



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:** 20191  
**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 4<sup>th</sup> (5:00 - 9:00 PM)  
Saturdays, September 7<sup>th</sup> and 14<sup>th</sup> (8:00AM – 4:00PM)

**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 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, varying exceptionalities and mental illness).
- Analyze underlying views of the cognitive process, including an investigation of brain research.
- Understand how motivation affects learning; resilience, grit and mindset.
- Examine the importance of school culture 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 discussion, individual presentations, 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:**

**Topic reviews** (three) chosen from titles listed in the outline – or personal interest; students prepare a summary/review of the topic. The review supports class discussion and is submitted for a grade.

**The oral presentation** researches an assigned theorist and provides information to the class on the ideas/theories for which the person is best known and the influence/impact the theory has on teaching and learning. The presentation is approximately 8 - 10 minutes in length and employs the creative, appropriate use of technology and/or teaching strategy. A comprehensive Bibliography of the research to support the presentation (especially citing primary sources) - is submitted for a grade.

**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 presented and a review of instructional strategies presented in the lesson. The classroom observation form guides the summary. A final reflection page notes reaction 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 control the dialogue, 2) Allow for “deep thinking,” and 3). positive student interactions; 4). Allow students to collaborate with their peers.

**Requirements/Assessment:**

Class attendance, participation, collaboration (including reading of materials for discussion)	15 points
Written topic reviews (three @ 5 points each)	15 points
Theorist research and bibliography	30 points
Field observation <b>and reflection</b>	30 points

Thoughtful questions	10 points
<b>Total</b>	<b>100 points</b>

**Please Note:** All written assignments are typed, double-spaced, in appropriate grammar/sentence structure and follow APA rules.

**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 are not accepted as an excuse for late work. **ALL ASSIGNMENTS (EXCEPT THE ORAL PRESENTATION AND BIBLIOGRAPHY) 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**

<b>Day One</b>	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” Teacher efficacy: characteristics/expectations Types of professional knowledge The role of research in the teaching profession Socio-Economic status / Poverty “At-risk” students The development of “theory”
<b>Day Two</b>	Discussion of Chapters 3-6 (pp. 68 – 187)  Oral presentations on theorists; Bibliography due with presentation	The “hierarchy” of needs Bioecological development Physical development Psychosocial development Ethnicity/Culture Moral development Resilience/Grit/Mindset Cognitive development/ Intelligence Self-Regulation/ Positive and Negative Reinforcement
<b>Day Three</b>	Discussion of Chapters 7&8  Oral presentations on theorists (as needed) (Bibliography)  Oral sharing of “thoughtful questions”	Brain research Human Memory Metacognition Motivation Bloom’s Taxonomy Planning for instruction/ engagement
<b>In One Week</b>	Field Observation/ <u>Reflection</u>	PLEASE GIVE ASSIGNMENTS TO INSTRUCTOR OF NEXT CLASS; thank you.

	3 Topic Reviews  Written list of “Thoughtful Questions”	
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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 development of children and young adolescents to construct learning opportunities that support individual students’ development and acquisition of knowledge.

**Standard 2: Curriculum:** (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 continuous intellectual, social, emotional, and physical development of each elementary student.

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

**Responsibilities:**

**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. The Education Department’s accelerated classes are intense and rigorous and demand student presence and participation. Absence from a Saturday class may result in a grade reduction or being withdrawn from the course.

**Plagiarism** is a serious, unacceptable 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 the CCSJ Handbook that addresses student grievances.

**CCSJ Student Honor Code:**

This course asks students to reaffirm the CCSJ Student 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 impede or distract from the academic progress of myself or other members of my **community**;

- Do my own work with **integrity** at all times, in accordance with syllabi, 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 St. 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. If you misuse these devices, you may be asked to leave the class - in which case you will be marked absent.

**Class participation:** You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class, you may be asked to leave, in which case you will be marked absent.

**Share Your Class Experience:** At the end of the term, you will have the opportunity to evaluate the classroom experience. These confidential surveys are **essential** to the ongoing efforts of the College to ensure a quality academic program. Please take the time to complete the course evaluations – the College values your feedback!

**Withdrawal from Class:** You may withdraw from a course by following the policy outlined in the Course Catalog.

#### **Resources:**

**CCSJ Book Rental Program:** This Program ensures that everyone has the correct course materials on the first day of class. A book rental fee is paid each semester, and in return, all the materials for all classes are received prior to the beginning of the classes. At the end of the semester, the books are returned.

For traditional students, the Book Rental Program is conveniently located in the library, where students may pick up and return their books.

For students in accelerated programs and graduate programs, books are delivered to their homes and books are returned by mail.

For more information, see <http://www.ccsj.edu/bookstore>.

**All books must be returned at the end of the semester or additional fees will be incurred; the fees will be charged to your student account.**

**Student Success Center:** The Student Success Center provides faculty tutors at all levels to help in mastering specific subjects and developing effective learning skills. The Center is open to all students at no charge. Contact the Student Success Center at 219 473-4287 or stop by the Library.

**Disabilities Services:** The college strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.

**Student Assistance Program:** Through a partnership with **Crown Counseling**, Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which 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 Crown Counseling offices in Crown Point or Hammond. For more information, **contact Kerry Knowles SAP Counselor**, at 219-663-6353 (office), 219-413-3702 (cell), or [kerryk@crowncounseling.org](mailto:kerryk@crowncounseling.org).

**CCSJ Alerts:** Calumet College of St. Joseph's emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College's website at:

<http://www.ccsj.edu/alerts/index.html>