

INTRODUCTION TO EDUCATIONAL PSYCHOLOGY  
AEDP 335  
4:30 to 7:15 PM  
B & E 135

Dr. Elaine Clanton Harpine  
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Office Hours: I am not on campus every day. The best way to contact me is to see me after class or make an appointment. I am always happy to help.

Required Text: Educational Psychology: Developing Learners, 6<sup>th</sup> ed.,  
by Jeanne Ellis Ormrod

Required Classroom Materials: 3-ring notebook to be brought to class each day

PURPOSE OF COURSE: To explore through an interactive classroom setting the principles and theories of development, learning, motivation, and diversity in order to enable students to create a positive learning environment. Students will be encouraged to relate the principles being taught to their own learning and to understanding the behavior of children and adolescents.

### **COURSE POLICIES**

Absences: Participation is essential in this course. Attendance is mandatory and recorded for each class session.

Grades: You will have six grades of equal value. I believe that each assignment is of equal importance. Each assignment equals approximately 14.3% of your total accumulative average. There will be two take-home essay exams.

Letter grades are determined as follows:

A	90-100
B	80-89
C	70-79
D	60-69
F	below 60

Plagiarism is not tolerated. More than 3 words from any source not using quotation marks with source citation is plagiarism. Ideas paraphrased from another author must include source citation. Plagiarism will earn you an "F" for the semester, not just the particular assignment.

Part I: Research

Research Paper: Must be typed. The paper will be 1000 words (double spaced, 12 point font, normal one-inch margins). The topic must be approved by the instructor. You must have five current (within last five years) sources (psychology journal articles), which must be cited in the paper. You may have

more than five sources; books are acceptable as additional sources. Use APA style guide, 5<sup>th</sup> ed. Complete bibliographic citations must be included. Do not quote from the textbook. Paper is due on March 3, at the beginning of class. During final exam period, each student will give a 5 to 10 minute oral presentation on their research and observation. Oral presentation is graded; points added to notebook grade.

The purpose of the research paper assignment is to learn more about school-based mental health and mental health conditions often encountered in the classroom. Topics for consideration are: ADD, ADHD, autism, obsessive compulsive behaviors, at-risk behaviors, academic failure, mental retardation, fetal alcohol syndrome, influence of crack cocaine and other drugs to brain development, effects of nicotine on brain development, childhood depression, effects of early reading failure on academic performance and mental health, or see instructor for approval of additional topics.

Research paper will have two sections: (1) current journal article research on psychological condition being studied and (2) current research on how this psychological condition can be incorporated into a positive-learning classroom environment.

Paper is due on March 3<sup>rd</sup>, at the beginning of class.

Purpose of assignment: To encourage students to undertake in-depth research and to enhance abilities to write research papers using APA style.

For an A on this assignment:

- Must fulfill all requirements listed above.
- Must use APA style correctly for writing a research paper and for citing references.
- Must use quality references and current sources.
- Must quote five, current peer-reviewed psychology journal articles on topic being researched.
- Must demonstrate correct spelling and be free of grammar errors— street slang is not allowed in a research paper.

Part II: Exams

Take Home Exams: There are two take home exams distributed throughout the semester. The exams must be typed. There are two questions on each exam. Each question will have twelve parts to answer. The answers will be written essays, not just short answer. Your answer for each question will be **NOT MORE THAN 300 WORDS MAXIMUM** -- typed, one page, 12 point font, double spaced, one-inch margins. Exams may only be turned in at the beginning of class on date specified on syllabus. Late exams will not be accepted, unless circumstances dictate and arrangements have been made in **ADVANCE**. Each question will cover material from text and material discussed in class. All information and quotations must be cited properly, including text. Use APA style guide, 5<sup>th</sup> ed.

Due dates for exams: February 24<sup>th</sup> and Tuesday, May 5<sup>th</sup> at 5:00 P. M.

Purpose of assignment: To enable students to understand and apply textbook information and theories.

For an A on this assignment:

- Must fulfill all requirements listed above.
- Must give complete answers. All 12 sub questions must be answered correctly.
- Answers must be taken from the textbook, no opinions.

### Part III: Service Learning Project

All students will be participating in a semester-long service-learning project. The purpose of the service-learning project is to give students hands-on experience in applying the principles being discussed in class. Service-learning project will be selected and arranged by the professor. The service-learning project will be divided into two graded assignments.

1. Observation Notebook: The observation notebook will have three sections: (1) in-class team teaching assignment (written and oral), (2) observation/evaluations of in-class student presentations, and (3) out-of-class observation.

- In-class Team Teaching: Theory to be assigned in class. Assignment will include both a written plan, oral presentation, and self-evaluation of presentation. Assignment worth 1/3 of notebook grade.
- Observation/Evaluations of In-class Presentations: All students will complete a typed evaluation on classroom teaching assignments. These evaluations will not be shared with other students, only with instructor. Evaluation form provided in class. Evaluations will be worth 1/3 of notebook grade.
- Out-of-Class Observation: You will select a child to observe for your service-learning project. You must have instructor approval before starting your observation.

Observation assignments will be given at the end of each class period. You will have 13 observations throughout the semester. Observation assignments will correlate with theory being discussed in class. If you are absent, you cannot complete the assignment because it is not possible to make-up in-class work; see instructor if alternative assignments are necessary. Attendance is mandatory. Assignments must be dated and typed. Untyped assignments will not be graded. Date as to day assigned.

Each student will keep a 3-ring notebook for in-class observation assignments. This notebook must be brought to each class session and will be turned in on April 21<sup>st</sup>. The notebook will be graded and returned during the final exam period.

Notebook is graded on completeness, quality of work, and application of textbook theory to observation. Your semester-long observation report will be included in your final in-class presentation along with your research paper.

