



Chaminade
University
OF HONOLULU

ED 221 Course Syllabus

3140 Waialae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: ED 221

Course Title: Educational Psychology

College/School/Division: School of Education and Behavioral Sciences

Term: Fall 2023

Credits: 3

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University Course Catalog Description

This course provides a comprehensive coverage of the theories and basic concepts of Educational Psychology. It includes strategies to help diverse student populations in pre-school through secondary classrooms to become independent, self-directed, and creative individuals.

Conceptual Framework:

The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This rigorous alignment is designed to prepare education professionals who demonstrate professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively with a diverse community of learners.

Education Division Mission Statement:

The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and professional standards. In this context we develop educators who demonstrate ethical, effective and culturally responsive practices, and a commitment to building a just and peaceful society.

Marianist Values

1. Educate for formation in faith
2. Provide an integral quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Program Learning Outcomes

1. Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary students.
2. Describe central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary students.

3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Elementary students.
4. Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

Course Learning Outcomes

1. Analyze the major concepts, principles, theories, and research related to constructing learning opportunities that support individual students' acquisition of knowledge. (PLO 1, 3, 5)
2. Interpret the major concepts, principles, theories, and research related to motivating children and young adolescents. (PLO 1, 3, 5)

Learning Materials

- Eggen, P. & Kauchak, D. (2020). Using Educational Psychology in Teaching (11th Ed.). Pearson. ISBN: 978-0-13-524054-0
- Carey, B. (2015). How We Learn: The surprising truth about when, where and why it happens. Random House
- Other open education resource readings and video links will be provided.

Assessment

Assignments	Points
Case Analyses	42
Weekly Engagement	28
Midterm Research Paper	15
Expert Presentation	15
Total	100

May be subject to change based on the dynamics of current events. Late assignments submitted one-day late will receive a 10% deduction and two-days late with a 20% deduction. No late assignments will be accepted after. If there is an emergency, make sure to contact me before the due date of an assignment. No work will be accepted after the last day of the course.

Syllabus Change Policy: This syllabus is a guide and every attempt is made to provide an accurate overview of the course. Occasionally, it is necessary for the instructor to modify the syllabus during the semester due to the progress of the class, experiences of the students, and unforeseen changes in the schedule. Changes to the syllabus will be made with advance notice whenever possible.

Grading scale

100-90%	A
89-80%	B
79-70%	C
69-60%	D
59-0%	F

Schedule

Week	Topic	Tasks
8/21 – 8/27	T: Introduction/Syllabus/Norms Th: Educational Psychology: Understanding Learning and Teaching	Read Chapter 1 Case Analysis Chapter 1 Weekly Engagement Tasks
8/28 – 9/3	T: Cognitive and Language Development Th: Cognitive and Language Development	Read Chapter 2 Case Analysis Chapter 2 Weekly Engagement Tasks How We Learn p. 3-25
9/4 – 9/10	T: Personal, Social, and Moral Development Th: Personal, Social, and Moral Development	Read Chapter 3 Case Analysis Chapter 3 Weekly Engagement Tasks How We Learn p. 26-41
9/11 – 9/17	T: Learner Diversity Th: Learner Diversity	Read Chapter 4 Case Analysis Chapter 4 Weekly Engagement Tasks How We Learn p. 42-64
9/18 – 9/24	T: Learners with Exceptionalities Th: Learners with Exceptionalities	Read Chapter 5 Case Analysis Chapter 5 Weekly Engagement Tasks How We Learn p. 65-79
9/25 – 10/1	T: Behaviorism and Social Cognitive Theory Th: Behaviorism and Social Cognitive Theory	Read Chapter 6 Case Analysis Chapter 6 Weekly Engagement Tasks How We Learn p. 80-103

