



Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity and lifelong learning.

Syllabus for *Educational Psychology*

Term: 20181
Course Number MAT: 500: Educational Psychology
Instructor: Barbara O'Block, Ed.D.
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Office Hours: By appointment

Instructor Background: Barbara O'Block serves the educational community as adjunct professor of education at Calumet College of Saint Joseph. Dr. O'Block has served as superintendent of schools for the Diocese of Gary and as a teacher, elementary principal and associate superintendent of schools in the Archdiocese of Chicago. She holds a Bachelor of Science in Education degree, worked for a degree in Fine Arts with an emphasis in piano performance, earned a Master's Degree in Administration and Supervision and a Doctorate in Curriculum and Instruction; both advanced degrees were awarded by Loyola University of Chicago.

Course Time: Wednesday, September 5th (5:00 – 9:00)
Saturdays, September 8th and 15th (8:00 – 4:00)

Classroom: 308

Prerequisites: Approval of the Education Department Chair

Course Description: This course surveys the research associated with the physical, emotional, social, moral and mental development of children from infancy to adolescence. Educational theories and theorists provide the back drop for the research review. A review of the literature pertaining to psychological factors that influence instruction, learning, self-regulation and management, assessment and motivation, complements the expectations of the course.

Field experience is required.

Text(s): Eggen, Paul and Don Kauchak (2010). *Educational Psychology: Windows on Classrooms*. New Jersey: Pearson Education. Inc.

The course meets the following learning objectives for the MAT program.

Learning Outcomes/Objectives:

Students in this course will

- Identify and describe the major theories (and theorists) that have impacted the study of child development, educational psychology and teaching/learning.
- Identify and describe factors/issues associated with academic success and/or risk, i.e., language acquisition, culture, gender, socioeconomic status, poverty, varying exceptionalities and mental illness.
- Analyze underlying views of the cognitive process, including an investigation of brain research.
- Understand how motivation, interest and emotion affect learning.
- Examine the importance of school/classroom culture(s) and the learning environment.
- Recognize the significance of the teacher in the classroom.
- Understand the variables associated with student behavior, self-regulation, engagement, classroom management and discipline.
- Apply knowledge through simulated classroom activities and case studies.
- Analyze and adapt the understanding of conceptual ideas to a form appropriate to the developmental level and learning style of the student.

Learning Strategies: Students who participate in this course will engage in lecture, group discussions, individual assignments, collaborative learning and other instructional methodologies.

Experiential Learning Opportunity: The student will visit a classroom of his/her choosing and write a description of the visit using a prescribed rubric. The student will also write a personal reflection of the visit and correlate the observation to the ideas and information discussed in class.

Major Assignments:

- **The Written Paper** researches a selected theorist and provides a thoughtful overview of the ideas/theories for which the person is best known and the influence/impact the theory has on teaching and learning. The paper is approximately five to eight pages in length and includes a comprehensive Bibliography of the research. The paper and Bibliography are submitted for a grade.
- **The Field Experience** includes a brief summary of the date, time, place, location, number of students in the class visited, etc., a summary of the observed classroom environment, the lesson observed and a review of the instructional strategies the teacher used in presenting the lesson. The classroom observation rubric guides the summary. A final reflection page notes reactions to and impression of the observation.
- **The “Best possible thoughtful questions”** are written for a class of students (choose the grade and age). The questions, at least three, should 1). Put the students in a position to succeed; 2) share responsibility for learning with the students; 3). Allow for positive student interactions; and, 4). Allow students to collaborate with their peers.

Requirements/Assessment:

Class attendance, participation, collaboration (including reading of materials for discussion)	15 points
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Theorist research paper and Bibliography	35 points
Field observation and reflection	30 and 10 points
Thoughtful questions	10 points
Total	100 points

Please Note: All assignments are typed, double-spaced, in appropriate grammar/sentence structure and follow APA rules, i.e., the professional Education and Psychology communities' standards as delineated in the *Publication Manual of the American Psychological Association*. The current work is available in the bookstore and the library.

Citation Guidelines: APA guidelines detail the appropriate manner to cite references from a variety of sources, including electronic media.

