

WE '01
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CHAMINADE UNIVERSITY
WINTER 2001 SEMESTER
JANUARY 8 - MARCH 21
TRIPLER

SYLLABUS

COURSE: ED 406: Psychological Foundations of American Education
HOLIDAYS: Martin Luther King Day & Presidents' Day (Mondays)
DAYS & TIME: Mondays: 1730 - 2140 hours
Wednesday: 3/21/01 last class
INSTRUCTOR: Dr. Glenn Honda
TELEPHONE: 737-0050
OFFICE HOURS: By appointment

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 the children in preschool, 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 basically 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 and written projects; quizzes and an exam.

III. COURSE OBJECTIVES: Coverage of each objective will be brief due to the length of the course, **The** students in this course will basically 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, a 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. Concepts of learning, problem solving, and critical/creative thinking.

8. Factors that affect the learner's 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 student assessments.
13. The function and impact of standardized testing on learning and learners.

IV. COURSE REQUIREMENTS FOR ASSIGNMENTS AND PARTICIPATION:

Student *commitment* is very important in this course. Points will be deducted for the late submittal of any assignment. A zero (0) will be given for any assignment not **turned-in** by the last day of class. An incomplete (I) will be given only under emergency situations and much dialogue between the student and instructor; prior to the deadline for submitting grades to the Registrar's Office.

Attendance and Participation	40 points
Oral Presentation (First 3 chapters of research project)	25 points
Research Paper	40 points
Quizzes (6)	35 points
Final Exam	60 points
TOTAL	200 points

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.

Attendance is mandatory. Therefore, there is **NO EXCEPTION FOR ABSENCES**.

Absences are **submitted** to **the Registrar's** Office at the end of the course. Each 4-hour class is worth 4 points (1 point per class hour for attendance/participation). **Example: arriving to class 1-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 4-point absence.

Oral Presentation (of 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 research topic. Each presentation

will last 20-30 minutes (depending on the number of students enrolled in this course). Students are encouraged to use visual aids to assist in the understanding of the presentation.

Research Paper (Project) - 40 points:

Each student will conduct an actual experiment. The research will provide the student (no partners) with the opportunity to understand the concepts of an empirically designed project emphasizing the following 5 chapters: Introduction to the Research; Review of the Literature; Methodology; Findings; and Conclusion. See *Research Project Guidelines* for specific details. The 5 chapters contained in the paper will be between 15 - 18 pages in length, and double spaced. Additionally, the completed instruments used in the experiment, footnotes, and bibliography will also be submitted. Any recognized form and style maybe used to complete the paper, as long as consistency is displayed. One (1) point a day will be subtracted for late submittal. Do not place each page in individual plastic holders.

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 quizzes serve as a study guide for the final exam.

Final Exam - 60 points:

The final exam will be administered on the 10th week of the course to determine the understanding if the course content. There will be a short final exam review on the 9th 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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WEEKLY CLASS SCHEDULE: READINGS AND ACTIVITIES

Chapters will be discussed on the assigned week. Readings and handouts may be periodically assigned. Points will be deducted for late submittal of assignments. The weekly class schedule may be adjusted to meet unforeseen situations; and 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 Language**
Chapter 3: Personal, Social, and Emotional Development
Research topic due next week (research title and 1 paragraph containing a brief problem statement and hypothesis)
Select oral presentation dates
- 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 Views of Learning
- WEEK 5** **Quiz #3, Chapters 6 and 7**
Chapter 8: Complex Cognitive Processes
Chapter 10: Increasing Learner Motivation
Oral Presentations: First 3 Chapters of research project
- WEEK 6** **Quiz #4, Chapters 8 and 10**
Chapter 9: Cognition in the Content Areas
Chapter 11: Creating Productive Learning Environments
Oral Presentations: First 3 Chapters of research project
- WEEK 7** **Quiz #5, Chapters 9 and 11**
Chapter 12: Teacher-Centered Approaches to Instruction
Chapter 13: Learner-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: Pages 625 - 641
Research paper due
Start studying for final exam on 3/21/01

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

3/21/01 Wednesday

Final Exam
Discussion