

# Educational Psychology

## Anoka Ramsey Community College

### Fall 2008

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Office Hours: T/H 1:00-2:30  
Wed 10am-Noon  
PSYC 2265 meets on T/TH 9:30-10:45  
<http://webs.anokaramsey.edu/wolfe/>

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#### **Contacting the instructor:**

I will be holding office hours specifically to meet with students to discuss matters related to this course. If you would like to see me but are unable to come during office hours, I would be more than happy to make an appointment with you. In order to set up an appointment, email me or call me.

#### **Required Text:**

Sternberg, R. J. & Williams, W. M. (2002). Educational Psychology. Boston, MA: Allyn & Bacon.

Textbook companion website: [www.ablongman.com/sternberg](http://www.ablongman.com/sternberg)

#### **Purpose:**

The purpose of this course is to provide a basic introduction to various topics in the field of educational psychology.

#### **Goals of the course:**

By the end of this course, students will be able to demonstrate:

- Knowledge of important terms, central research findings, trends, methods, principles, theories and other factual information from the broad field of educational psychology, based primarily on assigned readings and classroom lectures;
- Comprehension of material from assigned readings and lecture:
  - translating elements of the content into students' own words;
  - interpreting the meaning of written and oral materials;
- Ability to apply principles, trends, generalizations, and theories in educational psychology to specific situations (e.g., as presented in examples);
- Ability to analyze elements, relationships, and organizing principles (or themes) as represented in specific scenarios, including fictional examples and published research;
- Ability to synthesize information from one or more specific sources, and themes abstracted from such sources, in written and oral communications;

- Ability to evaluate abstractions, generalizations, conclusions, and/or recommendations, based on analysis of internal and external evidence of validity, reliability, feasibility, sound logic, and the like, as those elements are represented in textbook readings and readings from published research.

### **Specific Learning Outcomes:**

- 1) Students will be able to identify characteristics of expert teachers and expert students.
- 2) Students will demonstrate an understanding of developmental theories.
- 3) Students will understand and be able to apply Ed. Psych. theories to practical situations.
- 4) Students will demonstrate an understanding of the influences of individual and group various aspects of educational psychology.
- 5) Students will be able to critically evaluate information from popular media in light of professional research.
- 6) Students will demonstrate the capacity to express ideas clearly, coherently, and grammatically in both oral and written form.

### **Course Requirements:**

Readings. Class readings will be assigned to provide you with important background information necessary to understand the class lectures, and to facilitate your participation in the discussions. Class reading assignments are listed in this syllabus. You will be expected to have studied the readings *before each class* and be prepared to participate actively.

Class Participation. Classes will be structured so that a significant amount of time will be devoted to the discussion of assigned readings and cooperative learning activities. You should come to each class prepared to discuss, raise questions, and answer questions concerning the assigned topic for that day. Your preparation and class participation will be assessed each meeting time through your active participation in class discussion and activities. **(80 points)**

*Attendance.* How much you learn in this course depends upon how much you are willing to put into the course. I expect ALL students to participate in class. Your participation points will be based not on quantity of participation, but on quality. I expect all students to be attentive in class. Any type of disruptive behavior will not be tolerated and will negatively affect your participation points.

While specific points are not assigned to each class period, multiple absences will negatively impact your participation points. If you miss class, it is your responsibility to contact the instructor to find out what information was covered, get any handouts or notes, and to hand in any material due. **Missing class is not an excuse for missing assignments.** Assignments not handed in at the beginning of class on the day it is due will be considered late. See policy on “late assignments” below.

Homework Assignments – For each chapter there will be a corresponding homework assignment. There is a total of 12 assignments listed in the schedule of assignments. Students must complete 10 of these assignments. **(10 points each)**

*Late Assignments* - All assignments must be turned in on the date it is due by the beginning of class. Any assignments handed in after the specified date/time will be considered “late”. All late assignments will be given half-credit, that is, the total points *earned* on that assignment will be cut in half. The last day to hand in any late work is December 9<sup>th</sup>.

Examinations. There will be four written examinations throughout the course. Each exam will contain information discussed in class and described in the readings. Examination questions will be provided in multiple-choice, short answer, and essay format. **(50 points each)**

*Missed Exams* – Written documentation of illness or personal tragedy is required in order to be excused from taking an examination on the scheduled date. **Any student who misses an exam must contact the instructor either prior to or within 24 hours after the scheduled exam time.** Unacceptable excuses or late requests will result in a “zero” score for the missed exam. Make-up exams for acceptable excuses must be completed within one week of the missed exam. If more than one exam is missed or you cannot make-up the exam within one week, then you must meet with the instructor to determine a course of action.

