

Educational Psychology – PSY 250
Broome Community College
Fall 2012 Syllabus

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Course Description:

The application of psychological theory and research to education. The curriculum includes behavioral, cognitive, and social approaches to teaching and learning in schools and other educational settings.

This is a Writing Emphasis course. The prerequisites for taking this course are General Psychology (PSY 110) and College Writing I (ENG 110). The course emphasis on writing will help you to master course concepts, to reflect on your own learning process, and to fulfill the behavioral objectives outlined below.

Course Goals and Behavioral Objectives:

After completing this course you will be able to demonstrate:

- a working knowledge of the basic issues and constructs in educational psychology;
- a working knowledge of the historical and current theories and research which have shaped educational psychology;
- the ability to approach educational problems from a psychological perspective;
- the ability to communicate effectively about educational psychology as a discipline and as a source of useful information and resources for educators;
- that you can apply your psychological knowledge to your own teaching;
- that you can apply your psychological knowledge to student learning; and
- critical thinking about traditional and contemporary educational issues through a combination of classroom discussion, examinations, research presentations, and written assignments.

Class Meetings:

Class meetings will be organized discussions, following the agenda below. I expect them to branch out on various tangents within the broad limits of each topic area, as class interest dictates. Attendance in this course is extremely important, both in terms of class participation and for your ability to fully understand the concepts covered in the course. If you miss a class, you are responsible for any information provided, material studied, or announcements made during class. In-class activities cannot be made up. If you miss a scheduled examination due to extraordinary circumstances (illness, etc.), you may arrange to take a make-up test by appointment. All exams must be made up within one week of the original test date. If you require testing or learning accommodations, please alert me as soon as possible.

Textbook and other readings:

The textbook for this class is *Psychology Applied to Teaching (13th Edition)*, by Jack Snowman, Rick McCown, and Robert Biehler (2012), published by Wadsworth, Cengage Learning. You will also be responsible for reading, and leading a discussion on a specific article, which will be provided for you by the campus library. I may recommend other readings during the course of the semester. Read the assigned work for a chapter before that unit is discussed in class.

Writing in this class will conform to the style set forth in the *Publication Manual of the American Psychological Association*. It is available for your use at the BCC Writing Center, in the basement of the campus library. If you are planning a career in psychology you may wish to purchase a copy, but this is not required. A shorter, less expensive but useful reference is the *Pocket Guide to APA Style*, by Robert Perrin. You must have access to either one or the other of these reference manuals for the writing you will do in this course.

Classroom Etiquette:

Please observe the following, so everyone will have the best chance to participate and excel,:

1. You are welcome to bring food or drinks to class, but please do not bring things that will cause distractions, such as strong-smelling cheeses or foods that create a lot of noise.
2. Electronic communications devices (e.g., cell phones) must be turned off. The only exception is if you must monitor a child or medical situation. In such cases, please let me know at the beginning of class, set your phone to vibrate rather than ring, and sit near the door so that you can leave to receive your call.
3. Video and audio recording of the class are not permitted.

Assignments:**Examinations**

There will be four unit examinations. These will cover material from the textbook, lectures, and articles presented.

Case Studies

You will be responsible for two case studies. Each case will present a particular problem or issue for you to analyze. Some cases may involve research and reporting, others may involve creating some kind of action plan.

Wiki Presentation

Each member of the class will research a particular educational issue and construct a page about that issue on the class wiki. Everyone will present their research in a session at the end of the term.

Online Discussion

There will be several cases presented for online discussion. Each member of the class is expected to post reasoned arguments and responses to the discussion list on a regular basis. In practical terms, this requires at least four postings per week.

Primary Source Presentation

Primary source material, including both research reports and popular press items, is essential to understanding educational psychology and how it is used. Although having the entire class read several dozen articles might be a good way to give you all a flavor for what's happening in the field, I think the amount of work required might be a bit unrealistic. Instead, we will operate as a gigantic study group. I will assign each of you one article to read and present to the class. These articles will be available either through the BCC Library's online course reserves web page, or at the front desk of the BCC Library. Your job will be to summarize the most important points in your article, and bring that information to the class in two ways:

1. write a short (one page) summary of each of your articles, and send them to the class via the list server; and
2. speak about the articles in class, at the appropriate times.

In Class Writing Exercises

These are short reaction papers. At the beginning of each class you will write a short response to a quotation or other information I present. This will help us to generate discussion, and will act as an advance organizer (something to help you center your thoughts for the class) for the topics on which we'll work for the day. At the end of the period, you'll write a short reaction to the day's topics. You can also use this as an opportunity to ask me any questions about the topic, or to comment on the class. The ICWE will help you solidify your learning of the day's topics, and will give me an opportunity to evaluate both how well you're taking in the course material and whether I need to improve my teaching on particular topics.

