

FAYETTEVILLE STATE UNIVERSITY

School of Education
 Department of Educational Leadership
 Fayetteville, NC

1. LOCATOR INFORMATION

Instructor:

Dr. Sam Heastie

Office Location: BU256

Office Telephone: (910) 672 – 1002; (910) 672 - 1731

Email: sheastie@uncfsu.edu

Office Hours: MW – 8:00 a.m. – 9:00 a.m.; 10:00 a.m. – 11:00 a.m.; R – 4:00 p.m. – 6:00pm
 & By Appointment.

Course Number and Name:

EDUC 330 – D1: Educational Psychology

Semester:

Fall 2009

Credit Hours:

3

Course Location & Meeting Time: Online

2. **FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

3. COURSE DESCRIPTION

An exploration of psychological principles and their application to the problems of teaching and learning, including characteristics of stages in human development, theories of motivation and learning, classroom management strategies, individual differences, exceptional children, and the measurement and evaluation of student achievement and teaching strategies. **A 10-clock hour field experience in an educational setting is a required part of the course.**

The course is aligned to the standards of the School of Education’s conceptual framework as well as the Department of Public Instruction (DPI).

4. Disabled Student Services:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

5. REQUIRED TEXTBOOK

Slavin, Robert E. Educational Psychology: Theory into Practice 8th Edition, Allyn & Bacon, Boston, 2006. ISBN 0-205-45531-X

Supplemental Text: *(not required)*

American Psychological Association. (2004). Publication Manual of the American Psychological Association. (5th Ed.). Washington DC: Author.

The professor will provide additional readings and handouts to augment the textbook and course content.

6. SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit’s vision which underscores the school’s purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

North Carolina Department of Public Instruction (NC DPI) Professional Teaching Standards

The North Carolina Professional Teaching Standards, developed by NCDPI, are aligned to the expectations and requirements of the course. The standards are identified below. (The standards, in their entirety, will be distributed in class.)

I: Teachers demonstrate leadership	II: Teachers establish a respectful environment for a diverse population of students	III: Teachers know the content they teach	IV: Teachers facilitate learning for their students	V: Teachers reflect on their practice
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NCDPI Technology Standards

The following technology standards developed by NC DPI will also be addressed through the activities outlined in this course.

I: Teachers demonstrate a sound understanding of technology operations and concepts.	II: Teachers plan and design effective learning environments and experiences supported by technology.	III: Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.	IV: Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.	V: Teachers use technology to enhance their productivity and professional practice.	VI: Teachers understand the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice
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NCDPI Diversity Standards

The following diversity standards developed by NC DPI will also be addressed through the activities outlined in this course.

Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.	Teachers understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.	Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members, and agencies that enhance the educational experiences and well being of diverse learners.	Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.	Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.	Teachers of diverse students are reflective practitioners who are committed to educational equity.
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7. **Performance Expectations:** Upon completion of the course, each student will demonstrate knowledge of:
- A. The role of research in "Educational Psychology" and the four major stages - investigation, interpretation, presentation, and application, including demonstrating knowledge of the identification and testing of variables to ascertain that relationships exist.
 - B. Theories of cognitive development, including Piaget's theory and the contraposition taken by some psychologists who do not fully accept the theory.
 - C. Learning theories as they relate to cognitive development, including behavioral theories and the techniques for processing information and developing strategies for improving memory.
 - D. The theories of learning as a basis upon which their own theories of teaching must be developed.
 - E. The importance of utilizing goals and objectives throughout the teaching process and be able to categorize them as long term versus short term -- utilizing goals and goal oriented teaching to improve the teaching process.
 - F. The need for expanding the scope of the teacher's activity in the classroom beyond "teaching the textbook". This learning carries beyond the classroom into the home - the teacher should not be averse to making the child's home a point of visitation.

- G. The neophyte teacher and the successful teacher, and be able to identify and apply the techniques required to get "maximum performance" from students.
- H. The differences between memory, retention, recognition and recall, and the relationship of transfer to all of the aforementioned entities. An understanding and familiarity with these relationships is essential to effective teaching methods.

Students will acquire **skills** that will enable them to:

- A. Define teaching and learning.
- B. See the classrooms an agent of social influence where interpersonal relationship can be directed in a manner that will develop desirable patterns of behavior.
- C. Discuss the use of "Educational Psychology" as an applied science in regard to theory building and refining and the application of such theories to classroom practice.
- D. Use assessment devices to determine the various characteristics of student in addition to achievement, ability, and interest: (1) Being able to ask for the kinds of assistance needed to establish individual student profiles; (2) Setting up data on the characteristics achievement, etc., of students so that it can be clearly understood by parents and others; (3) Being able to interpret the data provided by the specialists in the area of assessment who also provide assistance in assessing the specific characteristics of students.

