

## **EDUC 381, Section 3: Educational Psychology**

### **Spring Semester. 2016**

Allan Wendland (Allan.Wendland@uwsp.edu)  
Office: 439 College of Professional Studies (CPS)  
Telephone: 715/346-4436 (E-mail is better.)  
Fax: 715/346-4846  
Office Hours: Tuesday-12:45-1:45, Thursday-12:45-1:45 & and by appointment

### **Syllabus**

EDUC 381, Educational Psychology, 2 cr. Psychological bases of educational procedures and practices; educational implications of characteristics of physical and mental growth, emotional behavior, motivation, learning, individual differences, and human relations. Prereq: Psych 110.

This course is intended to help us gain an understanding of how educational theory and research are linked to classroom practice. Learning about various cognitive perspectives (basic cognitive perspective, basic behaviorist perspective, and sociocultural perspective), community and management, instruction, and students' lives will help us to better understand how students learn and how we as teachers teach so that **ALL** students can learn.

### **Intended Learning Outcomes**

If you bring sufficient ability and apply reasonable effort to this course, you will improve your demonstrable knowledge, skills, and dispositions in how you:

1. Use educational theories and research in your planning, teaching, and self-evaluation (e.g., behaviorist, cognitive, and sociocultural perspectives).
2. Design and adapt your teaching based on your students' backgrounds and identities (e.g., their cultures. Home lives, optimal ways of learning, etc.).
3. Critically reflect on and discuss contentious issues in educational psychology and teaching.
4. Use the [InTASC Model Core Teaching Standards](#) in your planning, teaching, and self-evaluation.
5. Demonstrate dispositions that are necessary for successful teaching.

The central enduring understanding I want you to develop is:

A highly-effective teacher is a committed, reflective practitioner. The teacher uses a variety of promising strategies in response to students' uniqueness. This responsiveness is driven by continuous professional development, sensitivity, and a commitment to honor difference.

This course touches on all InTASC Model Core Teaching Standards, and focuses on:

1. Learner Development
2. Learning Differences
7. Planning for Instruction
9. Professional Learning and Ethical Practice

This course also includes an introductory unit on Response to Intervention (RTI) and Positive Behavior Interventions and Supports (PBIS).

## Required Materials for this Course

There is one required rental textbook:

- Bohlin, L., Durwin, C., Reese-Weber, M. (2012). *Ed Psych: Modules* (2<sup>nd</sup> ed.). New York, NY: McGraw-Hill.

There is one required purchase textbook:

- Codell, E.R. (2001). *Educating Esme*. Chapel Hill, NC: Algonquin Books. (It is available in the UWSP Bookstore, or from Amazon, including the Kindle edition. When assignments are made, diary dates are used rather than page numbers, so you can use any edition.)

There will be additional readings on E-Reserve.

## Course Expectations and Requirements

You are now entering the professional part of your career. A part of this professionalism includes being prepared for every class period, turning in assignments on time, attending every class unless there is a major personal circumstance, letting me know in advance when a class will be missed and providing suggestions for how a class (and/or assignment) might be made up. It is also expected that student presenters dress up (i.e., dress slacks, skirts, dresses, dress shoes) on days when they are assigned to present.

This professionalism leads to the dispositions on which you are evaluated. The education department has adopted a model of dispositions that are expected from our students and graduates. You are not expected to be at the final “Mastering” level in your dispositions. However, these dispositions serve as a guide to be used in your own self-evaluation and goal-setting.

I expect you to come to class promptly and regularly, prepared to actively and fully participate in the activities. I expect you to treat me, your colleagues, and anyone else with respect and tolerance. I expect you to take responsibility for managing your life so that you complete all assignments on time. If you are unable to meet these expectations (e.g. attendance, assignments), I expect you to communicate with me and anyone else affected (e.g. your colleagues) as soon as possible, and to suggest a clear, fair plan to address the problem.

