

San José State University
Lurie College of Education
Department of Elementary Education
EDEL 102 – Foundations of Psychology in Education Class
Number 44258, Section 40
Fall 2009

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Office hours: Tuesdays 2:00-3:30 and by appt.
Class days/time: Tuesdays 4:00-6:45
Classroom: Sweeney Hall 433
Course URL: <http://www.sjsu.edu/faculty/marachi/102>

Course Description and Goals

Course Rationale and Description

The course Psychological Foundations in Education is designed to introduce students to theory, concepts, research, and practice in the application of psychology to education. The emphasis of the course is applying psychological theory to classroom settings to broaden your understanding of how students learn and develop. Major topics include theories on learning, cognitive and social development, student motivation, classroom management, and assessment. We will also discuss many current issues as they relate to research and practice in educational psychology. Students will be challenged to think critically about the intersection between psychology and education and will have the opportunity to design instruction and strategies to enhance student learning and motivation. Although this is not a methods course, the material we cover should provide valuable information for instructional decisions you will make as a classroom teacher.

Alignment with Lurie College of Education Vision and Mission

Vision: The Connie L. Lurie College of Education faculty hold that excellence and equity matter—that each is necessary, and neither is sufficient in the absence of the other. We are a learning community of practitioner/scholars in continuous development, dialogue and inquiry that enable us to revisit, review and revise our practice in response to changing circumstances and to model and inspire that dialogue for colleagues and students.

Mission: The mission of the Connie L. Lurie College of Education at San José State University is to prepare educators who have the knowledge, skills, dispositions and

ethics that ensure equity and excellence for students in a culturally diverse, technologically complex, global community.

Alignment with California Commission on Teacher Credentialing (CCTC) Teacher Performance Expectations (TPEs)

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 6: Developmentally Appropriate Teaching Practices

TPE 8: Learning about Students

TPE 9: Instructional Planning

TPE 11: Social Environment

For the full content of the language related to the TPEs, go to www.ctc.ca.gov/educator-prep/TPA-files/CandidateHandbook-AppendixA-TPEs.pdf

Student Learning Objectives

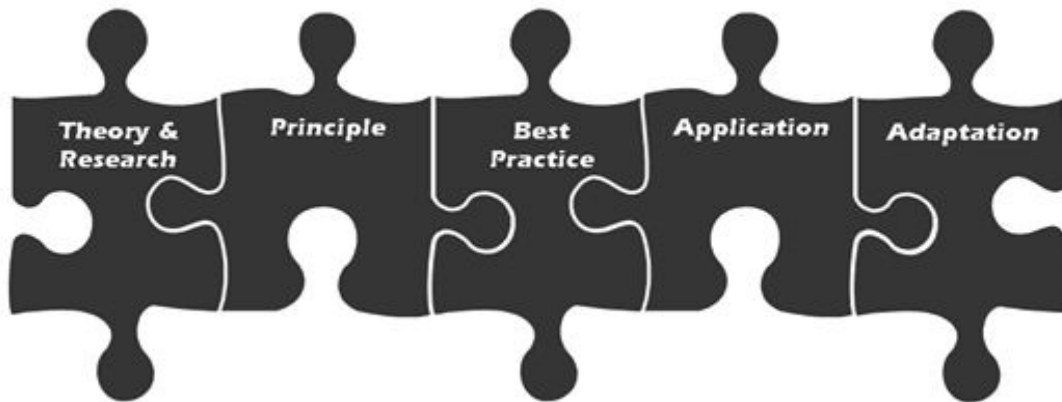
Course Content Learning Outcomes

- Upon successful completion of this course, students will be able to:
- Understand and explain the basic theories of learning and development.
- Apply the basic theories of learning and development to teaching youth in schools.
- Identify the psychological principles of education that lay behind commonly used models and strategies of teaching at the K-8 school level.
- Apply psychological principles to classroom materials (i.e. in textbooks, lesson plans, curriculum guides and Internet resources).
- Analyze lessons from the perspective of psychological theories of learning and development.
- Critique lessons for their implementation of educational psychology and research.
- Develop lessons that implement the principles of educational psychology.
- Use psychological principles as a means to develop more equitable learning activities for students from diverse backgrounds, including English language learners, and traditionally underrepresented groups.
- Reflect on the social and emotional development of students in the classroom.
- Develop strategies to promote student engagement in their own learning.

