

Session: Spring 2010 (3/22/10 - 5/20/10)

Course Title: Educational Psychology

Course Number: EDUC 131

Units: 3

Required Textbook: *Educational Psychology* (10th edition) by Anita Woolfolk

ISBN#: 0205493831

Publisher: Allyn & Bacon

Division: Social and Behavioral Sciences

Department: Child Development & Educational Studies (CDES)

Ticket#: 21010

Recommended Preparation: ENG 200 & ENG 340

Instructor: Curt Visca, Associate Faculty

E-Mail: cvisca@saddleback.edu

Phone Number: 949-582-4900 (ext. 3248)

- *E-mail is the best way to contact the instructor.*

Website: <http://www.saddleback.edu/faculty/cvisca/>

Office Hours: Since this is an on-line course and Mr. Visca is a full-time elementary principal in a local school district during the day, he will respond to student e-mails within one or two days in the evening (Monday – Friday).

Instructor's Comments: If you are interested in the teaching profession, EDUC 131 will give you an opportunity to explore a “real” classroom of your choosing, while completing instruction through Saddleback’s on-line Blackboard program. Students will share their experiences on Blackboard’s Discussion Board during five Teacher Talk Time sessions. Please review this syllabus thoroughly so that you can do your very best work in EDUC 131. I have over 16 years of experience as an elementary school principal and over 23 years of experience as a public school educator (classroom teacher, mentor teacher, master teacher, middle school summer school principal, etc.) in a school district in Orange County, California.

Catalog Description: An introduction to the basic principles of psychology that are pertinent to education, including abilities, intelligence, social and emotional factors, and principles of learning (formerly CDES 131).

Course Objectives: Upon completion of this course the student will be able to:

- Define Piaget’s four stages of cognitive development and explain how children’s thinking differs at each stage.
- Describe how teachers can foster positive self-concepts in their students.
- Identify and evaluate five specific teaching strategies for encouraging creativity.
- Analyze classroom situations in which EDUC 131 students might use behavioral principles to solve problems.
- Discuss the aspects of self-management.

- Compare and contrast potential dangers and the ethical issues involved in the use of behavioral management.
- Compare and contrast the concept of motivation from behavioral, cognitive, and humanistic points of view, and describe a representative theory from each perspective.
- Compare and contrast intrinsic and extrinsic motivation.
- Describe the special managerial demands of the classroom and relate these demands to students of different ages.
- Describe the functions and levels of teacher planning.
- Summarize the steps that can ensure clarity in a presentation.
- Explain how to improve reliability and validity in testing.
- Compare and contrast norm-referenced and criterion-referenced tests.
- Analyze possible sources of bias in a teachers grading polices.

Discussion Board (Teacher Talk Time): Since we are not meeting in-person in a traditional classroom setting, students in EDUC 131 will be expected to contribute to on-line discussions and thoughts on Blackboard’s Discussion Board (called Teacher Talk Time) or through other Blackboard postings during the course. Topics will range from themes and content from the textbook, to current events and school observation experiences. Students are asked to remember their Netiquette during these discussions. What is Netiquette? Simply stated, it is network etiquette -- that is, the etiquette of cyberspace. In other words, Netiquette is a set of agreed upon rules for behaving properly on-line. Student also need to type in complete sentences with proper punctuation, etc. Text style messages such as “i believe that...” instead of “I believe that...”, slang, or symbols such as :) are not permissible.

Netiquette information: <http://www.albion.com/netiquette/corerules.html>

Correct Grammar & Punctuation: Always remember that this is a college class and not a “texting class.” In short, do not use text abbreviations or lingo! Always use correct grammar and punctuation when posting Teacher Talk Time comments, sending e-mail correspondence, and posting other EDUC 90 assignments. This means complete sentences that start with an uppercase letter, words are spelled correctly, and each sentence ends with a period, question mark, etc. Remember, you’re in college and not texting your family and friends!

Teaching Philosophy: After reading the textbook, EDUC 131 students will write their teaching philosophy from a psychology perspective. Specific information will be posted under Assignments in Blackboard.

