

Course: ED622 E & N-E Psychological and Theoretical Studies
Credit: 3 credit hours
Semester: Fall 2021 (Cycle 3)
Day and Time: Thursday evenings, 6:00 – 9:00 p.m.
Location: East Education Building, Room 125
Instructor: Dr. Mary F. Briggs
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I. DESCRIPTION

This course examines the impact of psychological, social, and theoretical forces that have affected learning development and schools in America, and it relates their applications to contemporary school settings. (Prerequisite: ED610 or declare Elementary Education emphasis track.)

This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.

II. OBJECTIVES: The student will:

1. Understand the goal and value of research in educational psychology in relationship to effective classroom practices.
 - a. PLO-1, 2, 3, 4
 - b. Assignments: A, B.1, B.2, B.4, B.5
2. Compare and contrast various cognitive, social, moral, and behavioral learning theories.
 - a. PLO-1, 2, 3, 4
 - b. Assignments: A, B.1, B.2, B.4, C.1, C.2
3. Analyze the impact of cognitive, social, moral, and behavioral learning theories on current classroom practices.
 - a. PLO-1, 2, 3, 4
 - b. Assignments: A, B.1, B.3, B.4, B.5, C.1, C.2
4. Synthesize a comprehensive Biblical view of the cognitive, social, moral, and behavioral development of individuals in relationship to educational settings.
 - a. PLO-1, 2, 3, 4
 - B. Assignments: A, B.2, B.4, B.6

III. MATERIALS

1. The Bible (Please refer to Course Policies.)
2. American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th edition)
Paperback: ISBN-13: 978-1433832161 ISBN-10: 143383216X \$27.00
3. Slavin, R. (2018). *Educational psychology: Theory and practice*. Pearson.
ISBN-13: 978-0134895109 ISBN-10: 013489510X \$79.99

IV. REQUIREMENTS

A. Reading Assignments

1. **Textbook Reading:** You are expected to read the textbook. Class interactions and activities depend upon you being thoroughly familiar with the readings.
2. **Supplemental Reading:** Read all supplemental materials (i.e., handouts, journal articles, websites, etc.) that may be assigned by the instructor during the course.

B. Written Assignments:

1. **Annotated Bibliography:** Choose eight scholarly journal articles related to your research topic. Complete an Annotated Bibliography Form for each article. Use the Annotated Bibliography Form found on CANVAS.
2. **Discussion Questions:** A total of seven (7) topics and associated questions will be posted in CANVAS. For each question, students should post a 250 – 300 word response. Cite at least one source to support your response. Students should then respond to at least one other post made by a classmate.
3. **Project:** Prepare a 20 – 30 minute Teacher In-service on a course-related topic. Your Teacher In-service should include a PowerPoint, handouts, and any additional supporting materials.
4. **Reflections:** When you have completed the majority of the course work for the week, write a 200 – 250 word reflection on how you have grown as an educator as a result of completing that week's assignments.
5. **Research Paper:** Choose a course-related topic of interest to you. Locate scholarly journal articles related to your topic. Complete an Annotated Bibliography Form for each article. Write a 2,000 – 2,500 word paper which includes an introduction, a review of the literature, and a conclusion. (Suggested topics will be available in CANVAS.)

6. Final Exam

C. Activity Assignments:

1. **Project Presentation:** You will explain the purpose and content of your Teacher In-service. You do not have to present your entire Teacher In-service. Your presentation should last 8 – 10 minutes.
2. **Research Paper Presentation:** You will present a PowerPoint version of your Research Paper. The PowerPoint should include 8 – 10 slides, and your Project Presentation should last 8 - 10 minutes.

