

MORAVIAN COLLEGE

ED 155 & PS 155: EDUCATIONAL PSYCHOLOGY

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Evaluation Policy

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

Attendance/Participation	10%
Case Studies (4)	30%
2 Oral Quizzes	10% (5% each)
Classroom Management Plan	10%
Instructional Approach/Lesson Plan	10%
Field Analysis/Coop's Evaluation	20%
Final Exam	10%

Class Attendance/Participation

Attendance will be taken in class. It is essential that you attend each and every class (unless in the case of illness or emergency) because of the nature of the course. The final grade relies heavily on class discussion and interpretation of the course material. All reading is to be done outside of class and students should come to class prepared to discuss what they have read. The case study portion of the course makes it essential that you do your best to attend all classes and be prepared to discuss assigned readings. Each unexcused absence will lower your attendance and participation grade by the equivalent of one grade. One unexcused absence, for example, will result in an attendance grade of B; two unexcused absences give an attendance grade of C, etc. Failure to attend class will also result in the lowering of your Case Study grade.

Case Studies

Students will be divided into small groups of about four students.

Each group will be handed a case study on **two** separate occasions. In addition, each group will be expected to **write two** case studies that reflect a topic that will be presented in class. The case studies may be based on an actual student that is being observed in the

field study or may simply be based on a fictitious situation. Students will be expected to work together in order to apply learned information to the case studies. They will do this by reading/composing the case study as a group, analyzing the case together, and by applying what they have learned in order to help remedy the presented situation. Students in each group will take turns organizing and presenting a written essay to the class regarding the assigned case. One copy for each student in the class should be made prior to class. During class, each group will hand out their case study and essay to class members. The group members will first present the case and then will facilitate a classroom discussion regarding the case. Group members may be asked to defend their rationale; it is essential the remedy to the situation be based on proven theory that is presented in the text. The entire case presentation should not exceed fifteen minutes per group.

Quizzes/Exams

Two oral quizzes will be given on or about the dates indicated on the reading/topic schedule. A review sheet outlining important information will be handed out prior to each quiz and the final exam. Students will be expected to study and know important concepts outlined on the review sheet.

The final exam will be administered during exam week and will be comprehensive.

Classroom Management Plan (Individual Presentation)

Each student will be expected to write and present a classroom management plan according to the grade level and content area he/she plans to pursue.

Instructional Approaches

Each student will teach a lesson based on a particular instructional approach (as outlined in the text). This is a chance for the student to develop his/her own dynamic lesson and to teach the class about the different approaches to instruction in a unique way. Please be creative!

Field Analysis (Journal)/Field Experience Evaluation

Your field analysis is to be completed over the course of the field experience. This analysis is not intended to be a simple, anecdotal journal or log (“Today I conducted a spelling lesson.....”), but rather a thoughtful discussion of how concepts, principles and theories discussed in this class relate to practical experience and observation. Each week, a new topic will be presented for analysis. Journals will be checked periodically as outlined in the syllabus.

Your cooperating teacher’s evaluation of your performance in your field experience will be calculated into your final grade. 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.

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.**

ED 155 & PS 155: Educational Psychology

Reading and Topic Schedule

Spring, 2007

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| Thursday, January 18: | Introduction, Overview, and Procedures
Chapter 1: Applying Psychology to Teaching
Chapter 15: Becoming a Better Teacher by Becoming a Reflective Teacher |
| Thursday, January 25: | Chapter 2: Stage Theories of Development
Chapter 3: Age-Level Characteristics
*video presentation/Frontline |
| Thursday, February 1: | Chapter 4: Understanding Student Differences
Handout – Gardner's Multiple Intelligence Theory
*video presentation/Gardner
*journal check – Group 1 |
| Thursday, February 8: | Case Study 1 – presentation
Chapter 5: Addressing Cultural and Socioeconomic Diversity: (food assignment)
Chapter 6: Accommodating Student Variability
*journal check – Group 2 |
| Thursday, February 15: | Quiz 1
Chapter 7: Behavioral and Social Learning Theory
Preparation for Instructional Approaches project
*journal check – Group 3 |
| Thursday, February 22: | Chapter 8: Information Processing Theory
Chapter 9: Constructivist Learning Theory, Problem Solving and Transfer
Chapter 10: Approaches to Instruction |

	*journal check – Group 1
Thursday, March 1:	Case Study 2 - presentation Chapter 9: cont. *journal check – Group 2
Thursday, March 8:	Spring Break
Thursday, March 15:	Instructional Approaches -- presentation Preparation for “Developing a plan for your classroom” Chapter 12: Classroom Management *journal check – Group 3
Thursday, March 22:	Quiz 2 Chapter 11: Motivation Individual Presentations *journal check – Group 1
Thursday, March 29:	No class, attend 3/21 presentation – journal entry. Chapter 13: Assessment of Students *journal check – Group 2
Thursday, April 5:	Chapter 13: cont. Classroom Mgmt Plan presentation *journal check – Group 3
Thursday, April 12:	Case Study 3 - presentation Chapter 14: Understanding and Using Standardized Tests *journal check – Group 1
Thursday, April 19:	Chapter 14: cont. *journal check – Group 2
Thursday, April 26:	Case Study 4 - presentation *journal check – Group 3 Final class -- final comments, exam procedures, etcetera... Hand in all outstanding journal assignments

***A Final Exam will be scheduled.**