Activity/Lesson Plan: Students will create a K – 12 activity/lesson plan based on California Department of Education Standards. Specific information will be posted under Assignments in Blackboard.

Teacher Observations: Students are required to visit two public or private school classrooms at the preschool, elementary, middle, and high school level. Daycare

observations are not permitted. Two hours must be spent at a minimum of two schools and at two different levels for a total of four hours. Students are asked to compare and evaluate the concepts covered in class according to real life examples of teaching practice. Specific directions will be posted under Assignments in Blackboard.

Exams: A mid-term and a final will be posted on Blackboard. The exams will be multiple choice and based on the textbook *Educational Psychology* (10th edition) by Anita Woolfolk. The mid-term will cover Chapters 1 to 7 and the final will cover Chapters 8 to 15.

Grading Standards/Criteria:

A = 900 to 1,000 points

B = 800 to 899 points

C = 700 to 799 points

D = 600 to 699 points

F = 0 to 599 points

Mid-Term*: 300 points

Observation #1 & Completion of Observation Form (2 hours): 100 points

Observation #2 & Completion of Observation Form (2 hours): 100 points

Teacher Talk Time on Blackboard (20 points each topic/5 total topics): 100 points

Teaching Philosophy: 50 points

Activity/Lesson Plan: 50 points

Final*: 300 points

Important Dates

First Week of Class Begins: Monday, 3/22/10

Add without Instructor Permission by: Sunday, 3/21/10

Drop with Refund by: Friday, 3/26/10

Elect Pass/No Pass by: Wednesday, 4/7/10

Drop without 'W' Grade by: Wednesday, 4/7/10

Drop with 'W' Grade by: Thursday, 4/29/10

Last Week of Class Ends: Thursday, 5/20/10

Policy Regarding Late Assignments: Students are encouraged to complete and submit assignments on or before the due date to earn full credit (points). College level work is expected. Late assignments will not earn any credit (0 points) since assignments will be posted on Blackboard and then will not be available after the posted due date.

Summer EDUC 131 Course Calendar (3/22/10 - 5/20/10)

Week/Date	Reading Assignment/Topic	Assignments/Tests/Due Dates
Week #1 3/22/10	Chapters 1 & 2 <i>Teachers, Teaching, and Educational Psychology</i> & <i>Cognitive Development and Language</i>	Review Syllabus & Blackboard Site Pre Test, Observations, Teaching Philosophy, & Activity/Lesson Plan Posted: Tuesday, 5/26/10
Week #2 3/29/10	Chapters 3 & 4 <i>Personal, Social, and Emotional Development</i> & <i>Learning Differences and Learning Needs</i>	Teacher Talk Time #1 Posted: Monday, 3/29/10 (Students must post comments no later than Sunday, 4/4/10.) Pre Test Due: Sunday, 6/7/10
Week #3 4/5/10	Chapters 5 & 6 <i>Culture and Diversity</i> & <i>Behavioral Views of Learning</i>	Teacher Talk Time #2 Posted: Monday, 4/5/10 (Students must post comments no later than Sunday, 4/11/10.)
Week #4 4/12/10	Chapters 7 & 8 <i>Cognitive Views of Learning</i> & <i>Complex Cognitive Processes</i>	Teacher Talk Time #3 Posted: Monday, 4/12/10 (Students must post comments no later than Sunday, 4/18/10.) Mid-Term (Chapters 1-7) Posted: Monday, 4/12/10
Week #5 4/19/10	Chapters 9 & 10 <i>Social Cognitive and Constructivist Views of Learning</i> & <i>Motivation in Learning and Teaching</i>	Teacher Talk Time #4 Posted: Monday, 4/19/10 (Students must post comments no later than Sunday, 4/25/10.) Mid-Term Due: Thursday, 4/22/10
Week #6 4/26/10	Chapters 11 & 12 <i>Engaged Learning: Cooperation and Community</i> & <i>Creating Learning Environments</i>	Teacher Talk Time #5 Posted: Monday, 4/26/10 (Students must post comments no later than Sunday, 5/2/10.)
Week #7 5/3/10	Chapters 13 & 14 <i>Teaching for Learning</i> & <i>Standardized Testing,</i>	Complete Observations, Teaching Philosophy, & Activity/Lesson Plan
Week #8 5/10/10	Chapter 15 <i>Classroom Assessment and Grading</i>	Final Exam (Chapters 8-15) & Post Test Posted: Monday, 5/10/10 Observations, Teaching Philosophy, & Activity/Lesson Plan Due: Sunday, 5/16/10
Week #9 5/17/10	Last Official Day of Class: Thursday, 5/20/10	Final Exam & Post Test Due: Thursday, 5/20/10

