COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations
PROGRAM AREA: Educational Psychology
COURSE: EDP 3310 – Educational Psychology
COURSE CREDIT: 3 Semester Hours
TERM/YEAR: Fall 2014
COURSE LOCATION: 200 Education
DAY/TIME: Tuesdays, 12:50-3:35
INSTRUCTOR: Dr. Rand Fakih
OFFICE HOURS: by appointment
TELEPHONE: 313-577-1614 (DEPARTMENT)
EMAIL: randfakih@wayne.edu

COURSE DESCRIPTION AND OBJECTIVES:

The purpose of this introductory educational psychology course is to introduce students to the psychological principles and theories that govern teaching and learning. We will first examine theories of child development with special focus on cognitive, social, and emotional aspects of development and discuss their implications for teaching. We will also review the three main philosophical frameworks under which learning theories fall; these include: behaviorism, cognitivism, and constructivism. Principles and theories related to motivation, classroom management, instruction, assessment, and individual and group differences, particularly as they relate to classroom practice will also be discussed.

Upon successful completion of this course, students will develop an understanding of:

1. how learners’ intellectual capacities, language, personal characteristics, moral reasoning, and socialization develop over time.
2. learning from behaviorist, social cognitive, and cognitive perspectives.
3. individual differences and how educational activities can be adjusted to meet the needs of different students.
4. effective instructional strategies and classroom management techniques.
5. basic principles of educational measurement.

REQUIRED TEXT:

EXAMINATIONS:

There will be three exams covering material presented in lectures and course readings. Each will be worth 100 points for a total of 300 points. The exams will be multiple choice, but an optional 5-point extra credit essay question will also be included. In studying for exams, it is important to know that a fair number of questions will ask that you consider the implications of what you have learned. Thus, the right answer comes from your own thinking and might not appear verbatim in the text. Short review sessions will be held on the last class meeting before the exam; I will happily answer specific questions during these sessions. Please study actively and prepare for the tests early. I do not grade on the “curve,” so you all have the opportunity to do well.

I require that exams be taken on the date listed or announced in class. Make-up exams will only be given to those who can document serious illness with a physician’s certificate or other truly exceptional circumstances. If a regular exam is missed, arrangements to take the make-up exam must be made in advance or within 48 hours of the missed exam date through e-mail contact only with the instructor. Failure to do so will result in a “0” score.

PROJECT:

All students are required to complete a research project for this course. This project is an opportunity for you to expand your knowledge of course material and gain a perspective on educational issues. In this assignment, students must choose a research question from the suggested list, select 5 empirical research studies pertinent to their topic, and write a review. The review will require a summary of the articles followed by an analysis of the articles’ value as informed by course content. The articles must be approved by the instructor by the date noted in the schedule. The review paper will be due at the beginning of the class unless otherwise indicated. Turning in your paper late will incur a penalty of 10 points for each day late.

FINAL GRADES:

Final grades will be calculated out of a possible 400 points.

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<tr>
<th>Test 1</th>
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<tr>
<td>Test 2</td>
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<td>Test 3</td>
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<td>Project</td>
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Total 400

Grades will be based on the total number of points obtained in the class and will be assigned on the basis of the following percentages of total points:
ATTENDANCE:

Regular and consistent attendance is necessary to do well in this class. Students will not be graded on the basis of attendance or participation in classroom discussion. However, attendance will influence your ability to receive course information and additional reading assignments in a timely fashion; many exam questions will be taken from class lectures and discussions. Attendance will be completed during each class period. I expect that you will attend every session punctually. If missing class is unavoidable, it is up to the individual student to obtain class notes and information from other class members. It is important to note that poor attendance will greatly reduce the likelihood of a borderline grade being rounded up to the next higher grade, and it may result in your grade being lowered.

COMMUNICATION WITH INSTRUCTOR:

I use e-mail, in addition to blackboard postings, to communicate with all students. It is your responsibility to check your e-mail regularly.

