

**CHAMINADE UNIVERSITY
WINTER EVENING PROGRAM
JANUARY 17 - MARCH 21, 1998
SCHOFIELD BARRACKS**

COURSE: ED 406 Psychological Foundations of American Education
DAY & TIME: Saturdays: 1230 - 1640
INSTRUCTOR: Dr. Glenn Honda
TELEPHONE: 594-0170

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.

From the perspective of practitioners in the classroom, the students in this course will explore: the 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, student presentations, 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	40 points
Lesson Plan (Written)	15 points
Research Paper	30 points
Lesson Plan (Individual Presentation)	20 points
Quizzes (6)	35 points
Final Exam	60 points
TOTAL	200 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 - 40 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.

Lesson Plan (Written) - 15 points:

Each student will write a lesson (no partners). The lesson plan will follow a format to be presented in class. Each plan will present objectives for the lesson being presented. The objectives should answer why the lesson is being taught. Each plan will have: a time line (in minutes); the sequence of activities; and a list of supplies, materials and equipment to be used. The purpose of this assignment is to have the student plan, organize, and develop a selected lesson in the major field of endeavor. The plan will be due one week before the scheduled presentation.

Lesson Plan (Individual Presentation) - 20 points:

Each student will select a presentation date and present the lesson to the class. Each

presentation will last between 35 - 45 minutes, and will include the time it takes to show videos, give explanations, etc. The purpose of this assignment is to give students the experience in gathering and presenting information pertinent to the field of Educational Psychology, that facilitates the integration of skills and knowledge through acquired course work.

Research Paper - 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 10 - 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 - 35 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 six quizzes serve as a comprehensive study guide for the final exam.

Final Exam - 60 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 200. Letter grades are based on the following point system:

180 - 200	=	A
160 - 179	=	B
140 - 159	=	C
120-139	=	D
Below 120	=	F

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ED 406: PSYCHOLOGICAL FOUNDATIONS OF AMERICAN EDUCATION
DR. GLENN HONDA
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 Select lesson plan presentation date
WEEK	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	Quiz #2, Chapters 4 and 5 Chapter 6: Behaviorism and Social Cognitive Theory Chapter 7: Cognitive Processes Presentations: lesson
WEEK 5	Quiz #3, Chapters 6 and 7 Chapter 8: Complex Cognitive Processes Chapter 9: Increasing Learner Motivation Presentations: lesson
WEEK 6	Quiz #4, Chapters 8 and 9 Chapter 10: Managing the Learning Environment Chapter 11: Planning for Improved Learning Presentations: lesson
WEEK 7	Quiz #5, Chapters 10 and 11 Chapter 12: Teachers and Learners Chapter 13: Assessing Classroom Learning Presentations: lesson

WEEK 8	Presentations: lesson Chapter 14: Standardized Testing Research paper due today
WEEK 9	Quiz #6, Chapters 12, 13 and 14 Class discussion of research papers Last day to turn in late assignments Review for final exam
WEEK 10	Final Exam