

## Syllabus

### EDU 504-01: Psychological Foundations of Education

Rollins College

Fall Term 2007 (August 27 – December 14)

Thursdays 4:00 – 6:30 PM

Cornell Social Sciences – Room 232

Instructor: Joanne Vogel, Ph.D.  
Phone: (386) 804-7311  
E-mail: dr.joanne.vogel@comcast.net

Office Hours: By appointment  
FAX: (386) 753-0476

#### Course Description:

This course presents an application of psychological principles to learning by children and adolescents in school contexts. Special topics include child and adolescent development, human motivation, and implications for teaching strategies.

#### Course Objectives:

Upon successful completion of this course, a student will be able to do the following:

1. Identify key theories and approaches in the field of educational psychology and describe their contribution to an understanding of child-rearing and education;
2. Analyze and synthesize the major principles and concepts derived from research in learning theory to the identification, selection, and solution of problems that you will encounter in many of your life roles (e.g., student, teacher, parent, consumer) (ETEP 4.1);
3. Describe key issues and controversies in educational psychology;
4. Understand the personal, cultural, and historical experiences of learners from a variety of socioeconomic and ethnic backgrounds (ETEP 7.2);
5. Use principles derived from learning theories to design and evaluate curricula that emphasize developing students' critical thinking, problem solving, and academic performance (ETEP 1.1);
6. Appreciate the cognitive processes involved in academic learning and the nature of learning (ETEP 4.3);
7. Formulate teaching strategies appropriate to the level and content of instruction;
8. Create effective instruction to address diverse learning styles (ETEP 4.4);
9. Anticipate student needs at various developmental levels with an appreciation for cognitive, social, emotional, psychological, physical, and linguistic development (ETEP 7.1);
10. Recognize various obstacles that may affect traditional development while addressing the needs of students with disabilities or other developmental issues (ETEP 5.3);
11. Ensure respect for diverse points of view and independent thinking (ETEP 6.3);
12. Motivate and encourage students while cultivating their desire for continued learning (ETEP 2.1; 7.4);
13. Provide constructive feedback to students and others in an effort to mold behavior while improving or maintaining motivation (ETEP 2.3; 11.1);
14. Reflect on theories, activities, and classroom experiences while using such observations to improve the classroom environment (ETEP 3.1).

#### Course Texts and Required Reading:

Csikszentmihalyi, M. (1997). *Finding flow: The psychology of engagement with everyday life*. New York: Basic Books.

Gardner, H. (1998). *Extraordinary minds: Portraits of four exceptional individuals and an examination of our own extraordinariness*. New York: Basic Books.

Johnson, S. (2004). *Mind wide open: Your brain and the neuroscience of everyday life*. New York: Scribner.

### **Course Structure:**

The instructional format of this course utilizes a combination of short lectures, discussion, role-plays, experiential activities, videotapes, small group activities, and class presentations (ETEP 9.4). It is taught in a seminar format. Be sure to complete the assigned reading before each class. Class discussions are an important part of EDU 504. You are encouraged to engage in class dialogue by sharing your own perspective (ETEP 6.3). Your class participation will affect your grade.

### **Required Assignments and Learning Experiences:**

- 1. Class Attendance and Participation (60 points):** This class is based on a seminar format; therefore, class attendance is mandatory and participation is an important means by which you can demonstrate your grasp of the material. Only legitimate emergencies and illness are excused absences. If it is impossible to attend class, notify me as soon as possible. The final grade will be lowered one-half of a letter grade for each unarranged absence, and at least one letter grade for more than two absences. Students are responsible for all assignments, lectures, announcements, and class discussions even when not present. If you have a conflict with an exam date, speak with the instructor at least seven days prior to the exam.
- 2. Reflection Papers (100 points):** Several times during the semester, you will be assigned a question/topic or choice of questions/topics. You will be asked to write a two-page reaction, using the guidelines provided, in order to further your own understanding of key topics and issues. These will be submitted to the instructor as directed.
- 3. Flow Assignment (50 points):** Select three passages from *Finding Flow* that resonate with you. React to those passages in a 3-5 page paper or through other creative medium in order to illustrate why these hold special meaning to you.
- 4. Mid-term Examination (100 points):** The mid-term examination will cover information obtained through readings, lecture, classroom discussion, and other activities.
- 5. Movie Critique (100 points):** After watching the movie *Rushmore* (Anderson & Wilson, 1998), interpret this movie through the lens of psychosexual and psychosocial theory. Additionally, you may incorporate other theories and learning during class, as you wish, to strengthen the paper. Pay particular attention to how issues of identity are explored and resolved in this film. Avoid superficial interpretation since the film offers numerous examples of key concepts to explore on many levels and with many characters. Be sure to make abundant references to Freud, Erikson, and Marcia.
- 6. Final Project (200 points):** Create a PowerPoint presentation entitled Extraordinary Me using Gardner's book as a theoretical framework. In this presentation, trace the development of your own extraordinariness while making connection to Gardner's views of extraordinary development. Your show can take place in the past, present, or future (ETEP 4.3; 12.2).
- 7. Final Examination (100 points):** The final examination will gauge comprehensive understanding of course materials and concepts through multiple choice, short answer, and essay questions.