V. METHODS

A. Teaching and Learning

1. Reading and research
2. Writing
3. Project
4. Presentations
5. Discussions
6. Lectures
7. Exam

B. Grading

1. Weight given to assignments:

Assignments:	Points:
Annotated Bibliographies	200 (25 x 8 ABs)
Participation (In-Class Students) Report on Videos (Online Students)	70 (10 x 7 classes)
Discussion Questions	140 (20 x 7 questions)
Project	150
Presentations	130 (65 x 2 presentations)
Research Paper	150
Reflections	60 (10 x 6 reflections)
Final Exam	100
Total:	1000 points

2. Late Assignments

Late assignments may be penalized 10 percent of the grade on that assignment per week.

3. Letter / Numerical Grade Scale

The grading scale listed in the current University Catalog will be used for this course.

VI. COURSE POLICIES

A. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

B. Academic Honesty

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person's ideas and presenting them as your own. All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.

C. Academic Activity & Participation

Students learn best when they take an active part in the learning process. Students will be expected to engage in the material presented weekly and be able to summarize the content to meet learning objectives. Punctuality is expected out of professional courtesy and to minimize the disruption of the classroom dynamics.

D. Technology

Using technology to enhance the learning experience is an integral part of this course. However, technology can also cause distraction and inattentiveness. Cell phones should be set to silent and placed on the table or in a backpack/purse. ***Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.***

E. Accommodations Statement

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any condition that may require support.

F. Style Guide

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

G. The Clark Academic Center

The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

VII. COURSE OUTLINE AND CLASS SCHEDULE

A. Course Outline: On the following page, the course outline indicates the informational material and the general direction for the content of this class:

Week	Dates	Class Topics:	Assignments for the Week:
1	Oct. 28 th	Introduction The Role of Research in Ed Psych Reading Ed Psych Research	<i>Due by Midnight on Nov. 3rd</i> 1. Complete Class Video Report. 2. Read Chapters 2 and 6. 3. Choose topic for Research Paper. 4. Complete AB#1. 5. Complete DQ#1. 6. Complete Reflection #1.
2	Nov. 4 th	Cognitive Development Cognitive Theories of Learning	<i>Due by Midnight on Nov. 10th</i> 1. Complete Class Video Report. 2. Complete AB#2 & 3. 3. Complete DQ#2. 4. Read Chapters 12, 7, and 9. 5. Complete Reflection #2.
3	Nov. 11 th	Exceptional Learners Direct Instruction Differentiated Instruction Student(s) present Project*	<i>Due by Midnight on Nov. 17th</i> 1. Complete Class Video Report. 2. Complete AB#4 & 5. 3. Complete DQ#3. 4. Read Chapter 8. 5. Complete Reflection #3.
4	Nov. 18 th	Constructivist Theory of Learning Student(s) present Project*	<i>Due by Midnight on Nov. 24th</i> 1. Complete Class Video Report. 2. Complete AB#6 & 7. 3. Complete DQ#4. 4. Read pp. 96 – the top of 111, and Chapter 10. 5. Complete Reflection #4.

5	Nov. 25 th Thanks	Behavioral Learning Theories Theories of Motivation Student(s) present Project*	<i>Due by Midnight on Dec. 1st</i> 1. Complete Class Video Report. 2. Complete AB#8. 3. Complete DQ#5. 4. Read pp. 44 – 47 and 52 – 62. 5. Complete Reflection #5.
6	Dec. 2 nd	Social & Emotional Development Social Learning Theories Student(s) present Project*	<i>Due by Midnight on Dec. 8th</i> 1. Complete Class Video Report. 2. Complete Research Paper. 3. Read pp. 47 – 51 and 278 – 298. 4. Complete Reflection #6.
7	Dec. 9 th	Moral Development Classroom Management Student(s) present Project*	<i>Due by Midnight on Dec. 15th</i> 1. Complete Class Video Report. 2. Complete DQ#6. 3. Prepare for Research Presentation 4. Prepare for Final Exam.
8	Dec. 16 th	Effective Learning Environments Students present Research Paper Final Exam	<i>Due by Midnight on Dec. 16th</i> 1. Complete DQ#7.

About Changes to this Syllabus: *The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*