

COURSE SYLLABUS FOR EDUCATIONAL PSYCHOLOGY
EPFR315– 3 Credit Hours

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Monday & Wednesday
Section 1, 8:00 a.m. & Section 2, 9:30 a.m.

Opportunities that This Course Provides

There is a list of course outcomes related to Educational Psychology. You can find those outcomes in Blackboard. More importantly, though, this course should change you. How? This course should fundamentally ***change your mental model of classrooms***—the way that you *think* about teaching, learning, and students. *More importantly*, this course should change the way you think about yourself as a student, future teacher, and maybe even as a human being. ***You should come to think like an educational psychologist as a result of this class.*** On the first day of class, we will discuss this type of thinking and change. During that discussion, you should develop your own list (*in your own words, not copies from the slide show*) of the types of thinking and change that this course provides you with:

- _____
- _____
- _____
- _____
- _____
- _____
- _____

[Use the back of the page, if you need more room]

“Thinking Assignments” to Promote the Opportunities

The best way to learn to “think like an educational psychologist” is to take ownership of your learning. What does this mean? It means that you must read in active and meaningful ways (**Generative Strategies**), participate in a community of learners by sharing ideas with others (**During Class Contributions** and **Online Replies**), and report what you’ve learned from various readings, feedback, and participation in the community (**Learning Logs**). Each of these categories of assignments is described in separate handouts located under “Syllabus” in Blackboard. You will see that almost all of these assignments require extensive and specific (albeit informal) writing. If you cannot learn to think on paper—to discover ideas while you write—then you will not be able to formulate fully developed and cogent ideas. Instead, you will be living with vague impressions, superficial sentiments, and fleeting understanding—the antithesis of meaningful thinking and durable learning.

Textbooks and Resources

Woolfolk, Anita (2009). *Educational Psychology*. 11th Edition.

The complete syllabus is located in Blackboard (bb.siu.edu) under “Syllabus.” That document provides details about this course and a full explanation of assignments. This handout is only a partial syllabus.

SIUE username and password for logging in to Blackboard (BB) & Library Reserves (Lib Resvs)

Software: Adobe Acrobat, Internet Browser, and possibly PowerPoint

Course Policies & Related Issues

Below, I summarize two course policies that elaborate on items from SIUE’s student handbook:

Inclement Weather Policy

If SIUE is open, we will have class. (Professors do not have the authority to close the university due to weather.) If SIUE is closed, check BB for adjustments in the schedule and assignments. In the Information Age, weather should not bring educational progress to a grinding halt; we will simply move forward using BB.

Accommodating Students with Disabilities

I am committed to providing reasonable accommodation to all students who disclose and document disabilities in accordance with the Americans with Disabilities Act of 1990. Contact Disability Support Services (650-3726; 650-3728). When the disability has been documented, you will receive a list of reasonable accommodations to share with me. I'll gladly make accommodations.

In the complete online syllabus that can be found within BB, I offer course policies related to each of the following:

- Submitting and Managing Your Work
- Showing Up On Time and with Energy (which includes additional information for student athletes)
- Electronic Communications

Calendar of Events

All course calendars serve as a general outline. Details and minor adjustments will be made during class. If major adjustments are needed, I will revise the Blackboard (BB) version of the calendar and will note the date of the revision on that calendar. Any revisions will be discussed during class or described as an “announcement” in BB.

On the following pages, you will find a detailed calendar for the first two weeks of this course (but it doesn’t have hyperlinks included, obviously). It is identical to the online version of this syllabus.

WEEK ONE; August 22	
Monday	<p>The Content of this Course</p> <ul style="list-style-type: none"> • What is your current “mental model” of a classroom? • What does it mean “to think like an Educational Psychologist”? <p>Brief Overview of Course</p> <ul style="list-style-type: none"> • Syllabus as distributed during class • Assignments with an emphasis on “Generative Strategies”
Wednesday	<p>Prepping for Class</p> <ul style="list-style-type: none"> • Download & Bring to Class: “Questions for Covey” (might be called "Redefining HR's Role for Success") [located under e-Reserve and at library reserves (Lib Resvs)] • Read through the following assignments [from “Syllabus” in BB] and make a list of questions that you need answers to in order to understand these assignments. (It might be useful to bring these documents to class): <ul style="list-style-type: none"> (a) In-class syllabus handout (b) Generative Strategies (c) Learning Logs (d) Online Replies (e) During Class Contributions (f) Course Policies & Procedures (g) Grading in Ed Psych • Complete the Generative Strategy called “Self-Regulated Learning & Private Speech” [All Generative Strategies are from the “Generative Strategies” folder under the “Assignments” link in BB] • If you want to be particularly well prepared for “During Class Contributions,” then consider checking out an article that deals with critical thinking and be prepared to raise issues from this discussion during class. <p>Administrative Stuff:</p> <ul style="list-style-type: none"> • Questions about the syllabus, assignments, etc. • Organizing Groups for this Class <p>Setting the Tone of this Class</p> <ul style="list-style-type: none"> • College Students Today • Questions for Covey
WEEK TWO; August 29	
Monday	<p>Prepping for Class</p> <ul style="list-style-type: none"> • Complete Generative Strategy called “Becoming An Expert Student” • Read through the Guidelines for Commenting on Your Own Generative Strategy [from "Assignments"] • To be highly prepared for “During Class Contributions,” consider checking out each of the following: <ul style="list-style-type: none"> (a) <u>this slide show</u> about why all teachers should require their students to write regularly and often

	<p>(b) KWL Charts: A Tool for Cognition, Expert Learning, and Meta-Learning</p> <p>(c) this slide show about using generative learning strategies to help students become expert learners.</p> <p><i>“Intro to Discussion Boards” in Blackboard</i></p> <p><i>Generative Strategies & Analyzing Them</i></p> <ul style="list-style-type: none"> • Your first Generative Strategy will be returned • Are they tools for expert learning? Why or why not? <p><i>“Reading to Learn” and “Writing to Learn”</i></p> <ul style="list-style-type: none"> • Lecture, Discussion, & Activities
Wednesday	<p><i>Prepping for Class</i></p> <ul style="list-style-type: none"> • Read the calendar through Week Eight • Read through the syllabus and assignment guidelines one more time • Read the assignment guidelines for the Point A, Point B, Point C Learning Logs and the corresponding rubric. • Complete the Generative Strategy called “Culture, Language, & Learning” <p><i>Administrative Stuff</i></p> <ul style="list-style-type: none"> • You will have a chance to ask questions about the calendar for the next four weeks. You also will have a chance to ask any additional questions about the syllabus. <p><i>“Reading to Learn” and “Writing to Learn”</i></p> <ul style="list-style-type: none"> • Lecture, Discussion, & Activities with an emphasis on language diversity within cultures and how it influences student thinking. • <i>If you are not in class today and/or if you were not in class on Monday, you should check out the slide show called "Writing to Learn as an Expert Learning Strategy." It is located under "Course Content" in the "Slide Show" folder.</i>

The full calendar is located under “Syllabus” in Blackboard