- 8. Extra Credit (25 points):** Students may choose to attend a workshop or conference about any educational or psychological issue. The seminar or training should be at least four hours in length, and the student will need to submit notes, documentation, outline, or other proof of attendance (ETEP 3.3).

Final grades will be based on a point accumulation basis. Students earn points via exams, class presentations, projects, papers, class participation, and other assignments. Points will be converted into a percentage score.

**Grading:**

Attendance and Participation	60 points	A = 94% - 100%
Reflection Papers	100 points	A- = 90% - 93%
Mid-term Examination	100 points	B+ = 87% - 89%
Movie Critique	100 points	B = 84% - 86%
Final Project	200 points	B- = 80% - 83%
Final Examination	100 points	C+ = 77% - 79%
Flow Assignment	50 points	C = 74% - 76%
.....		C- = 70% - 73%

**Schedule of Classes and Assignments:**

#	Date	Topic Area	Reading/Assignments Due
1	8/30	Introduction to Course	Begin Csikszentmihalyi
2	9/6	Bloom's Taxonomy of Higher Order Thinking	Reflection Paper Due
3	9/13	Piaget's Cognitive Developmental Theory	Bloom Assignment Due
4	9/20	Vygotsky's Sociocultural Theory of Development	Reflection Paper Due
5	9/27	Finding Flow	Flow Assignment Due
6	10/4	Freud & Erikson – Psychosexual/Psychosocial	Reflection Paper Due
7	10/11	<b>Mid-term</b>	
8	10/18	Miller's Relational-Cultural Theory/Feminist Theories	
9	10/25	Brain Based Learning	Johnson – Mind Wide Open Due
10	11/1	Self-Efficacy and Social Cognitive Theory	Reflection Paper Due
11	11/8	Trauma, Anxiety, and Stress	Reflection Paper Due
12	11/15	Rushmore	Movie Critique
13	11/29	Extraordinary Minds Activity/Discussion	Gardner – Extraordinary Minds Due
14	12/6	Summary and Review	Extraordinary Minds PPT Presentation
15	12/13	Final Examination	

**Policies and Procedures:**

**Respect for Individual Differences** – This classroom endorses a learning climate that respects diversity and individual differences and encourages the open-minded exploration of differences among individuals. It is not the expectation that all students think the same way, but while participating in this class, students will be accepting of differences and strive to understand how other peoples' perspectives, behaviors, and world views are different from their own.

**Penalty for late work** – Students will forfeit one letter grade (approximately 10% of the possible points) for any assignments turned in beyond the announced deadline.

**Instructor Availability** – If, at any time, you wish to discuss any issue related to the class with me,

particularly those related to your performance in this class please do not hesitate to contact me. I am very willing to arrange an appointment time with you. Please don't wait until it is too late to help make this course a successful and rewarding learning experience for you. Your suggestions and ideas are always welcome - both during class and outside of class.

**Incomplete Policy** – Please refer to the Rollins website for additional details. Students who are unable to complete course requirements within the time limitations of the semester are responsible for initiating an arrangement with the professor prior to the end of the term in order to receive an “incomplete.” A contract for completion must be submitted in writing specifying deadline dates. If the incomplete is not resolved by the end of the following term, the grade will convert to “F.”

**Academic Honor Code** – Membership in the student body of Rollins College carries with it an obligation and requires a commitment to act with honor in all things. Because academic and professional integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations. The following pledge is a binding commitment by the students of Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to all papers, quizzes, tests, lab reports, etc., the following handwritten abbreviated pledge followed by their signature:

***On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.***

Material submitted electronically should contain the pledge; submission implies signing the pledge.

**Students with Disabilities** – Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities. If you are a person with a disability and anticipate needing any type of academic accommodation in order to participate in this class, please make appropriate advance arrangements with the Rollins College Disability Services Coordinator located in the Thomas P. Johnson Student Resource Center.