Final Paper. There will be one required research paper due at the end of the semester, in lieu of a final exam. Your theory paper must have at least five (5) references other than the text. Use the APA reference manual for format. The paper should be five (5) typed, double-spaced pages in length. More information on the paper will be forthcoming. **(100 points)**

Extra Credit. Extra credit will be available throughout the course of the semester. Extra credit opportunities will take place in class and will be announced prior to the beginning of the activity/assignment. If you are not in class on a day when an extra credit opportunity occurs, you will NOT be allowed to make it up.

Academic Dishonesty. Any student who cheats or plagiarizing on any coursework will receive a grade of “zero” on the work in question. In addition, a report regarding the academic dishonesty will be given to all appropriate ARCC officials.

The concept of plagiarism can be confusing, and there is a difference between deliberate and accidental plagiarism. However, both will be treated the same in this course. Plagiarism defined: "Plagiarism includes the copying of the language, structure, ideas, and/or thoughts of another and passing off same as one's own, original work, or attempts thereof." (from Virginia Tech Honor System Constitution, February 1998). If plagiarized work is suspected and proven, the student will receive a 0 for the assignment and is subject to sanctions outlined in the Student Code of Conduct.

A Note on Classroom Behavior. I expect all students to conduct themselves in a professional manner. Students should be on time to class. If you need to come into class late, do so in a quiet and discreet manner and sit in the back of class. **Cell phones should be turned off or placed on silent mode and put away during class time.** Cell phones, iPods or other electronic devices are not permitted in the classroom during exams. Disruptive behavior of any sort will not be

tolerated. If I believe that a student is acting in a way that disrupts my ability to teach or other student's learning, I will not hesitate to have that student removed from the classroom. Please see attached sheet on classroom civility.

### Important Note

Please contact the instructor if you have any difficulties that may interfere with any of the course requirements. Modifications can be made to accommodate individual needs. In addition, students who may need special considerations due to a disability should make an appointment to meet with the instructor at the beginning of the course to discuss any necessary modifications. *The instructor is committed to complying with Section 504 of the Rehabilitation act of 1973.*

### Grading Procedure:

Examinations	(4 @ 50 points)	200 points
Homework Assignments	(10 @ 10 points)	100 points
Final Paper		100 points
Class participation		80 points
Extra Credit		(10 points)
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Total Points Possible		480 points

Grades will be assigned based on a percentage of total points earned:

A	90-100
B	80-89
C	70-79
D	60-69
F	≤ 59

ED PSYCH Schedule of Course Assignments:

Date	Topic	Assigned Readings	Material Due
08/26	Introductions & Course Overview	None	None
08/28	Becoming an Expert Teacher	Ch. 1	Homework 1
09/02	Diversity in the Classroom	Handout	
09/04	Individual Differences: Cognitive	Ch. 4	
09/09	Individual Differences: Cognitive	Ch. 4	Homework 2
09/11	Individual Difference: Exceptionality	Ch. 5	
09/16	Individual Difference: Exceptionality	Ch. 5	Homework 3
09/18	<b>Exam 1</b>		
09/23	Cognitive Development	Ch. 2	
09/25	Cognitive Development	Ch. 2	Homework 4
09/30	Cognitive Approaches to Learning	Ch. 8	
10/02	Cognitive Approaches to Learning	Ch. 8	Homework 5
10/07	Thinking and Problem Solving	Ch. 9	
10/09	Thinking and Problem Solving	Ch. 9	Homework 6
10/14	<b>Exam 2</b>		
10/21	Behavioral Approaches to Learning	Ch. 7	
10/23	Behavioral Approaches to Learning	Ch. 7	Homework 7
10/28	Library Instruction		
10/30	Library Instruction		Homework 8
11/04	Motivating Students	Ch. 10	
11/06	Motivating Students	Ch. 10	Homework 9
11/11	<b>Exam 3</b>		
11/13	Classroom Management	Ch. 11	
11/18	Classroom Management	Ch. 11	Homework 10
11/20	Standardized Testing	Ch. 13	
11/25	Standardized Testing	Ch. 13	Homework 11
11/27	<b>THANKGIVING---NO CLASS</b>		
12/02	Classroom Assessment	Ch. 14	
12/04	Classroom Assessment	Ch. 14	Homework 12
12/09	<b>Exam 4</b>		
12/11	Final Paper Conferences		
<b>THE FINAL PAPER WILL BE DUE AT THE START OF THE SCHEDULED FINAL EXAM TIME FOR THIS COURSE.</b>			