

Course Syllabus  
 Rhode Island College  
 Feinstein School of Education and Human Development  
 Department of Counseling, Educational Leadership and School Psychology  
 Syllabus of record Edited 11/10

Course #: CEP 315 Educational Psychology  
 Credits: 4 credits

<b>COURSE INFORMATION</b>
---------------------------

<b>CEP 315 – faculty fall 08 to fall 10</b>			
	Sweeney, Walter	Adjunct	Ph.D.
	Parisi, Cathy	Adjunct	CAGS- School Psy
	Dingley, Melissa	Adjunct	CAGS-School Psy
	Walsh, Zachary	Adjunct	Ph.D.
	Allessi, Philip	Adjunct	CAGS-School Psy
	Myers, Kevin	Adjunct	Ph.D.
	Heard, Kenneth	Adjunct	Ph.D.
	Torem, Christopher	Adjunct	CAGS Mental Health
	Weaver-Paquette	Adjunct	CAGS-School Psy
	Capone, Marguerite	Adjunct	Ph.D.
	Dowd-Eagle, Shannon	Full time	Ph.D.

**Course Description**

*CEP 315: Educational Psychology:* Learner-centered psychological principles and research findings are analyzed. Emphasis is on the characteristics of the learner and the nature of developmentally responsive pedagogy. (4 credit hours) Prerequisites are FNED 346, admission into a teacher education program, or consent of the department chair.

**Expanded Description**

Educational Psychology is a course that traverses two academic disciplines: psychology and education. As a trans-disciplinary field, it will be our goal to understand which factors influence learning in the classroom and throughout the lifespan. We will also explore how we can utilize principles that have been revealed through the psychology of education in a way that will inform us as prospective teachers. As the college catalog notes, this is a course in which psychological theories and research findings are analyzed as they apply to classroom situations. Emphasis is on both the characteristics of the learner and the nature of effective teaching.

This course is designed to provide undergraduate students an introduction into the field of educational psychology in order to prepare them to become reflective practitioners. The course focuses on four broad areas including: Human development and learner differences, Cognitive and learning processes, Student motivation and the learning environment, and Assessment

**Relationship of this course to Professional Preparation**

Educational psychology is a course typically taken concomitantly with ELED 300 in the sequence of professional preparations, and as such, its content serves as a theoretical foundation for applied courses in teaching. *Students are required to earn a grade of B- or better in order to continue into the various teacher education programs.*

## **Relationship of this course to the Conceptual Framework of the Feinstein School of Education and Human Development (FSEHD)**

The guiding principle of the course is to develop students to become reflective practitioners, who *plan, analyze, and reflect* on their learning. The course aims to provide a foundation for best professional practice by instilling basic knowledge of human development and learning theories, theoretical and practical grounding in pedagogy, sensitivity and responsiveness to human diversity, culture and use of technology for professional development.

### **COURSE TEXTS AND MATERIALS**

#### **Required Text:**

Woolfolk, Anita. (2007). *Educational Psychology, 11th edition*. Boston: Pearson.

### **COURSE OUTCOMES:**

Upon completion of the course, it is expected that students will be able to:

1. *Recognize* the significance of educational psychology in the fields of teaching, counseling, and psychology
2. *Identify* major theories of cognitive, personal, emotional, and moral development
3. *Relate* theories of development to teaching and learning so that students are able to create developmentally and professionally appropriate instructional sequences and materials in the process of becoming reflective practitioners
4. *Develop awareness* of, *sensitivity* to, and *responsiveness* to learner differences, culture and human diversity and reflective practice
5. *Identify* definitions of learning from the perspective of a variety of learning theories
6. *Describe* and *apply* the major principles of classical and operant conditioning, social learning theory, and cognitive views of learning
7. *Demonstrate an understanding* of these principles of learning in terms of their impact upon classroom learning and teaching
8. *Recognize* various models for conceptualizing motivation
9. *Utilize* concepts in motivation theory *for designing* learning environments and instructional sequences in a manner that facilitates effective teaching and learning
10. *Identify* basic principles of tests and measurements and *relate* them to valid forms of assessment and performance in the classroom
11. *Recognize* alternative forms of assessment, including portfolio and performance assessment
12. *Utilize* a variety of assessment techniques appropriate to diverse learners and accommodate socio-cultural differences that affect learning.



"Is this test to find out what I know, or to find out what I don't know?"

## COURSE REQUIREMENTS AND EVALUATION

There will be **2 Examinations** that will test your understanding of concepts, theories, and knowledge in the field of educational psychology. Each examination is worth 10% of your grade (for a total of 20%). The examinations will consist of multiple choice questions that might be similar to material you would find on the Praxis exam as well as application-type essay questions. *\*Note: It is essential that you take exams on the day that they are given. You may not be excused from exams except in the most unusual and well-documented situations.*

There will be a **Final Examination** that will assess your cumulative understanding of course concepts via the analysis of multiple choice and case studies. The format of this final exam will be similar to the format of the PLT (the final exam is worth 20% of your grade).

You will be expected to respond to **2 Case Studies** using the theories and concepts presented in educational psychology. Each Case Study will be worth 15% of your grade (for a total of 30%). You are expected to complete the case study according to directions and to submit it **on time**. *One of the case studies (Case #1) will require that you utilize an electronic source in your analysis.*

**Teacher Interview:** you will be provided with an adolescent or elementary-appropriate scenario and you will be expected to develop a set of interview questions from this scenario. You will then conduct an interview with an experienced teacher and write a document about your findings. This written work will be graded according to a rubric and is worth 15% of your grade. (see directions for the teacher interview)

**Cooperative Group Activity and Participation/Class Attendance** are required. You will be expected to attend every class and participate in class discussions and assigned cooperative group activities. This will be worth 15% of your grade.