Course Equity Objectives:

- Use psychological principles to identify and examine sources of inequity in the classroom.
- Use psychological principles to reflect on prior beliefs about issues of equity in the classroom.
- Design learning activities that engage and support all learners.
- Develop lessons that use students' backgrounds and prior experience as the foundation of learning.

Course Objectives in Relationship to the Knowledge Base Continuum



The knowledge base continuum depicted above represents the cyclical process of the connection between theory and practice. While the content of this foundations course focuses heavily on the theory end of this spectrum, students will have many opportunities to actively explore the principles, best practices, applications, and adaptations that derive from the original theories. You are encouraged to refer to this continuum throughout the course and to offer ideas of how common practices may fit, be adapted, improved, or explained by this model.

Required Texts/Readings

Required texts

Textbook: Bohlin, L., Durwin, C.C., & Reese-Weber, M. (2008). *EdPsych Modules*. McGraw Hill Higher Education: New York. <http://www.mhhe.com> ISBN: 978-0-07-337850-3.

Esquith, R. (2007). *Teach Like Your Hair's on Fire*. New York: Penguin Books.

Course Reader: Course Readers are available at Maple Press, 481 San Carlos St., San Jose CA (408) 297-1000.

Format of the Course

The format of the course will vary from lecture and large group discussion to small group activities. As often as possible, I will include time into our class discussions to allow for reflection of how your experiences and observations as a student teacher relates to concepts we cover in class. I expect the classroom to be a dynamic interaction between all of us as teachers and learners. It is very important for the quality of the interaction and your preparation as a future professional that you come prepared to each session by reading the assignments. I encourage you to take risks and to share your ideas. Please also feel free to come and talk with me during my office hours. I am looking forward to working with you and will do my best to be available and responsive to any questions or concerns that you may have.

Course Policies

Responsibilities and Respect

In this course, as in this life, we all have responsibilities toward each other. I have found that my most successful classes are those in which we respect each other, and fulfill our mutual responsibilities. With that in mind, I offer my understanding of these responsibilities with the following assumptions. We will discuss them in the first week of class, and I hope that you will consult them throughout the course.

Assumptions I Make About You	Assumptions You Can Make About Me
<p>1. I assume that mutual respect will abound for all members of the class. Respect for the integrity of the course includes arriving to class on time, engaging to the best of your abilities, and communicating with me if you have any questions or concerns. I expect students to adhere to SJSU expectations about classroom behavior; see Academic Senate Policy S90-5 (http://www.sjsu.edu/senate/s90-5.htm) on Student Rights and Responsibilities.</p> <p>2. I assume that as a professional, you've made a conscious, informed choice to be a member of this class. This means that you have read the syllabus, and know the workload required. Based on university time/unit standards, on average, you should spend at least 9 hours per week on your own (reading, studying, doing observations, making notes, planning, working on assignments, etc.) for this class.</p> <p>3. I assume that students will come to class well- prepared with the reading, presentation, or writing assignments.</p> <p>4. I assume you will contribute to the class by sharing your personality, knowledge, skills and special expertise with the rest of us throughout this semester.</p>	<p>1. I will give you the respect that I ask you to give me and the other members of this class.</p> <p>2. I will be available to help you, but you must let me know that you need help. I will be available during my scheduled office hours and will do my best to return correspondence promptly.</p> <p>3. You can assume that I will be consistent and fair in the application of the course policies (see Evaluation/Grading section below for more details). I will grade fairly and responsibly, returning your assignments to you in a timely manner. Through the grading standards outline and assignment rubrics, I will let you know how I evaluated your work. Please be aware that completing the basic requirements of the paper does not guarantee a strong grade. I expect a high level of thought, analysis, logic, planning, revision, and reflection in each of the writing assignments.</p> <p>4. I will do my best to help you, but I cannot learn the material nor do the work for you.</p> <p>5. I will be receptive to and encourage constructive comments about my teaching and the course.</p> <p>6. I will approach this course with enthusiasm and put forth my best effort to make it a rewarding and meaningful experience for all of us!</p>

Dropping and Adding

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found at http://www.sa.sjsu.edu/judicial_affairs You should be aware of the new deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

Your grade in this course will depend on your active participation during class time, completion of several written assignments, and a group presentation on a debate topic. Points will be awarded as follows:

Assignment	Total Points	Points earned
In-Class Participation (Rubric below + in class writing)	40	
*Observation/Application/Analysis Paper	40	
*Midterm	30	
*Debate presentation	40	
*Final	50	
TOTAL points available in class	200	

*Detailed information and rubrics for these assignments will be forthcoming. A grade of C or better on the Observation/Application/Analysis paper is necessary to earn a passing grade for the course.

