

Eastern Mennonite University
ED 232 Learning, Motivation and Assessment
Syllabus: Fall 2012

Instructor: Katherine Evans, PhD
Office: CC 208
Phone (office): 540-432-4590
(home): 770-856-0029
Email: kathy.evans@emu.edu

Class Time: TR 2:25-3:40 p.m.
Class Location: CC 203
Semester Hours: 3

Required Text:

Ormrod, J. E. (2011). *Educational Psychology: Developing Learners*. Boston, MA: Pearson.

Course Description:

This course is designed to provide the pre-service teacher with an in-depth understanding of the research and theoretical foundations for student learning, motivation, and assessment at the PreK-6 level and of the implications of those theories for effective teaching. Course topics include child growth and development, learning and motivation theories, classroom management and discipline, and effective teaching and assessment practices for these grades. You will be expected to come to class prepared, which means you should anticipate spending 6-8 hours outside of class reading and working on course assignments. I will occasionally send out emails with additional readings, reminders, or adjustments to assignments; please check your email regularly as this is my primary way of communicating with you.

Classroom Climate:

As professional educators, the free discourse of ideas should be expected. The classroom is a space that thrives on the open exchange of ideas, thoughts, emotions, and convictions. You may find that some of the class readings and/or discussions challenge your views and theoretical frameworks. I expect you to be open to differences and maintain a willingness to interpret issues from frameworks that may or may not be quite so comfortable for you. I have opinions, which I may express from time to time. You are free to express either agreement or disagreement without fear of consequences. I may challenge your views or disagree with them, but be assured that you will experience no consequences for disagreeing with me. If you feel that I am violating this commitment, please make an appointment with me so that we can discuss the issue. Also, please be sensitive in your class participation by not unfairly dominating discussions. Be aware of others' right to speak and welcome questions from your classmates. My goal is to create a safe space in which everyone feels that they can participate. This does not mean people cannot disagree or that people cannot have emotions connected to their words. What it does mean is that we all need to be sensitive, appreciative, and respectful, no matter how strongly we might disagree (adapted from K. Roulston's syllabus at UGA and M. Sallee's syllabus at UTK). Beyond creating a safe environment for exchanging ideas, it is my hope that we can together create a scholarly environment that values thinking, study, and a degree of professionalism that is required by today's educators. I hope to be able to support you as you begin to develop your professional identity as a teacher. I anticipate that everyone will make an A in the course; your learning is what I am most concerned about and is what will make a difference for your students.

Course Objectives:

(EMU outcomes are referenced in parentheses following each course objective.)

Upon successful completion of this course the teacher candidate should be able to demonstrate the following proficiencies:

1. Articulate a philosophy of teaching middle/secondary students which reflects an understanding of their psychomotor, cognitive, affective, and moral development (**S, PK, Ca**).
2. Demonstrate knowledge of historical perspectives relative to models, theories, philosophies, and trends in education for the effective teaching of all middle/secondary learners (**S, P**).
3. Research, analyze and evaluate current learning theories and explore the implications for practice in the middle/secondary classroom (**S, PK**).
4. Demonstrate an understanding of the psychomotor, cognitive, affective, and moral development of all middle/secondary learners (**S**).
5. Examine the nature and role of motivation in the application of effective teaching and classroom management practices that build self-discipline and responsibility in all middle/secondary learners and promote a positive learning environment (**S, PK**).
6. Practice communication skills necessary for caring and effective interactions with peers, students, parents, administrators, and supervisors (**I, C, Ca**).
7. Design instructional objectives, lesson plans, and assessments to demonstrate knowledge of effective teaching practices that meet the needs of middle/secondary learners at different stages of development, abilities, and achievement (**S, I, PK**).
8. Develop authentic formal and informal assessments that reflect an understanding of individual differences and developmental progress of middle/secondary students, plan and modify instruction, and record student progress (**S, I, PK, Ca**).
9. Implement classroom technology practices as tools to further enable effective teaching, learning, research, and communication (**S, PK, C**).
10. Exercise reflection as a tool for self-evaluation, collaboration and professional growth (**I, PK, Ca**).

Teacher Candidate Performance

Outcomes:

Scholarship (S): to acquire knowledge through the liberal arts, Core General Education Curriculum and specialty area studies and to organize and integrate that knowledge across disciplines and cultures.

Inquiry (I): to generate questions and to use critical thinking to self-assess, to view problems collaboratively and from multiple perspectives, and to make informed, research-based decisions to enhance student learning.

Professional Knowledge (PK): to demonstrate pedagogical and professional knowledge in order to create, manage, and assess diverse environments conducive to learning and setting high expectations.

