

**CHAMINADE UNIVERSITY
SUMMER EVENING PROGRAM
JULY 11 - SEPTEMBER 12, 1998
FORT SHAFTER**

COURSE: ED 406 Psychological Foundations of American Education
DAY & TIME: Saturdays: 0800 - 1210
INSTRUCTOR: Dr. Glenn Honda
TELEPHONE: B 594-0173 H 486-2999
Fax 594-0181

I. TEXTBOOK:

Eggen and Kauchak, 1997. Educational Psychology Windows on Classrooms. 3rd Edition. New Jersey: Prentice Hall.

II. INTRODUCTION AND DESCRIPTION:

ED 406 will cover the theories and basic concepts of Educational Psychology. Tools and strategies will be presented, to assist students in elementary and secondary classrooms become creative, independent, and self-directed individuals. Prerequisite: ED 200.

The students in this course will relate theories and concepts to "real-life" situations. Also, from the perspective of practitioners in the classroom, the students in this course will explore: the constructivist approach to teaching and learning; characteristics of an excellent teacher; human development; individual differences; behavioral and cognitive learning; motivating and managing students; teacher and student centered approaches to teaching; and assessment. A variety of teaching and learning activities will be utilized including, large and small group discussions, lectures, written projects, quizzes and an exam.

III. COURSE OBJECTIVES: The students participating in this course will understand:

1. How learners' intellectual capacities and language abilities develop over time.
2. How learners' personal characteristics, moral reasoning, and socialization develop over time.
3. How intelligence, culture, socioeconomic status, and gender affect learning.
4. How learner exceptionalities affect learning.
5. Learning from a behaviorist and social cognitive perspective.
6. Learning from a cognitive perspective.
7. Concept learning, problem solving, and the development of strategic learners
8. Factors that affect students' motivation to learn.

9. The role of orderly learning environments in promoting learning.
10. The purpose and benefits of effective planning.
11. Both teacher-centered and student-centered approaches to instruction.
12. Different types of teacher made assessments.
13. The function and impact of standardized testing on learning and learners.

IV. COURSE REQUIREMENTS FOR ASSIGNMENTS AND PARTICIPATION:

Attendance and Participation	36 points
Oral Presentation (first 3 chapters of research project)	20 points
Research Paper	30 points
Quizzes (5)	30 points
Final Exam	50 points
TOTAL	166 points

NOTE: Points will be deducted for late submittals of assignments. A zero (0) will be given for any assignment not turned-in. An incomplete (I) grade will be given only under emergency situations.

V. EXPLANATION OF COURSE REQUIREMENTS:

Attendance and Participation - 36 points:

Since this is an accelerated course, every absence or partial attendance will mean that vital course content will be missed and the ability to participate in class activities will be diminished. Emphasis is placed on class discussions. All students are highly encouraged to participate in these discussions.

There is **NO EXCEPTION for absences**. Each four hour class is worth four points (one point per class hour for attendance and participation). Example: arriving to class one hour late means receiving 3 points for that class session. Your attendance will be noted during each class period on an attendance sheet. For partial attendance, it is important to check ~~that the correct attendance~~ is noted on the ~~attendance sheet~~, so that it is not construed as a four point absence.

Oral Presentation (of first 3 chapters of research project, - 20 points:

Each student will orally present the first 3 chapters of the research project. The purpose of this assignment is to give the student the experience in gathering and presenting information pertinent to the chosen research topic. Each presentation will last 15 - 20 minutes. Student may use visual aids to assist in the understanding of the presentation.

Research Paper Subject - 30 points:

The research will provide the student with the opportunity to understand the concepts of an empirically designed project emphasizing the following contents: introduction to the

research, problem statement, review of literature, methodology, findings and conclusion. The paper will be between 12 - 15 pages in length, double spaced and include footnotes and bibliography. Chaminade currently offers the Holt Handbook for form and style, that can be utilized in completing the paper.

Quizzes - 30 points:

Each quiz will have several questions as a brief review of the previous week's information. The quizzes require the student to gather, reflect, integrate and understand the vital theories, concepts, and terminologies. Also, the five quizzes serve as a comprehensive study guide for the final exam.

Final Exam - 50 points:

The final exam will be administered on the tenth week to determine the understanding of the course content. There will be a final exam review on the ninth week.

VI. GRADING SYSTEM:

The total point value of assignments and participation is 166. Letter grades are based on the following point system:

150 - 166	=	A
133-149	=	B
117 - 132	=	C
100 - 116	=	D
Below 100	=	F

ED 406: WEEKLY CLASS SCHEDULE (READINGS AND ACTIVITIES)

Chapters will be discussed on ~~the~~ assigned week. ~~Reading and activities from handouts~~ may periodically be assigned. Points will be deducted for late submittal of assignments. The weekly class schedule may be adjusted to meet the needs of the students and the instructor.

WEEK 1	Course Introduction and Requirements Chapter 1: Teaching in the Real World
WEEK 2	Chapter 2: Development of Cognition and Language Chapter 3: Personal, Social, and Emotional Development Research topic due next week (research title and one paragraph containing a brief problem statement and hypothesis)
WEEK 3	Quiz #1, Chapters 1, 2 and 3 Chapter 4: Learner Differences Chapter 5: Learners With Exceptionalities Research topic due
WEEK 4	Independent Study: use time to work on oral presentation and research paper
WEEK 5	Quiz #2, Chapters 4 and 5 Chapter 6: Behaviorism and Social Cognitive Theory Chapter 7: Cognitive Processes Oral Presentation: First 3 chapters of research project
WEEK 6	Quiz #3, Chapters 6 and 7 Chapter 8: Complex Cognitive Processes Chapter 9: Increasing Learner Motivation Oral presentation: First 3 chapters of research project
WEEK 7	Quiz #4, Chapters 8 and 9 Chapter 10: Managing the Learning Environment Chapter 11: Planning for Improved Learning Oral Presentation: First 3 chapters of research project
WEEK 8	Quiz #5, Chapters 10 and 11 Chapter 12: Teachers and Learners Chapter 13: Assessing Classroom Learning

WEEK 9	Research paper due today Chapter 14: Standardized Testing Review for final exam
WEEK 10	Final Exam Class discussion on research papers Last day to turn-in late assignments