Assignments: are submitted on paper; problems with technology will not be accepted as an excuse for late work. **ALL ASSIGNMENTS ARE DUE THE SATURDAY FOLLOWING THE LAST CLASS.**

Grading Scale:

A 100-92 A- 91-90 B+ 89-88 B 87-82 B- 81-80 C+ 79-78 C 77-72
 C- 71-70 D+ 69-68 D: 67-62 D- 61-60 F: 59 and below

Course Schedule:

Day One	Presentation of the Syllabus Overview of assignments and other expectations Discussion of Chapters 1- 2 pp. 1 - 66	Professional knowledge – the art and science of teaching The classroom “environment” Types of professional knowledge The role of research in the teaching profession The development of “theory” Development Brain research Piaget/Vygotsky Language development
Day Two	Discussion of Chapters 3 - 6 pp. 68 – 187	The “Hierarchy” of needs Bioecological development Physical development Psychosocial development Moral development Cognitive development/Intelligence Self-Regulation/Positive and Negative Reinforcement Ethnicity and Culture Socio-economic status and Poverty Resilience/Grit/Mindset
Day Three	Discussion of Chapters 7 - 8 pp. 188 – 304 Sharing of “Thoughtful Questions”	Human Memory Metacognition Social Cognitive Theory Reinforcement/Punishment Modeling Interest and Emotion Motivation/ Intrinsic and Extrinsic Classroom management

DUE In One Week	Field Observation/ <u>Reflection</u> Research paper on selected theorist	PLEASE GIVE ASSIGNMENTS TO INSTRUCTOR OF NEXT CLASS; Thank you.
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I reserve the right to change this schedule to meet the needs of the class and/or the expectations of the program.

Association for Childhood Education International: ACEI

Standard 1: Development, Learning and Motivation: Candidates know, understand and use the major concepts, principles, theories and research related to the development of children and young adolescents to construct learning opportunities that support individual students' development and acquisition of knowledge.

Standard 2: Curriculum Standards: (1) Reading, Writing, Oral Language; (2) Science; (3) Mathematics; (4) Social Studies; (5) The Arts; (6) Health Education; (7) Physical Education.

Standard 3: Instruction: (1) Integrating and applying knowledge for Instruction; (2) Adaptation to diverse students; (3) Development of critical thinking and problem-solving; (4) Active engagement in learning; (5) Communication to foster learning.

Standard 4: Assessment for Instruction: Candidates know, understand and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote the continuous intellectual, social, emotional and physical development of each elementary student.

Standard 5: Professionalism: (1) Professional Growth, Reflection and Evaluation; (2) Collaboration with Families.

Attendance Policy: Intellectual growth and success in college are reinforced through interaction in the classroom. Students reach personal goals and course outcomes through regular and prompt attendance. (Tardiness and leaving before the end of the class may result in loss of "attendance points.") The Education Department's accelerated classes are intense and rigorous and demand student presence and participation. Therefore, **if a student is absent from one Saturday class, the student will be academically withdrawn by the instructor.**

Plagiarism is a serious, unprofessional practice. Please consult the CCSJ Student Handbook as well as the APA Publication Manual for a) a description of plagiarism and b) how to avoid it.

Statement of Plagiarism: If an instructor or other CCSJ personnel find that a student has plagiarized or has been involved in any form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances.

CCSJ Student Honor Code: Students in this course are asked to affirm the CCSJ Honor Code: I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:

- Continuously embrace **honesty and curiosity** in the pursuit of my educational goals;

- Avoid all behaviors that could impeded or distract from my academic progress or the progress of other members of my **community**;
- Do my own work with **integrity**, at all times, in accordance with the syllabus and without giving or receiving inappropriate aid;
- Do my utmost to act with commitment, inside and outside of class, to the goals and **mission** of Calumet College of Saint Joseph.

Use of Electronic Devices: Electronic devices may be used in class for course-related purposes. Texting or accessing the Internet for other purposes during class time is not allowed.

The Student Success Center: The Center provides faculty tutors at all levels to assist students with mastery of specific subjects and to develop study skills such as time management, test preparation and note taking. Tutoring is open to all students at CCSJ at no charge. The Center may be reached at 219-473-4287 or students may stop by library.

Disabilities Services: Disabilities Services strives to meet the needs of all students by providing academic services in accordance with the *Americans with Disabilities Act* (ADA) guidelines. A student who believes that s/he has a need for a “reasonable accommodation” because of a disability, may contact the Disability Services Coordinator at 219-473-4349.

Student Assistance Program: Through a partnership with Methodist Hospital, CCSJ provides a free *Student Assistance Program* (SAP) for current students. The SAP is a confidential counseling service provided to students for personal or school concerns that may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at the *Employee Assistance Program* (EAP) offices in Merrillville or Gary. For more information contact the SAP counselor at 219-736-4067.

Calumet College of Saint Joseph Alerts: The CCSJ emergency communications system will inform you of emergencies, weather-related closings or other incidents via text, email or voice messages. Sign up for this important service **annually** on the College website:
<http://www.ccsj.edu/alerts/index.html>