Communication (C): to acquire and use knowledge of effective verbal, nonverbal, and technological communication strategies to support student learning, to solve problems, and to create peaceable climates.

Caring (Ca): to develop a nurturing spirit that honors diversity, advocates for students, integrates Christian faith and ethics, and promotes peace building in diverse settings.

Leadership (L): demonstrate high aspirations for themselves and their profession and to influence positive change in educational settings.

Course Requirements

Your attendance and active participation are strong indicators of your commitment to not only this course, but to the teaching profession. Along with attendance and class participation, there are several assignments and a final examination for the course. Each of the assignments is designed both to enhance and assess your understanding of the objectives for the course. It is important to observe assignment due date deadlines. Please note that none of the assignments can be completed successfully by simply expressing your opinion or depending on your prior experience, although both of those things are valued in this course. Because an essential component of professional behavior is to draw from the profession's knowledge base, you will be expected to work from a scholarly literature base when you prepare your responses for class activities/assignments. This means you must read!

Attendance and Participation: (28 Classes x 5 = 140 points) Participation includes your ability to contribute to a safe and scholarly learning environment by exhibiting mutual respect and openness, as well as by demonstrating that you have read and prepared for class. According to the Faculty/Staff Handbook for EMU, you should anticipate spending 2 hours outside of class for every hour spent in class; that means, for this 3-hour course, you should expect to spend 6 hours outside of class preparing for class. I expect that you will have completed the assigned readings for each class. Further, you will be expected to function in a leadership capacity at various points in the course. This may involve such activities as giving a short presentation, leading a discussion group, or participating in small group activities as a leader. You are expected to attend and be prepared for **all** classes. In case of an emergency or departmentally approved activity, please notify me **prior to** class via e-mail or phone. If you do miss class, it is important that you arrange for a classmate to take notes and collect any handouts for you. You are responsible for any class work or assignments that you missed. Points for missed classes will NOT be redeemed without meeting with me to discuss the missed class content.

Educational Theorist Research Paper & Presentation: (Paper: 100 points; presentation: 25 points) You will research an educational learning theorist and present your findings to the class in a 10-15 minute oral presentation highlighting the key tenets of his/her educational theory and research findings, along with pertinent biographical information. We will sign up for various theorists in class. Your written paper should be a minimum of 5 pages (double-spaced, 12 pt. font) and be written in APA format with appropriate citations throughout. You are required to include a minimum of 5 **scholarly** sources, including at least three professional journal articles and/or books. The other sources may be web-based, but must be of a scholarly nature (i.e. not *Wikipedia*). Your textbook may NOT count as one of the 5 required sources; however, you may reference it as an additional source if you choose. Some theorists will have 2 presenters; however, even if you collaborate with a colleague on the presentation, each student will write their research paper independently.

In addition, you will present your findings to your peers and provide them with a 1-page (front & back if desired) *creatively designed* handout that includes the highlights of your presentation. Your presentation and handout should be engaging and capture the attention of your audience (i.e., no reading your paper). Please include your audience in your presentation in some way (e.g. questioning, demonstration, modeling, role play, etc.). If you are in need of some ideas for creative presentations, ask me! I have a couple suggestions. Remember, you are in the process of becoming a teacher, so make sure your "students" are motivated to learn! Note: Information from your handout may be used as a source for exam questions about your theorist and his/her educational theory and research. More information will be discussed in class.

Journal Article Reviews: (3 x 20 = 60 points) In addition to the required course textbook readings, you will read 3 articles from scholarly journals and respond to them in 1-2 pages. They will be related to upcoming topics to be discussed in class. I will bring in suggested articles throughout the course from which you may choose or you may find articles independently. Please note that these must be peer reviewed, scholarly journals. These independent readings will require you to provide a brief summary and a response to the article. I will provide some questions that you might consider as you read and respond.

Lesson Plan Analysis: (40 points) Based on our discussion of theory and the instructional strategies that align with those theories, you will analyze a lesson plan, either one that you have written previously or one that you write for this class. In the analysis, you will illustrate ways that each section of the plan aligns (or does not) with theoretical principles discussed in class. More information will be provided in class.

Classroom Management Analysis: (35 points) You will work together in a cooperative learning group to analyze a specific classroom case study. Your group will research and apply principles discussed in class to a scenario related to classroom management and discipline. This will be done in class, but may require some time outside of class to complete the assignment. Your group will also develop a 1-page class handout that summarizes the main points of the case study and the principles that guided your decisions. Note: Information from your handout may be used as a source for exam questions about your specific classroom management approach.

