

CHAMINADE UNIVERSITY  
WINTER EVENING PROGRAM  
JANUARY 12 - MARCH 16, 1999  
CAMP SMITH

COURSE: ED 406: <sup>W</sup>Psychological Foundations of American Education  
DAYS & TIME: Tuesdays; 1730 - 2140  
INSTRUCTOR: Dr. Glenn Honda  
TELEPHONE: B: 594-0173 H: 486-2999 Fax: 594-0181

I. TEXTBOOK:

Eggen and Kauchak, 1999. Educational Psychology: Windows on Classrooms 4th 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 in becoming 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
Oral Presentation (First 3 chapters of research project)	25 points
Research Paper	40 points
Quizzes (6)	35 points
Final <b>Exam</b>	60 points
<b>TOTAL</b>	<b>200 points</b>

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.

##### Oral Presentation (first 3 chapters of research project) - 25 points:

Each student (no **partners**) will orally present the first 3 chapters of the research project. A *short synopsis (written)* of the presentation will be given to the instructor prior to the presentation. 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 25 - 35 minutes. The time limit will vary due to questions and answers being asked during each presentation. A student may use visual aids to assist in the understanding of the presentation.

**Research Paper - 40 points:**

The research will provide the student (no partners) 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 (not limited to) instruments, footnotes and bibliography. Any recognized form and style may be used to complete the paper, so long as consistency is displayed.

**Quizzes - 35 points:**

Each quiz will consist of several items, to serve 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 of class.

**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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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
WEEK 2	Chapter 2: The Development of Cognition and <b>Language</b> Chapter 3: Personal, Social, and Emotional Development Research topic due next week (research title and one paragraph containing a brief problem statement and hypothesis) Select oral presentation dates
WEEK 3	Quiz #1, Chapters 1, 2 and 3 Chapter 4: <b>Learner</b> 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 Views of <b>Learning</b>
WEEK 5	Quiz #3, Chapters 6 and 7 Chapter 8: Complex Cognitive Processes Chapter 9: Cognition in the Content Areas Oral Presentations: first 3 chapters of research project
WEEK 6	Quiz #4, Chapters 8 and 9 <b>Chapter 10: Increasing Learner</b> Motivation Chapter 11: Creating Productive <b>Learning</b> Environments Oral Presentations: first 3 chapters of research project
WEEK 7	Quiz #5, Chapters 10 and 11 Chapter 12: Teacher - Centered Approaches to <b>Instruction</b> Chapter 13: <b>Learner</b> - Centered Approaches to Instruction Oral Presentations: first 3 chapters of research project

- WEEK 8      Oral Presentations: first 3 chapters of research project  
Chapter 14: Assessing Classroom **Learning**  
Appendix: Standardized Tests (p. 625 - 641)  
Research paper due today
- WEEK 9      Quiz #6, Chapters 12, 13, 14 and Appendix  
Class discussion of research papers  
Last day to turn in late **assignments**  
Review for final exam
- WEEK 10     Final Exam  
Discussion