The grading scale is as follows:

200 - 186 = A	179 - 176 = B+	159 - 156 = C+
185 - 180 = A-	175 - 166 = B	155 - 146 = C
	165 - 160 = B-	145 - 140 = C-

Evaluations and Grading Standards (cont.)

Work in this course will be evaluated based on the following characteristics:

Grade	Characteristics of Work Evaluated
<p>“A” Work: Outstanding/High Quality Roughly 90-100%</p>	<p>This work extends above and beyond average expectations of an assignment by demonstrating strong evidence of original thinking; excellent organization, capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.</p> <p>For written assignments:</p> <ol style="list-style-type: none"> 1. Responds fully to the assignment; Expresses its purpose clearly and persuasively; 2. Is directed toward and meets the needs of a defined audience; 3. Begins and ends effectively; 4. Provides elaborated supporting arguments, evidence, examples and details;

	<p>5. Is well-organized and unified;</p> <p>6. Uses appropriate, direct and inclusive language;</p> <p>7. Correctly acknowledges and documents sources;</p> <p>8. Is free from errors in grammar, punctuation, word choice, spelling and format;</p> <p>9. Maintains a level of excellence throughout, and shows originality and creativity in demonstrating #1 through #7 above.</p>
<p>“B” Work: Satisfactory Roughly 80-90%</p>	<p>This work demonstrates an adequate grasp of subject matter, some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; and evidence of familiarity with the literature. For written assignments: Demonstrates 1) through 9) above well, but not fully and completely.</p>
<p>“C” Work: Revision required Roughly 70-80%</p>	<p>This work demonstrates minimal evidence of familiarity with subject matter and/or minimal evidence that critical and analytic skills have been developed. For written assignments: Minimally demonstrates elements of 1) through 9). Contains several serious errors or flaws, or many minor ones. A “C” assignment in this course often looks and reads like a first draft.</p>

Late Assignments & Paper Format

I know how hard you work to finish papers on time. In order to be fair to students who submit work in a timely manner, late papers will result with a minor penalty. Late assignments will be accepted if the student has made arrangements in advance of the due date with the instructor. Late assignments lose 5% of their value for each class session that they are late. No credit will be issued for missed work, that is, work that is not submitted. I will make an attempt to read the papers ‘blind’ so request that you not include any identifying information on the front page, rather write your name lightly in pencil on the back of the last page of the paper you turn in.

Absences

Attendance is a required and important element of your participation in the class. It is understandable that throughout the semester a student may have an extenuating circumstance or absence that is absolutely unavoidable, however because of the limited number of course sessions, if more than two class sessions are missed, this will require discussion/consultation with the professor as it would significantly impact your ability to participate in the learning that occurs in the class discussions. Please contact me by email if you anticipate missing class and be sure to contact a peer in the class to stay current with the content, announcements, and course updates.

Active Participation

Active participation is an important part of learning in this class. Your participation grade will be based on your contributions to discussions and thoughtful completion of miscellaneous assignments (e.g., at the beginning of class, you may be asked to write about your understanding/ reaction to a topic covered in that day's readings). In order for us to have a dynamic, lively learning environment, I would like to see participation from everyone.

The best way to learn this material in a meaningful way is to contribute ideas in discussions, pose questions, and be sincerely engaged in the learning process. Please come to class prepared with at least one question or comment about the reading for that week. Classroom participation will be evaluated using the following rubric:

+ Excellent participation

Active, enthusiastic involvement in class discussions and activities

Using understanding of course materials to explain or support comments

Asking thoughtful questions relevant to course materials

Promoting discussion through engaged listening and encouraging responses from classmates without dominating the conversation

Valuably contributing to small group discussions and keeping group on task

Mindful completion of written tasks

✓ Acceptable participation

Actively listening during discussion

Demonstrating some understanding of course materials

Participating in small group activities

Demonstrating some understanding of course content in written responses

0 Unacceptable participation

Failing to attend class

Attending class, but not being physically or cognitively engaged (e.g. not listening nor attempting to participate in class discussions or small group activities, reading newspapers, working on other work, etc.)