Students will demonstrate **dispositions that will enable them to:**

- A. Keep abreast of new ideas and understandings in the field of education.
- B. Understand and accept that "Why Teaching is the Hardest Job in the World and why Teachers Secretly Love it - A Dedication."
- C. Recognize that all students are individuals with a variety of cognitive, physical, and social differences.

8. GENERAL REQUIREMENTS

The following guidelines will assist when communicating.

- 1. Email should be the primary form of communication. In the event communication isn't possible through email, a phone call should be made.
- 2. When emailing, use the course number (EDUC 330-D1) and subject headers in the "subject line" of the email. For example:
 - a. If you have a question place " EDUC 330-D1 Question" in the subject line.
 - b. If there is a technical (Blackboard) problem with an exam, place " EDUC 330-D1 Problem with Exam" in the subject line. Be certain to indicate the exam to which you are referring.

9. EVALUATION CRITERIA

Assignments:

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|----------------------|-------|
| 1. Chapter Exams | 55% |
| 2. Learn-to-Learn | 5% |
| 3. Article review #1 | 5% |
| 4. Article review #2 | 5% |
| 5. Field Experience | 5% |
| 6. Case Study | 5% |
| 7. Midterm Exam | 10% |
| 8. Final Exam | 10% |
| 9. Bonus Points | Notes |

All components of evaluation must be completed on time in order to receive full credit and a grade. Assignments have specific due dates. All late assignments will be accepted at the discretion of the instructor and if accepted may have points deducted.

Each exam will be on the date scheduled and **no make-up will be offered**. Any change to this policy is completely at the discretion of the instructor.

University Grading Scale:

A = 92% - 100%

B = 83% - 91%

C = 73% - 82%

D = 64% - 72%

F = 63% and below

10. COURSE OUTLINE

Week #1

- Introduction & Overview / Chapter 1 – Educational Psychology

Weeks #2 & 3

- Chapter 2 – Theories of Development

Week #4

- Chapter 6 – Information Processing & Cognitive Theories of Learning

Weeks #5 & 6

- Chapter 5 – Behavioral Theories of Learning

Weeks #7 & 8

- Chapter 10 – Motivation

Weeks #9 & 10

- Chapter 7 – The Effective Lesson

Weeks #11 & 12

- Chapter 14 – Standardized Tests

Weeks #13 & 14

- Chapter 13 – Assessing Student Learning

Week #15

- Chapter 4 – Student Diversity

ASSIGNMENTS SCHEDULE

Copy of article for Article Review #1 is due Monday September 14th

Article Review #1 is due Monday September 28th

Copy of article for Article Review #2 is due Monday October 19th

Article Review #2 is due Friday Monday November 2nd

FIELD EXPERIENCE is due Friday November 20th

Bonus Points (Notes)

Bonus points may be earned toward each chapter exam by submitting hand-written notes for the chapter. For example, a student may earn bonus points toward chapter exam #1 by submitting notes (in outline format) for chapter one. Each set of notes may earn **up to** ten (10) bonus points toward the exam. The pilot project on the submission of notes for bonus points has shown that student who tend to write notes perform well on exams. Toward this end, all students are very strongly encouraged to submit notes. In order to earn points, the following criteria must be followed:

1. The notes must be **hand-written** in blue ink on college-ruled loose-leaf paper
2. The notes must be detailed (see example in "Course Information" folder on Blackboard). If notes are not detailed, only partial credit will be awarded.
3. The notes must be submitted before the exam is taken and will be due by 8:00 p.m. on the Monday preceding the exam. For example, if a student intends to earn bonus points for the chapter #1 exam which is scheduled for Thursday Aug. 27th, she/he would have to submit notes by Monday August 24th.
4. Notes may be submitted by dropping them off at the professor's office or by US postal mail. Mailed notes that arrive after a Monday will be accepted as long as the mail stamp indicates that it was mailed by the due Monday.
5. Type-written or scanned notes **will not** be accepted.

EXAM SCHEDULE

Please note that all exams will be scheduled for a 24-hour period (from 7:00pm Thursday evenings to 7:00pm Friday evenings). The date posted in the schedule below always reflects the beginning of the exam period (Thursdays). The only exception is exam #7 (chapter 13), which will be Wednesday November 25th. Exams may be accessed through Blackboard's "Exam Folder" on the Content Area Menu. You are expected to study each chapter thoroughly and then take the exam. Exams will cover the entire chapter and will be in multiple-choice format, usually comprising of at least 40 items with a one and a half (1 ½) hour time limit. Given the time limit, it is recommended that you properly prepare for each exam by reading the chapter in its entirety, studying the major ideas conceptually, and then taking the exam. The exams are purposely timed to prevent attempts at reading the text while taking the exam. The textbook may be used to assist with taking exams. You will find the exam very difficult if you do not properly prepare. I recommend at least three hours of preparation for each chapter.