WITHDRAWAL POLICY:

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested.
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested.
- WN will be awarded if not materials have been submitted, and so there is no basis for a grade.

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. The last day to withdraw from courses is at the end of the tenth week of class for full term classes.
ACADEMIC DISHONESTY:
No form of academic dishonesty will be tolerated. You are in this class to learn, and you must commit the effort to obtaining your own knowledge and skills. You should already be aware, but for specific examples of academic dishonesty, including what constitutes plagiarism, it is solely your responsibility to read the Undergraduate Bulletin, the Undergraduate Student Handbook, The Student Due Process Policy and any other formal documents that are created for students at WSU. Any academic dishonesty will clearly be considered premeditated and not accidental. Expulsion is probably not worth the few hours of work you will avoid by cheating, so please think carefully and thoroughly, ask for help when needed, and make smart decisions. The following are excerpts from the Wayne State University Undergraduate Bulletin.

Cheating. Copying from another student’s work, or allowing another student to copy from your work, are both considered cheating as they represent accepting responsibility for work one has not performed, or contributing to another’s acceptance of credit where credit is not appropriate.

Plagiarism. Plagiarism is the act of presenting as your own work another individual's ideas, words, data, or research material. This includes altering the language, paraphrasing, omitting, and rearranging words to make them appear as your own. This applies equally to written, spoken, or electronic texts, published or unpublished. All ideas and quotations that you borrow from any source must be acknowledged.

ATTENTION STUDENTS WITH DISABILITIES:
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

RELIGIOUS OBSERVANCE POLICY:
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or
examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

**TENTANTIVE CLASS SCHEDULE, READINGS, AND ASSIGNMENTS (This schedule is subject to change):**

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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING</th>
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<tr>
<td>9/2</td>
<td>Applying Psychology to Teaching</td>
<td>Ch. 1</td>
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<td>9/9</td>
<td>Theories of Psychosocial and Cognitive Development</td>
<td>Ch. 2</td>
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<td>9/16</td>
<td>Age-Level Characteristics</td>
<td>Ch. 3</td>
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<td>9/23</td>
<td>Understanding Student Differences</td>
<td>Ch. 4</td>
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<td>Addressing Cultural &amp; Socioeconomic Diversity</td>
<td>Ch. 5</td>
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<td><strong>REFERENCE LIST DUE</strong></td>
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<td>9/30</td>
<td>Accommodating Student Variability</td>
<td>Ch. 6</td>
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<td>10/7</td>
<td><strong>TEST 1</strong></td>
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<tr>
<td>10/14</td>
<td>Behavioral Learning Theory</td>
<td>Ch. 7</td>
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<td>10/21</td>
<td>Information-Processing Theory</td>
<td>Ch. 8</td>
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<td>Social Cognitive Theory</td>
<td>Ch. 9</td>
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<td>10/28</td>
<td>Constructivist Learning Theory, Prob. Solving, &amp; Transfer</td>
<td>Ch. 10</td>
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<td>11/4</td>
<td><strong>TEST 2</strong></td>
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<td>11/11</td>
<td>Motivation and Perceptions of Self</td>
<td>Ch. 11</td>
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<td><strong>PAPERS DUE</strong></td>
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<td>11/18</td>
<td>Classroom Management</td>
<td>Ch. 12</td>
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<td>Approaches to Instruction</td>
<td>Ch. 13</td>
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<td>11/25</td>
<td>Assessment of Classroom Learning</td>
<td>Ch. 14</td>
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<td>Understanding Standardized Assessment</td>
<td>Ch. 15</td>
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<td>12/2</td>
<td><strong>TEST 3</strong></td>
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EDP3310/ RESEARCH PAPER INSTRUCTIONS:

1) Select one of the following two research questions:
   - What are the causes of teacher burnout?
   - What are the effects of peer tutoring on classroom behavior and/or academic performance?