Rubrics: The activity/lesson plan, teaching philosophy, and both observations will be graded based on a rubric. These rubrics will be posted on Blackboard for students to review prior to completing each assignment.

Pre & Post Tests: All Saddleback students are required to take a brief pre and post test for each class. EDUC 131 students will need to take a timed pre test within the first two weeks of class and a post test within the last two weeks of class. The purpose of the tests is to see the level of overall knowledge growth for students. The pre and post test will not be graded.

Student Learning Outcome (SLO): Students who take this course will be able to observe and assess a preschool, elementary, middle, and/or high school classroom.

Assessment Method and Criteria for Success: In a specific observation format, 75% of students will be able to accurately complete 4 observation hours and respond to 20 observation questions/items such as materials and textbooks used by each teacher observed, the type of discipline system used by the observed teacher, and how the observed teacher met the various academic levels of each student by scoring 80 points out of a possible 100 points.

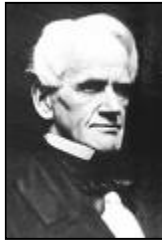
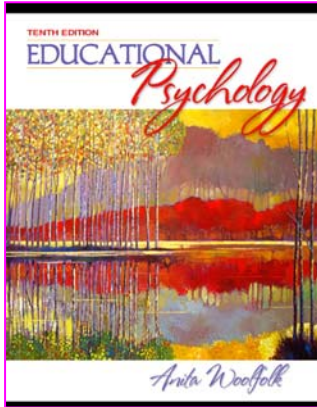
Absence Policy: Since this is an on-line class, students need to check the EDUC 131 Blackboard schedule each week for updates and assignments.

Policy on Academic Dishonesty & Consequences: The expectation is that the principles of truth and honesty will be followed by students in all academic endeavors. This assumes that all work will be done by the person who purports to do the work without unauthorized aids and assistance. When making use of language and some idea not his or her own, whether quoting them directly or paraphrasing them into his or her own words, the student must attribute the source of the material in some standard form, such as naming the source in the text or offering a footnote. Any student who is caught cheating will not receive credit on the assignment, exam, etc. and may be expelled from the class.

Student Services: General Student Service Information is available at the Saddleback College website. General, academic, and service information can be obtained by accessing the Counseling Division and Financial Aide websites. Individual and small group counseling information such as academic planning and review of transcripts is available by appointment. All other student services are available on campus during normal business hours.

Accommodations for Students with Disabilities: This course meets the requirements set forth in the accessibility checklist and universal design grid provided by Special Services. The web pages, video presentations, textbooks, and class materials used in this course are accessible to students with disabilities. Please check out Saddleback College's "Special Services" link at <http://www.saddleback.edu/ss/couns/dsps/> for assistance, or contact Mr. Visca with any special needs.

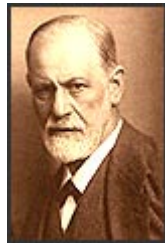
Course Syllabus Questions? Students are expected to thoroughly review and understand the EDUC 131 course syllabus. Items posted on the EDUC 131 Blackboard site are also considered part of the syllabus. E-mail Mr. Visca at cvisca@saddleback.edu if you have any questions regarding the syllabus or items posted on the EDUC 131 Blackboard site.



Horace Mann



Maria Montessori



Sigmund Freud



Margaret Haley



Jean Piaget



Urie Bronfenbrenner