

EDUCATION 155Z: EDUCATIONAL PSYCHOLOGY

Wednesday January 18th-Wednesday April 26th 2006

Class Time: 6:30-9:30 P.M.

Mr. Arthur Feinberg-Adjunct Professor

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COURSE DESCRIPTION

Educational Psychology is a course designed to guide the student to understand and apply the concepts and principles relating to the psychological aspects of teaching and learning. Our focus is on the process by which information, skills, values, and attitudes are transmitted from teachers to students in the classroom. Topics included in the course are human development, student variability, theories of learning and motivation and methods of evaluation. Current trends and issues in the field is an important component.

COURSE TEXT

Woolfolk , A.[2005]. Educational Psychology , Ninth Edition. Boston:Pearson/Allyn& Bacon

Students are expected to complete all reading assignments in the text prior to the class in which a particular topic is scheduled for discussion. Students are expected to bring the text to each class session.

COURSE OBJECTIVES

-To identify the major stage theories of human development including those of Piaget, Erikson, Kohlberg, Vygotsky
-To identify and analyze physical, social, emotional and cognitive characteristics specific to gender, age, and grade levels
-To describe the assessment of student variability with the focus on the nature and measurement of intelligence, including theories of Gardner, Wechsler, and Sternberg
-To characterize types of individual exceptionalities and adapt instruction to meet the diverse needs of students
-To identify special education students through their I.E.P.'s and to have a greater understanding of "exceptionality" as it pertains to the classroom.
-To demonstrate an understanding of information processing and the impact of memory on learning

CLASS SCHEDULE FOR THE SEMESTER

Date	Topics	Assignments Due
Jan 18	Organization/Course Requirements/ Cluster 1	Chapters 12 and 13
Jan 25	Cluster 2	T.B.A.
Feb 1	Cluster 3	T.B.A.
Feb 8	Cluster 4	T.B.A.
Feb 15	EXAM #1 / Cluster 5	T.B.A.
Feb 22	Cluster 5 , 6	T.B.A.
March 1	Clusters 7	T.B.A.
March 8	Spring Break	T.B.A.
March 15	Cluster 8	T.B.A.
March 22	Cluster 9	T.B.A.
March 29	EXAM #2	
April 5	Cluster 10	Topic Study #1
April 12	Cluster 10 & Cluster11	Topic Study #2
April 19	Cluster 11 & Cluster 14	Topic Study #3
April 26	Cluster 14 & Review	Topic Study #4
May 3	EXAM #3	

EVALUATION POLICY

Each assignment will be given a letter or numerical grade based on a 100-point scale, and will have the following weight when determining your final course grade:

3 Exams	20% each (total 60%)
Topic Study Presentation	25%
Homework & Journal Entries and field experience	15%

The following grade conversions will be used in determining your recorded letter grade for the course:

94 – 100 = A	74 – 76 = C
90 – 93 = A-	70 – 73 = C-
87 – 89 = B+	67 – 69 = D+
84 – 86 = B	64 – 66 = D
80 – 83 = B-	60 – 63 = D-
77 – 79 = C+	0 - 59 = F

COURSE REQUIREMENTS

EXAMS

Three exams will be given on or about the dates indicated on the reading/topic schedule. These will consist of several essay questions as well as short answer questions, multiple choice, and/or true/false and matching questions.

TOPIC STUDIES

Students will be divided into small groups and orally present an instructor prepared “topic” to the class. Each group will prepare a written response to share along with your oral presentation. A copy of your prepared outline will be shared with your instructor. Each group should defend the “topic study” and respond to class members who may question any aspect of the “topic.” Part of your presentation should be text supported with the majority being “referenced supported.” The “topic study” presentation should be approximately one hour in length. The length of your written outline is entirely up to your groups’ discretion.

FIELD EXPERIENCE/JOURNAL ASSIGNMENTS

Your cooperating teacher’s evaluation of your performance in your field experience will be calculated into your final grade. However, an unexcused absence from the field experience will result in termination of the experience and a grade of “F” for the course. The evaluation will be placed on file for consideration by the Teacher Education Committee if you apply to the teacher certification program.

You should create a journal entry for each visit you make to your classroom. I want you to note teaching style, lesson content, and student responses. Also, comment on classroom management techniques and any observations or questions you may have. Often journal entries may correspond to the specific topic(s) discussed in class.

For each class from the first visit (Feb 13th) to the last week of your “field experience” you are to bring your word processed journal entry to class for my review. Upon return of each week’s journal entry you should maintain them in a three-ring binder.

Each week’s entry will be headed as follows:

(Your name)
ED 155Z Mr.Feinberg
Journal Entry #
School: (school name)
Grade: (grade and/or subject)

Date Submitted: (date)

SCHOOL BOARD MEETING

You are required to attend school board meeting in any school district. It will be advisable to attend this meeting in the district of your field experience whenever possible. We will discuss in further details my expectations of your observations and your additional journal entry.

ACCOMMODATIONS

Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Learning Services Office as soon as possible to enhance the likelihood that such accommodations are implemented in timely fashion.

POLICY ON ACADEMIC HONESTY

Recognized standards of honesty are part of the foundation on which the integrity of an academic community rests. Accordingly, the Moravian College Faculty in 1986 adopted a statement on academic honesty, the standards of which will be strictly applied in this course. You are encouraged to read carefully the description of this policy, which is printed in your Student Handbook. If you are unsure about the propriety of a given procedure or approach for completing assigned work in this course, please consult with me before completing the assignment. Any breach of the College's honesty code will constitute grounds for the assignment of a failing grade in the course.