Notebook is due on April 21<sup>st</sup>, at the beginning of class.

Purpose of assignment: To enable students to apply textbook theories to real world observations. Learning to observe and analyze behavior in real-world settings is essential in application of educational psychology to the classroom.

For an A on this assignment:

- Must fulfill all requirements listed above.
- Must apply textbook theories from the chapter to the written observational report. Must be an in depth observation and relate to educational psychology.
- Must follow APA style guide

2. Service-Learning Project and Evaluation: You will have an opportunity to participate in a service-learning project. You are required to complete 10 hours. You will be working as a tutor at a reading clinic to help at-risk children improve their reading skills. You may select the times and dates that best fit your schedule. Sign-up sheets will be distributed in class. Additional service-learning hours will be provided for any student with a schedule conflict.

- (1) The site is close to campus. Date: week of March 16<sup>th</sup> - 20<sup>th</sup>.
- (2) Your evaluation will be graded on your participation at the reading clinic [classroom time is allotted to make sure that each student will be able to complete the evaluation—March 17<sup>th</sup>]. Evaluation is graded in accordance with application of educational psychology theories from the text. A service-learning evaluation packet will be given to you in class.

Service-learning evaluation is due on March 24<sup>th</sup>, at the beginning of class.

Purpose of assignment: To enhance critical thinking and to help students apply textbook theories to a hands-on, real-world community-based field experience. Working with children in a service-learning environment will enable students to identify and understand textbook theories as they appear in a real-world setting.

For an A on this assignment:

- Must fulfill all requirements listed above.
- Must complete 10 hours of service from Reading Clinic listed above.
- Must complete evaluation packet and relate service experience to textbook theory. Evaluation must be typed and follow APA style guide.

#### Part IV: Teaching

Design a Productive Learning Environment—Micro-Teaching: You will design a productive learning environment for the child in your observation. Your learning environment will include all of the theoretical principles discussed

throughout the semester: development, diversity, learning, and motivation. You will be given a packet in class to aid in the development of your design.

Paper must be typed (double spaced), not less than 300 words. APA style guide. No late papers accepted. You will also present a ten-minute micro-teaching lesson utilizing the learning environment that you have created. Your grade will have both a written and an oral component. Written is worth 50 points, oral micro-teaching is worth 40 points, and self-evaluation is worth 10 points. The lesson must be videotaped on day of presentation. You must bring to class on day assigned a blank VHS videotape. Failure to do so will constitute an incomplete assignment, resulting in failure for this assignment. Your Learning Environment Packet will also include a self-evaluation form. This is part of your total grade.

Typed report due: March 17.

Oral Micro-Teaching presentations due: April 7 and 14

Self-evaluation due: April 21

Purpose of assignment: To help students understand the cognitive, behavioral, and motivational components of preparing a positive educational learning environment.

For an A on this assignment:

- Must fulfill all requirements listed above.
- This assignment will be graded on the depth and quality of your written plan, oral presentation, and self-evaluation.
- Presentation will be graded on creativity. Lecture will not be accepted.
- Your self-evaluation must use detail in describing what took place and how you might improve.
- Assignment must include a written plan.
- Video tape must be included.
- Each component must be completed in order to receive an A.

### READING ASSIGNMENTS

Students should be prepared to discuss assigned pages on day listed.

## January

- 13 Introduction to Course
- 20 Chapters 1 and 2
- 27 Chapters 3 and 4

## February

- 3 Chapters 5 and 6
- 10 Chapters 7 and 8
- 17 Chapters 9 and 10
- 24 In-class Team Teaching Today  
First Exam due at beginning of class

## March

- 3 Chapters 11 and 12  
Research Paper due at beginning of class
- 9 - 13 No Class – Spring Break
- 16 – 20 *Camp Sharigan* Reading Clinic  
Class on the 17<sup>th</sup> will meet at Reading Clinic site. Attendance mandatory.
- 24 Chapters 13  
Service Learning Evaluation Packet from Reading Clinic due at beginning of class

## March

- 31 Chapters 14

## April

- 7 Micro-teaching Assignments
- 14 Micro-teaching Assignments
- 21 Chapters 15 and 16  
Observation Notebook due at beginning of class

Self-Evaluation of Micro-Teaching and Tape Due at beginning of class

Final Exam -- May 5, 5:00 P.M.

Written Final Exam due at beginning of class

Oral Presentations during final exam period

## UNIVERSITY POLICIES

1. Honor Code: **Plagiarism is prohibited. Please review the sections of the USCA Academic Code of Conduct on plagiarism.** Any student plagiarizing will be given an F for the semester. For additional information regarding plagiarism, consult the *Publication Manual of the American Psychological Association*. The following statement is to be included on the first page of every assignment and on every exam:

On my honor as a University of South Carolina Aiken student, I have completed my work according to the principle of Academic Integrity. I have neither given nor received any unauthorized aid on the assignment/examination.

Signature \_\_\_\_\_ Date \_\_\_\_\_

**If the Honor Code is not on the assignment and signed and dated, the grade for that assignment will be a zero.**

2. USCA Code of Conduct: Students will conduct themselves in class in accordance with the standards noted in the USCA Student Handbook. Given that this course is required in preparation for becoming a teacher, nurse or another professional career, students should exhibit those behaviors expected of professionals.

- Please switch all cell phones and pagers to a non-audio mode during class.

\* Please do not bring children or guests to class unless prior permission has been given by the professor.

\* Do not submit full or partial assignments from other classes for requirements in this course.

3. **Students with Disabilities:** If you have a physical, psychological, and/or learning disability which might affect your performance in this class, please contact the Office of Disability Services, 126A BSED, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation. I am always happy to accommodate needs.