Week	Topic	Tasks
10/2 – 10/8	T: Cognitive Views of Learning Th: Cognitive Views of Learning	Read Chapter 7 Case Analysis Chapter 7 Weekly Engagement Tasks How We Learn p. 104-130
10/9 – 10/15	T: Complex Cognitive Processes Th: Complex Cognitive Processes	Read Chapter 8 Case Analysis Chapter 8 Weekly Engagement Tasks Midterm Research Paper Due How We Learn p. 131-159
10/16 – 10/22	T: Knowledge Construction and the Learning Sciences Th: Knowledge Construction and the Learning Sciences	Read Chapter 9 Case Analysis Chapter 9 Weekly Engagement Tasks How We Learn p. 160-171
10/23 – 10/29	T: Motivation and Learning Th: Motivation and Learning	Read Chapter 10 Case Analysis Chapter 10 Weekly Engagement Tasks How We Learn p. 172-194
10/30 – 11/5	T: A Classroom Model for Promoting Student Motivation Th: A Classroom Model for Promoting Student Motivation	Read Chapter 11 Case Analysis Chapter 11 Weekly Engagement Tasks How We Learn p. 195-212

Week	Topic	Tasks
11/6 – 11/12	T: Classroom Management: Developing Self-Regulated Learners Th: Classroom Management: Developing Self-Regulated Learners	Read Chapter 12 Case Analysis Chapter 12 Weekly Engagement Tasks How We Learn p. 213-2222
11/13 – 11/19	T: Learning and Effective Teaching Th: Learning and Effective Teaching	Read Chapter 13 Case Analysis Chapter 13 Weekly Engagement Tasks
11/20 - 11/26	(Tuesday Class Only) T: Increasing Learning with Assessment	Read Chapter 14 Case Analysis Chapter 14 Weekly Engagement Tasks
11/27 - 12/3	T: Increasing Learning with Assessment Th: Standardized Testing and Learning	Read Chapter 15 Presentations Due

*May be subject to change

Credit Hour Policy

This is a three-credit hour course requiring 135 hours of student engagement, per the official CUH Credit Hour Policy. Students in this course are anticipated to spend 39 hours in class, 10 hours researching and writing the midterm research paper, 15 hours constructing the final presentation, and 4 ¾ hours each week on weekly case analyses, readings, weekly tasks, etc.

Model Code of Ethics for Educators

The Model Code of Ethics for Educators is intertwined throughout the various activities within this course, as well as the other courses you will take within this program. The responsibility to profession, of professional competence, to our students, to the school, and with the use of technology are integral to all aspects of this course.

Student Responsibilities

- It is important for you to bring the textbook to each class and to keep up with the assigned readings/course material.
- Professional behavior is expected in and beyond our class environment.
- Appropriate, meaningful technology such as tablets and laptops may be used through my facilitation during class. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and please respect my time and your classmates. Cellphones/Smartphones should be placed on silent and please answer messages after class. Continued inappropriate usage of electronic devices will result in deduction of participation points.

Online Course Guidelines

- Our main online learning management system (LMS) platform utilizes Canvas. Please make sure to review the Student Tutorial located on your course dashboard regarding instructions on accessing and submitting materials and assignments. Also, if you have any questions, please make sure to contact me and I can assist you on navigating the course. We will also utilize Zoom or a similar platform for live online class sessions if the need arises.
- Netiquette Guidelines: Students should communicate with each other using the same common courtesy, politeness, and appropriate online behaviors as we would in a face-to-face environment: a) Respect the opinions of others and their right to disagree; b) Keep replies and comments focused on the relevant topic; c) Post discussions and assignments in a timely fashion so that others can have sufficient time to review and reply.

Writing Standards

All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Correctly use the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

One-on-One Tutoring

Kōkua 'Ike: Center for Student Learning offers drop-in tutoring for a wide range of classes and no appointment is needed! Tutoring is offered on a first come first serve basis and free to all Chaminade Students. You can also make an appointment: <https://chaminade.edu/advising/kokua-ike/>
Email: tutoring@chaminade.edu

Academic Honesty

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.

- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

Academic Conduct Policy

From the Undergraduate Academic Catalog:

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Disability Access

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations to Kokua Ike: Center for Student Learning by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. If you would like to determine if you meet the criteria for accommodations, contact ada@chaminade.edu.

Attendance Policy

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

1. Excused Absences.

Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

2. Unexcused Absences.

Chaminade University student policy states that in cases where unexcused absences are equivalent to more than a week of classes, the instructor has the option of lowering the grade.