late, except in the case of documented medical excuses.

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.

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.

CLASSROOM PROTOCOL: Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protections 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 the students’ access to their education.

DISCUSSION ETIQUETTE: Cedar Crest College is committed to open, frank, and insightful dialogue in all its courses. Diversity has many manifestations, including diversity of thought, opinion, and values. We encourage all learners to be respectful of that diversity and to refrain from inappropriate commentary. The class instructor will request that inappropriate content be removed from the classroom and will recommend collegiate disciplinary action if warranted.

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

CELL PHONES: Cell phones must be turned off (or set to vibrate) and **PUT AWAY** during class. **NO EXCEPTIONS, PLEASE!** Let your friends and family know that you will be available once class is dismissed at 9:50 a.m.

INCLEMENT WEATHER: In case of inclement weather please follow the Cedar Crest College snow schedule for that particular day.

ASSESSMENTS AND GRADING SYSTEM

1. **Quizzes:** Students will take four announced quizzes during the semester or alternative forms of student assessment. (30 points each)
2. **Paper:** Students will develop a two page paper based on addressing individual differences in a classroom of culturally, socio-economically, and intellectually diverse children. Included should be references as to how grouping, intelligences, and learning styles should be addressed. Student opinion must be supported with text reference to theory and noted theorist(s). At least one journal article should be cited to support the opinion of the paper. A copy of the journal article should be attached to the paper. (115 points) (Chapters 4 and 5) Criteria to be discussed in rubric handout. **APA** style including cover sheet and reference from text (specific theorist, page number).

Note Format: 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, 5th Edition.*

3. **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. Prospective teachers, as well as those individuals working in any capacity with children, must demonstrate a high level of personal responsibility and professionalism. Professionalism encompasses appropriate conduct with peers and the instructor, timely completion of assignments done outside the classroom, and regular attendance and promptness. In addition, students will earn points for taking an active role in classroom discussions and collaboration with others. (50 points) Separate rubric handout.
4. **Final Paper:** Students will write a two page paper in lesson plan format. The lesson plan will include: length of time for the lesson, the audience, behavior objective(s), materials needed, introduction/focus, all learning activities (including types of questions asked), closure, and assessment (rubric). A third page will be a Final Philosophy of Education. (115 points) Criteria to be presented and discussed in rubric handout given at a later date. (Chapter 13)

TOTAL POINTS: 400

GRADING:

400-380	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 Calendar: The instructor 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.