I expect you to complete your assignments with integrity. For most assignments, you will be free to use resources and people inside and outside of this course. Some assignments may even require this. However, I expect you to give proper credit for anything that isn't your own original work. I urge you to make intellectual integrity a central part of your professional identity. Professionals in a variety of fields routinely use other people's work (e.g., lesson plans in education). But accidentally or deliberately leaving off credit is professionally and morally wrong. I use anti-plagiarism tools. I don't expect my students to plagiarize others' work; rather, you can be confident that no one is plagiarizing your work (e.g., in a future class). If you are unclear on how to give proper credit, please ask me before turning in the assignment.

As a teacher, I align my policy on academic misconduct (e.g., cheating) with [Chapter 14 of the UWSP Bill of Rights and Responsibilities](#). This is my general policy: I will allow you to redo the relevant assignment for no more than 50% possible, and you won't be eligible to earn higher than a B+ in this course (UWSP 14.04 (1) (d, e)). I will honor your right to a conference with me, to a written report from me, and to contest my decision (UWSP 14.06 (1, 3)).

I encourage you to bring laptops/tablets to class for the purposes of taking notes and doing research related to the course content. Laptop/tablet etiquette in class includes (but is not limited to) the following:

- Avoid checking email, playing games, completing assignments, going online, or using the laptop/tablet in any way that takes away from your own (or classmates') attention or engagement in class.
- Laptop/tablet use should enhance the classroom environment, not take away from it.
- Uncertainties about the use of laptops/tablets in class should be brought to the attention of the instructor.
- Laptops/tablets not in use should be closed and put away.

### Content and Activities

The [Calendar](#) shows the major content and activities for this course.

The table below lists specific assignments and their due dates.

| Assignment   | Date Assigned  | Date Due    | Points |
|--|----------------|-------------|--------|
| Response to Syllabus   | January 25     | January 27  | 1      |
| My Influence Paper   | February 3     | February 24 | 16     |
| Teaching Philosophy  | February 29    | April 4     | 24     |
| Response to Educating Esme June 21-Aug. 16                           | January 27     | February 1  | 8      |
| Response to Educating Esme Sept. 18- Oct. 8                          | February 1     | February 3  | 8      |
| Response to Educating Esme Oct. 9-Nov. 5                             | February 8     | February 12 | 8      |
| Response to Educating Esme Nov. 10-Dec. 17                           | February 15    | February 17 | 8      |
| Response to Educating Esme Jan. 6-Feb. 21                            | March 14       | March 16    | 8      |
| Response to Educating Esme Feb. 28-April 1                           | March 16       | March 28    | 8      |
| Response to Educating Esme April 5-June 8                            | March 30       | April 4     | 8      |
| Response to Educating Esme June 9-Afterword                          | April 4        | April 6     | 8      |
| Class Presentation   |                |             | 17     |
| Lesson Plan for Class presentation                                   |                |             | 14     |
| Self-Evaluation and Reflection on Class Presentation                 |                |             | 4      |
| Evaluation of a Class Presentation                                   |                |             | 4      |
| Evaluation of a Second Class Presentation                            |                |             | 4      |
| Three postings for PLC in Discussion section of D2L                  |                |             | 15     |
| Comments to five different PLC postings in Discussion section of D2L |                |             | 25     |
| Final Exam   | To be arranged |             | 8      |

Grading Scale in Percent:

|          |          |          |          |            |
|----------|----------|----------|----------|------------|
|          | 87-89=B+ | 77-79=C+ | 67-69=D+ | Below 60=F |
| 93-100=A | 83-86=B  | 73-76=C  | 63-66=D  |            |
| 90-92=A- | 80-82=B- | 70-72=C- | 60-62=D- |            |

As part of the policy as outlined in the Teacher Certification/Academic Standards in the 2013-2014 (and later) UW-Stevens Point catalog(s), "students must receive a C- or better in all Early Childhood Education and Education courses" required for teacher certification. Failure to earn a C- or higher will result in the student needing to repeat the course.

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Please note: I wish to fully include all persons in this course, including those with disabilities or other personal challenges. Please let me know if you need any special accommodations in the curriculum, instruction, or evaluations in this course to enable you to fully participate. I will try to maintain the confidentiality of the information you share with me.

**Thank you to Dr. Maysee Herr and Dr. Kym Buchanan for their assistance in helping me to develop the teaching materials for this course and providing me with a syllabus to use as a guide.**