Evaluation:

Grades are based on individual merit and accomplishment. There is no curve. All work you present for a grade must be your own. Common expectations of collegiate level work will be applied to all evaluations. Violations of academic integrity will not be tolerated, and will be treated harshly.

Final grades will be computed as follows:

Best 3 of 4 Unit Examinations	60%	(20 % each)
Case Study Exercises	10%	(2 at 5% each)
Wiki Presentation	15%	
Posting in Online Discussion	5%	
Primary Source Presentation	5%	
In-Class Writing Exercises	5%	(Average of daily exercises)

Extra Credit:

You can earn extra credit toward your final grade in this course in three ways:

- participate in an approved psychological research project which provides me with confirmation of your participation, and hand in a one page summary of the experiment and your participation;
- analyze a film with regard to specific issues or concepts from educational psychology; or
- abstract an article pertaining to educational psychology from a recent, refereed psychology journal (issues published within the last 3 months).

You may do as many as three extra credit projects. If you choose to do more than one, you must choose at least two different kinds of projects.

Each project will raise your final course grade by 1 point on a scale of 100. Thus, if you do three projects, your final grade rises by 3 points. For example, if you do all three projects, your final course grade might rise from a 91 to a 94, translating into a rise in the final course grade from an A- to an A.

Campus Resources:

I encourage you to make the most of BCC's wide range of resources for enhancing your understanding of the course material, time management abilities, study skills, and writing skills. For example, you may work with tutors at the Learning Assistance Center to improve your understanding of course concepts, or hone your test-taking skills.

The Reference Librarians at the BCC Library are extremely knowledgeable, helpful, and kind. They can give you excellent guidance and advice in setting up the ideas for your papers and in doing the background research needed to fulfill your assignments.

I highly recommend consulting with the staff at the BCC Writing Center. Working with these professionals can help you formulate ideas for your papers, and provide guidance for your efforts on subsequent drafts. Meeting with them in the initial stages of your projects can save you a lot of time and effort at later stages, and help you produce a better wiki page in the end.

Be sure to explore the *Advice and Resources for Writing Papers* section of my website, where you'll find examples of good and bad papers, tools to help you organize your thoughts, and links to other helpful resources. Of course, you're also encouraged to see me during office hours for assistance with coursework, writing, or other concerns.

In addition, you may want to form your own study groups, to provide peer review and study support on a more frequent basis. An advantage of forming such a group is that by providing a set meeting time every week you encourage each other to complete your work in a timely fashion, and to higher standards of quality.

All students who are diagnosed with a disability are protected under the Americans with Disabilities Act and Section 504 or the Rehabilitation Act of 1973. If you are a student with a disability and are eligible to receive reasonable accommodations or suspect you have a disability, you should contact the Student Support Services Program in the Library, Room 7, or call them at 778-5150 or 778-5243 TTY.

Nota bene: I reserve the right to modify this syllabus. All changes will be announced in class.

Lecture, Project, and Examination Schedule

Date	Lecture Topic	Chapter	Work Due	Birthdays & Events
M 8/27	Course Introduction		All video cases are available on the textbook's website.	K'ung Fu-Tse – 551 B. C. E.
W 8/29	Applying Psychology to Teaching	1	Sign up for Wiki & Mailing List	Charlie Parker, Jr. – 1920
F 8/31	Applying Psychology to Teaching	1		Maria Montessori – 1870
M 9/3	Labor Day – No Classes			Mort Walker – 1923
W 9/5	Theories of Psychosocial and Cognitive Development: Erikson, Piaget, & Vygotsky	2	Vygotsky's Zone of Proximal Development	Freddie Mercury – 1946
F 9/7	Theories of Psychosocial and Cognitive Development: Erikson, Piaget, & Vygotsky	2	Middle School Reading Instruction	James Alfred Van Allen – 1914
M 9/10	Theories of Psychosocial and Cognitive Development: Erikson, Piaget, & Vygotsky	2		Stephen Jay Gould – 1941
W 9/12	Age-Level Characteristics	3	Social and Emotional Development: The Influence of Peer Groups	H. L. Mencken – 1880
F 9/14	Age-Level Characteristics	3	Social and Emotional Development: Understanding Adolescents	Ivan Pavlov – 1849
M 9/17	Class Work Day – Wiki work			Jeff MacNelly – 1947
W 9/19	Understanding Student Differences	4	Multiple Intelligences	Twiggy – 1949
F 9/21	Understanding Student Differences	4	Gender Equity in the Classroom	Chuck Jones – 1912
M 9/24	Understanding Student Differences	4	Culturally Responsive Teaching: A Multicultural Lesson for Elementary Students	Jim Henson – 1936
W 9/26	Addressing Cultural and Socioeconomic Diversity	5	Integrating Internet Research: High School Social Studies	George Gershwin – 1898
F 9/28	Accommodating Student Variability	6	Inclusion: Grouping Strategies for Inclusive Classrooms	Seymour Cray – 1925