Making non-constructive comments during discussion

Attempting to distract others or redirect class discussion off topic

Little or no thought given in written responses

Department of Elementary Education Writing Workshop

The department now offers an Academic Writing Workshop for students who need or desire support with their academic writing. Based on your written work in this class, your instructor may recommend your participation in this workshop. If you wish, you may choose to participate in the Academic Writing Workshop even if your instructor does not recommend you. For more information, contact Dr. Katharine Davies Samway at kdsamway@comcast.net.

University Policies

Academic integrity

Students are expected to be familiar with the University's Academic Integrity Policy. Please review this at http://sa.sjsu.edu/student_conduct. "Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical development."

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. "If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors."

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor well in advance of the exam date.

Student Technology Resources

Computer labs for student use are available in the new Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The Learning Assistance Resource Center is located in Room 600 in the Student Services Center.

SJSU Writing Center

The SJSU Writing Center is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers.

EDEL 102 / Foundations of Psychology in Education

Course Schedule

Week	Date	Topic	Reading & Debate Schedule
1	Aug. 25 th	Introductions, Syllabi, Course Overview	
2	Sept. 1 st	Teaching and Educational Psychology	Module 1, p.7-19 Hair's on Fire: Ch. 1,2
3	Sept. 8 th	Cognitive Development – Piaget & Vygotsky <i>How do theories explain/conceptualize students' cognitive abilities?</i>	Module 7, p.119-132 Hair's on Fire: Ch. 3,4
4	Sept. 15 th	The Brain & Development <i>How can research about brain function inform effective teaching practices?</i>	Module 6, p.102-116 Hair's on Fire: Ch. 4,5
5	Sept.22 nd	SJSU MANDATORY FURLOUGH DAY Group work on Debates	Hair's on Fire Ch. 6-9
6	Sept. 29 th	Information Processing Theories <i>What are the processes by which students construct knowledge? How can we best plan our lessons to maximize student learning?</i>	Module 11, p. 186-203 Bohlin Pages 241, 360, & 502 CONSTRUCTIVIST DEBATE Hair's on Fire Ch. 10,11
7	Oct. 6 th	Bloom's Taxonomy - Higher Order Thinking Skills What activities can we plan to encourage higher order thinking skills?	Bohlin Pages 241, 360, & 502 WHOLE LANGUAGE DEBATE Hair's on Fire Ch. 12,13

Week	Date	Topic	Reading & Debate Schedule
8	Oct. 13 th	Behavioral Learning Theories <i>What are the short and long term effects of rewards, reinforcements, and punishment on learning?</i>	Module 9: 160-165 Module 15: 266-276 REINFORCEMENT DEBATE Hair's on Fire Ch. 14
9	Oct. 20 th	MIDTERM	
10	Oct. 27 th	Social Cognitive Theories <i>How do students make decisions about learning based on prior experiences?</i>	Module 10: 176-184 + Module 17: 296-310 SELF-ESTEEM DEBATE Hair's on Fire Ch. 15
11	Nov. 3 rd	Cognitive Theories of Motivation <i>How do students' perceptions about learning impact their motivation?</i>	Module 16, p.278-293 Hair's on Fire Ch. 16
12	Nov. 10 th	Emotions in Learning & Motivation <i>How do emotions affect learning and motivation? What 'gets in the way' of optimal cognition and performance?</i>	Module 4: 63-73 Module 2, p. 31-42 BILINGUAL EDUCATION DEBATE Hair's on Fire Ch. 17
13	Nov. 17 th	Bio-Ecological Systems Theory <i>How do the various contexts in students' lives impact their development/learning?</i> Observation/Analysis/Application Paper DUE	Module 2, p.31-44 PAPER DUE Hair's on Fire Ch. 18
14	Nov. 24 th	Student Behavior & Learning Environments <i>How can I create an environment that inspires learning?</i>	Module 19, 340-356 Module 20, 357-371 ZERO TOLERANCE DEBATE
15	Dec. 1 st	Assessing Student Learning <i>How is student learning 'measured' or evaluated?</i>	Module 26, p. 466-480

Week	Date	Topic	Reading & Debate Schedule
16	Dec. 8 th	Course Wrap-Up & Review	
17	MONDAY Dec. 14th	FINAL “Learning Festival” 2:45-5:00 PM	