2) Find 5 empirical research articles pertinent to your topic. Empirical research articles are studies in which the results are based on evidence, not just theory. Most empirical research articles include the following 5 components: 1) Introduction and Literature Review; 2) Methods; 3) Results; 4) Discussion or Conclusion; and 5) References. One way to look for empirical research articles is to search in research databases. WSU libraries provide access to many research databases that include scholarly research from most disciplines; however, I suggest you start with the PsychINFO and Eric databases. To access these, go to http://www.lib.wayne.edu/resources/databases

Clicking on the database link takes you to the database main menu and search screen. All databases have a main menu and a query box where you type in keywords and search terms (i.e., academic achievement, self-esteem, bullying, etc.). Some databases will allow you to limit your search to a particular type of publication or content. Use this feature to limit your search to only empirical or research-based articles. ERIC includes articles and documents on education research and practice. Using this database, you can limit results to research articles by selecting Publication Type as a limiter and then choosing Reports-Research/Technical. PsychINFO focuses on psychological research, including applied psychology. To limit your search, PsychINFO includes a field for Methodology where you can highlight Empirical Study. Once the database retrieves your search results, start by reading the abstracts (summaries) of some of the articles so that you can decide whether they are relevant to your research question or not. In some instances, look for a PDF full-text link to print the full-text of the article; in others, click on Link to Full Text to access the full-text of the article.

Certain databases may only be partial full-text or offer only the citations. This does not mean that you cannot access the full-text of the article. Because of the varying number of periodicals indexed by different databases, it is suggested that you use Electronic Journals to determine if you can find the full-text of the article you are looking for. Electronic Journals will allow you to search the Libraries Electronic Journal Holdings by the title of the journal you are looking for.

3) Create a reference list in APA style. The reference list provides an alphabetical listing of all the sources you used to create your paper (all five articles). The reference list is due at the beginning of class on September 23.
4) Read the chosen articles carefully and write about a 7-8 page paper discussing what you have learned. The paper is due at the beginning of the class on November 11. The paper must include the following sections:

- **Introduction**: Give a quick idea of the topic, such as the central theme. You need to introduce the research question (what it is, why it is worth examining).

- **A review of the 5 articles**: For each article you have chosen, state why the researchers felt that the study was necessary and what their hypotheses were at the start of the study. Briefly describe the methods (who the participants were and how they were recruited and selected; what the researchers said and did to the participants [what participants experienced]; what were the key variables in this study, and how did the researcher operationally define those variables), and how data were analyzed. You also need to describe the results of the study; not necessarily the statistics but in your own words what the authors found. It is important to note that you do not need to review all the findings from the article, discuss only those that are relevant to your research question you are reviewing.

- **Discussion**: Provide an overview of all the 5 articles you’ve chosen. Compare and evaluate studies (discuss whether results of these individual articles are similar or different). Discuss what you have drawn from reviewing these articles. That is, what is your new understanding of the problem you reviewed and outlined in the introduction? In addition, in your discussion include answers to the following questions: What questions regarding your topic remained unanswered? What are the implications of these studies for teachers? What do you think should be done differently in future studies?

**General paper specification**

- Type using a 12-point standard font, such as Times, Geneva, Bookman, etc.
- The text should be double spaced on 8 ½" x 11" paper with 1 inch margins, single-sided.
- Include a title page. The title page should contain the title of the paper, your name, and the name of the institution (Wayne State University).
- Add page numbers in the upper right-hand corner of each page, including the title page.
- Include a reference page. The References section begins on a new page with the heading “References” centered. The references (with hanging indent) begin on the line following the References heading. Entries are organized by last names of first authors.
- Your text and the reference list must agree. References cited in the text must appear in the reference list; conversely, each entry in the reference list must be cited in the text. You need to follow APA style for references cited in text and in the reference page.
- Staple the finished product (do not use paper clips or folders).

**Grading Criteria**

- Appearance: 5 points possible
- Format (APA style): 5 points possible
- Use of empirical research studies: 10 points possible
- Review of empirical articles: 40 points possible
- Quality of summary in the discussion section: 15 points possible
- Quality of commentary regarding relevance of information for educators: 15 points possible
- Writing and grammar: 10 points possible