LEARN-TO-LEARN ASSIGNMENT

Please be advised that on Saturday September 12th I will conduct a workshop entitled Learning How to Learn: Mastering Memory. The workshop will cover content in chapter six of the text and you are required to attend or complete a 20-page paper on the subject. See details in "Assignments" folder on Blackboard.

CHAPTER EXAM #1 – CHAPTER 1 on Thursday August 27th

CHAPTER EXAM #2 – CHAPTER 2 on Thursday September 10th

CHAPTER EXAM #3 – CHAPTER 6 on Thursday September 17th

CHAPTER EXAM #4 – CHAPTER 5 on Thursday October 1st

MID-TERM EXAM – CHAPTER 10 (only) on Thursday October 15th

CHAPTER EXAM #5 – CHAPTER 7 on Thursday October 29th

CHAPTER EXAM #6 – CHAPTER 14 on Thursday November 12th

CHAPTER EXAM #7 – CHAPTER 13 on Wednesday November 25th

FINAL EXAM – CHAPTER 4 (only) To Be Announced

11. TEACHING STRATEGIES

This course is primarily independent learning. It is supported by group discussion through Blackboard but requires very strong reading comprehension skills given its testing focus. Students who struggle with independent learning should contact the instructor for assistance.

The teaching strategy supports the school of education conceptual framework in the following ways: the course has new content in the areas of diversity, measurement and evaluation; the course covers attitudes, modeling and moral development; cognitive and

behavioral learning theories are emphasized; the entire course is designed to enhance the students effectiveness as a leader and as a facilitator of learning.

15. UNIVERSITY POLICIES

Division of Student Affairs
Services for Students with Disabilities

<http://www.uncfsu.edu/studentaffairs/CFPD/cfpdservices.htm>

Phone: 910.672.1222

The university continues to be sensitive to the identification of possible barriers to students with disabilities and attempts to make reasonable accommodations for these students. Students with physical disabilities who need assistance in utilizing university services should register with the Center for Personal Development as soon as they are admitted to the university.

16. REFERENCES (Suggested Readings, Internet and/or Multi-media Resources)

Aronson, Elliot. The Social Animal New York, W H Freeman Company, 1999.

Gage, N L and Berliner, David. Educational Psychology 5th edition, Boston, Houghton Mifflin CO. 1992.

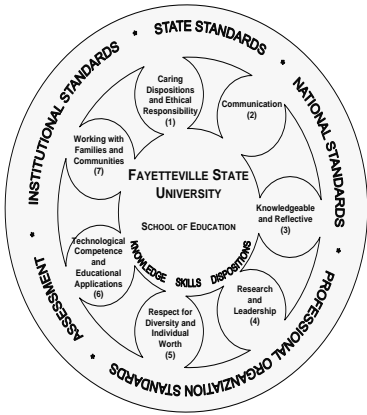
Glover, John, Ronning, Royce & Brunning, Roger. Cognitive Psychology For Teachers. New York: MacHillan Publishing Company, 1990.

McNeil, John & Wiles, Jon. The Essentials of Teaching: Decisions Plans. Methods. New York: MacMillan Publishing Company. 1990.

Murry, Thomas. Contemporary Theories of Child Development 3rd edition. Belmont, Calif. Wadsworth Publishing CO. 1992

Publication Manual of the American Psychological Association 5th edition. 2001.

**PLEASE NOTE THAT THIS SYLLABUS AND THE SCHEDULES CONTAINED
HEREIN ARE SUBJECT TO CHANGE.**



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 & By Appointment.

Course Number and Name: EDUC 330 – D1: Educational Psychology
 Semester: Fall 2009
 Credit Hours: 3
 Course Location & Meeting Time: Online

My signature below affirms that I have read the syllabus, that I do understand its contents, and that all of my questions/concerns have been addressed satisfactorily.

 Student's Name (print)

 Student's Signature

 Date

 Major

 Classification (e.g. Freshman, etc.)

 Home Phone

 Cell Phone

This signatory page of the syllabus must be signed and returned by Monday August 24th, 2009. You will not be permitted to take any exams until the page is received. Return to:
 Dr. Sam Heastie • FSU • Dept. of Educational Leadership • 1200 Murchison Rd. Newbold Station • Fayetteville • NC • 28301-4298