Summary Assessment/Assignment Weights:

Description	Weight
Examinations*	20%
*Examination #1=10%	
*Examination #2=10%	
Final Exam	20%
Case Studies*	30%
*Case Study #1=15%	
*Case Study #2=15%	
Teacher Interview (Key Assessment)	15%
Cooperative Group Activity and Participation/Class Attendance	15%
Total	100%

Alignment of Course Requirements with....

Performance Assessment Description	Conceptual Framework	RIPTS	Course Outcomes
Examinations	Knowledge Diversity Pedagogy	1,2,3,9	1-5,10,12
Case Studies	Knowledge Diversity Pedagogy	1,5,6	2,6,8,10
Teacher Interview	Knowledge Diversity Pedagogy	1,5,6	2,7,11
Cooperative Group Activity and participation/ Journaling /attendance	Professionalism	4,7, 8,10,11	4,6,7,9,12

**COURSE EVALUATION**

**How Grades are determined:**

Grades are based on a break down of points, with 100 being the highest number of points possible:

A =	100 - 94 points	B+ =	87 - 89 points	C+ =	77 - 79 points	D=	60-69 points
A- =	90 - 93 points	B =	84 - 86 points	C =	74 - 76 points	F=	60 and below
		B- =	80 - 83 points	C- =	70 - 73 points		

## References

- Charney, R. S. (1992). *Teaching Children to Care: Management in the responsive classroom*. Greenfield, MA: Northeast Foundation for Children.
- Csikszentmihalyi, M (1997). *Finding flow: The psychology of engagement with everyday life*. New York: Basic Books.
- Edelman, M. W. (1992). *The Measure of our success: A letter to my children and yours*. New York: HarperCollins.
- Elkind, D. (1988). *The Hurried Child: growing up to fast too soon*. New York: Addison Wesley.
- Fox, H. (2001). *When race breaks out: Conversations about race and racism in college classrooms*. New York: Peter Lang Publishing, Inc.
- Glasser, W. (1986). *Control theory in the classroom*. New York: Harper and Row.
- Greene, R. W. (2001). *The explosive child: A new approach for understanding and parenting easily frustrated, chronically inflexible children, 2<sup>nd</sup> edition*. New York: Harper Collins.
- Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Books.
- Guthrie, R. V. (2004). *Even the Rat Was White: A Historical View of Psychology, 2<sup>nd</sup> Ed.* Boston: Allyn & Bacon.
- Hartmann, T. (1993). *Attention Deficit Disorder: A different perception*. Grass Valley, CA: Underwood Books.
- Hoff, K. E., Doepke, K., & Landau, S. (2002). Best practices in the assessment of children with attention deficit hyperactivity disorder: Linking assessment to intervention. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology IV*. (pp. 1129-1150). Washington, DC: National Association of School Psychologists.
- Knoff, H. M. (1988). Effective social interventions. In J. L. Graden, J.E. Zins, & M. J. Curtis (Eds.), *Alternative educational delivery systems: Enhancing instructional options for all students*. (pp. 431-453). Washington, DC: National Association of School Psychologists.
- Kozol, J. (1992). *Savage inequalities: Children in America's schools*. New York: Harper.
- Publication Manual of the American Psychological Association (5<sup>th</sup> edition)*. (2001). Washington, DC: American Psychological Association.
- Rathvon, Natalie (1999). *Effective school interventions: strategies for enhancing academic achievement and social competence*. New York: Guilford Press.

### WEBSITES OF INTEREST

US Department of Education	<a href="http://www.ed.gov">www.ed.gov</a>
Center for Effective Collaboration and Practice	<a href="http://cecp.air.org/fba/">http://cecp.air.org/fba/</a>
National Association of School Psychologists	<a href="http://www.nasponline.org">www.nasponline.org</a>
American Psychological Association	<a href="http://www.apa.org">www.apa.org</a>
American Educational Research Association	<a href="http://www.aera.net">www.aera.net</a>
National Assc. for the Education of Young Children	<a href="http://www.naeyc.org">www.naeyc.org</a>
Internet Public Library-Culture Quest	<a href="http://www.ipl.org/div/kidspace/cquest">www.ipl.org/div/kidspace/cquest</a>
Library of Congress-Country Studies	<a href="http://lcweb2.loc.gov/frd/cs/cshome.html">lcweb2.loc.gov/frd/cs/cshome.html</a>
No Child Left Behind	<a href="http://www.nclb.gov">www.nclb.gov</a>
National Association of Bilingual Education	<a href="http://www.nabe.org">www.nabe.org</a>
Assistance with APA Formatting (for referencing)	<a href="http://owl.english.purdue.edu/owl/resource/560/01/">http://owl.english.purdue.edu/owl/resource/560/01/</a>

### \*\*\*\*\*NOTE\*\*\*\*\*

Rhode Island College is committed to making reasonable efforts to assist individuals with documented disabilities. If you are seeking reasonable classroom accommodations under the Americans with Disabilities Act, and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with the Student Life Office. The S.L.O. is located in Room 127 in Craig-Lee hall. Phone is 456-8061. To receive academic accommodations for this class, please obtain the proper S.L.O. forms and meet with me at the beginning of the semester.