Date	Lecture Topic	Chapter	Work Due	Birthdays & Events
M 10/1	Accommodating Student Variability	6	Foundations: Aligning Instruction with Federal Legislation	Walter Matthau – 1920
W 10/3	Accommodating Student Variability	6	Academic Diversity: Differentiated Instruction	Emily Post – 1873
F 10/5	Examination #1	1-6		Ray Kroc – 1902
M 10/8	Break – No Classes			Sigourney Weaver – 1949
W 10/10	Behavioral Learning Theory: Operant Conditioning	7	Integrating Technology to Improve Student Learning: A High School Science Simulation Wiki Stage 1 Grading	Thelonious Monk – 1918
F 10/12	Behavioral Learning Theory: Operant Conditioning	7	Classroom Management: Handling a Student with Behavior Problems	Ralph Vaughan Williams – 1872
M 10/15	Information-Processing Theory	8	Cooperative Learning in the Elementary Grades: Jigsaw Model	Evangelista Torricelli – 1608
W 10/17	Information-Processing Theory	8	Using Information-Processing Strategies: A Middle-School Science Lesson	Charles Kraft – 1880
F 10/19	Social Cognitive Theory	9	Modeling: Social Cognitive Theory in a High School Chemistry Lesson	Auguste Lumière – 1862
M 10/22	Social Cognitive Theory	9	Metacognition: Helping Students Become Strategic Learners	Timothy Leary – 1920
W 10/24	Constructivist Learning Theory, Problem Solving, and Transfer	10	Elementary School Language Arts: Inquiry Learning	Moss Hart – 1904
F 10/26	Constructivist Learning Theory, Problem Solving, and Transfer	10	Middle School Science Instruction: Inquiry Learning Constructivist Teaching in Action: A High School Classroom Debate	Leon Trotsky – 1879
M 10/29	Examination #2	7-10		Ralph Bakshi – 1938
W 10/31	Motivation and Perceptions of Self	11	Motivating Adolescent Learners: Curriculum Based on Real Life	John Candy – 1950
F 11/2	Motivation and Perceptions of Self	11		K. D. Lang – 1961

Date	Lecture Topic	Chapter	Work Due	Birthdays & Events
M 11/5	Classroom Management	12	Elementary Classroom Management: Basic Strategies	Peter Noone – 1947
W 11/7	Classroom Management	12	Secondary Classroom Management: Basic Strategies	Marie Curie – 1867
F 11/9	Classroom Management	12	Classroom Management: Best Practices	Ivan Turgenev – 1818
M 11/12	Class Work Day – Wiki work			Auguste Rodin – 1840
W 11/14	Approaches to Instruction	13	Using Blogs to Enhance Student Learning: An Interdisciplinary High School Unit All Extra Credit Due	Aaron Copland – 1900
F 11/16	Approaches to Instruction	13	Performance Assessment: Student Presentations in a High School English Class	Daws Butler – 1916
M 11/19	Approaches to Instruction	13	Cooperative Learning: High School History Lesson Wiki Stage 2 Grading	Tommy Dorsey – 1905
W 11/21	Thanksgiving Break – No Class			François-Marie Arouet (Voltaire) – 1694
F 11/23	Thanksgiving Break – No Class			Boris Karloff – 1887
M 11/26	Examination #3	11-13		Eugene Ionesco – 1912
W 11/28	Assessment of Classroom Learning	14	Portfolio Assessment: Elementary Classroom	Randy Newman – 1943
F 11/30	Assessment of Classroom Learning	14	Assessment in the Middle Grades: A Measure of Student Learning	Jonathan Swift – 1667
M 12/3	Assessment of Classroom Learning	14	Performance Assessment: Student Presentations in a High School English Class	Ozzy Osbourne – 1948
W 12/5	Understanding and Using Standardized Tests	15	Assessment in the Elementary Grades	Walt Disney – 1901
F 12/7	Understanding and Using Standardized Tests	15	Teacher Accountability: A Student Teacher’s Perspective	Noam Chomsky – 1928
M 12/10	Understanding and Using Standardized Tests	15	Foundations: Aligning Instruction with Federal Legislation	Kenneth Branagh – 1960

Date	Lecture Topic	Chapter	Work Due	Birthdays & Events
W 12/12	Becoming a Better Teacher by Becoming a Reflective Teacher	16	Collaboration with Colleagues	Edvard Munch – 1863
F 12/14	Wiki Presentations			Tycho Brahe – 1546
M 12/17	Wiki Presentations			U. S. Air Force closes <i>Project Blue Book</i> after finding no evidence that UFO sightings have any extraterrestrial origin – 1969
M 12/18	Final Exam/Make-Up Exam Days	Actual Exam Times TBA	Examination 4 (chapters 14 - 16)	Paul Klee – 1879
T 12/19				Leonid Brezhnev – 1906
W 12/20				Billy Bragg – 1957