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CHAMINADE UNIVERSITY
SPRING 2002 SEMESTER
APRIL 6 - JUNE 8
HOLY FAMILY SCHOOL

SYLLABUS

COURSE: ED 406-⁰ Psychological Foundations of American Education
DAYS & TIME: Saturdays: 0800--1210 hours
INSTRUCTOR: Dr. Glenn Honda
TELEPHONE: 737-0050
OFFICE HOURS: By appointment

I. TEXTBOOK:

Eggen and Kauchak, 2001. Educational Psychology: Windows on Classrooms. 5th 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.

From the perspective of practitioners in the classroom, the students in this course will *basically explore*: Constructivism; 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: 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, 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 critical/creative thinking.
8. Factors that affect learners' motivation to learn.

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Attached is my syllabus for ED 406; Psychological Foundations in Education.



Chsylla9.wpd

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 class session. 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	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

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.

Attendance is mandatory. 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 four point absence.

Research Paper (Project) - 30 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 14 - 16 pages in length, and double spaced. Additionally, the completed instruments used on each respondent in the experiment, footnotes, and bibliography will also be submitted. Any recognized form and style may be used to complete the paper, as long as consistency is displayed. Do not place each page in individual plastic holders. One (1) point a day will be subtracted for late submittals.

Oral Presentation (of first 3 chapters of research project) - 20 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 orally 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.

Quizzes - 30 points:

Each quiz will consist of several items, to serve as a brief review of the previous week's information. Pie 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 - 50 R_{IP}

The final exam will be administered on the 10th week of the course to determine the understanding of 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 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

CHAMINADE UNIVERSITY
ED 406: **PSYCHOLOGICAL FOUNDATIONS OF AMERICAN EDUCATION**
DR. GLENN HONDA

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 **Independent** study: Use **time** to **work** on **research paper**, **oral presentation**, study
 for **quizzes and** other tasks to **fulfill** the **requirements** for **this** course.
- WEEK 7 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 8 **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 9 Research paper due today
Chapter 14: **Assessing Classroom Learning**
Appendix: Pages 625 - 641
Review for **final exam**
Oral presentation: First 3 chapters of **research project**

WEEK 10 **Final Exam**
Class discussion of research **papers (concentration on last 2 chapters)**
Last day to **turn in late assignments**