Final Exam: (100) The final exam will be application based, requiring you to synthesize information from the course and apply it to real-life classroom-based situations. You will be allowed to use course resources, readings, and notes. My intent is not that you memorize information, but that you can understand and apply the theories in practical ways.

Assignments at a Glance:

Assignment	Points	Due Date
Attendance/Participation	140	Every time!
Educational Theorist Project	125	Presentations due throughout the semester. Final paper due 11/29
Lesson Plan Analysis	40	11/15
Classroom Management Analysis	35	11/27
Journal Article Reviews	60	9/20, 10/11, 11/8
Final Exam	100	12/11
Total	500	

Grading Scale:

Letter Grade	Percentage	Points Required
A	92 - 100	458-500
B+	87 - 91	433-457
B	82 - 86	408-432
C+	77 - 81	383-407
C	70 - 76	350-382
Less than 350 points will require you to retake the course.		

Academic Support

EMU seeks to meet the needs of all admitted students. We are committed to provide both physical and programmatic access with reasonable accommodations for all qualified documented students who are served through Students Disability Support Services of the Academic Support Center. Our policies for students with disabilities are consistent with the necessity of ensuring reasonable accommodations under Section 504 of the Rehabilitation Act of 1973, the Civil Rights Restoration Act of 1988, the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008.

It is our desire to meet the learning needs of all of our students. If you have a specific need, please feel free to let us know and we will work with you to ensure that this learning situation is accommodating. Further, Student Disability Support Services provides appropriate accommodations to students with disabilities. Students can request assistance by calling Joy Martin at 540-432-4233 or by emailing her at joy.martin@emu.edu

Writing Tutors

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please access WOnline through myEMU.

Academic Integrity

Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from "Academic Integrity," 2011-12 Undergraduate Catalog.] This course will apply EMU's AIP (see catalog, pp. 16-19) to any events of academic dishonesty.

TENTATIVE COURSE SCHEDULE

Class Date	Topic	Readings and Assignments Due BEFORE Class
Tuesday, 8/28	What is Educational Psychology? How does educational psychology aid in teaching and learning?	Read Ch. 1
Thursday, 8/30	Purpose/objectives of the course Select Theorist Presentations	Read Syllabus
Tuesday, 9/4	Developmental Theories: Cognitive Development	Read Ch. 2: pp. 19-49 Bio: Lev Vygotsky
Thursday, 9/6	Developmental Theories: Linguistic Development	Read Ch. 2: pp. 49-58
Tuesday, 9/11	Developmental Theories: Personal and Social Development	Read Ch. 3: pp. 61-101
Thursday, 9/13	Group Differences	Jigsaw Read Ch. 4 Bio: Gloria Ladson-Billings
Tuesday, 9/18	Individual Differences/Special Education	Read Ch. 5: pp. 137-177 Bio: Howard Gardner
Thursday, 9/20	Individual Differences/Special Education	Journal Review #1: Learning Strategies Bio: Carol Tomlinson
Tuesday, 9/25	Learning and Cognitive Processes	Read Ch. 6: pp. 179-215
Thursday, 9/27	Learning and Cognitive Processes	Bio: Jerome Bruner
Tuesday, 10/2	Knowledge Construction	Read Ch. 7: pp. 216-246
Thursday, 10/4	Knowledge Construction	Bio: Jean Piaget
Tuesday, 10/9	Complex cognitive Processes	Read Ch. 8: pp. 249-282
Thursday, 10/11	Complex Cognitive Processes	Journal Review #2: Motivation Strategies Bio: John Dewey
Tuesday, 10/16	Behaviorist Views of Learning	Read Ch. 9: 285-320 Bio: B. F. Skinner
Thursday, 10/18	Social Cognitive Views of Learning	Read Ch. 10: pp. 323-357 Bio: Albert Bandura

Tuesday, 10/23	Fall Break	
Thursday, 10/25	Compare/contrast learning theories	Additional reading Small Group Presentations
Tuesday, 10/30	Motivation	Read Ch. 11: pp. 361-410 Bio: Abraham Maslow
Thursday, 11/1	Motivation	Bio: Nel Noddings
Tuesday, 11/6	Instructional Strategies	Read Ch. 12: pp. 413-456
Thursday, 11/8	Instructional Strategies: Bloom's Taxonomy	Journal Response #3: Assessment
Tuesday, 11/13	Creating a Productive Learning Environment	Read Ch. 13: pp. 459-501
Thursday, 11/15	Creating a Productive Learning Environment	Bio: Alfie Kohn Lesson Plan Analysis due
Tuesday, 11/20	Classroom Assessment Strategies	Read Ch. 14: pp. 503-550
Thursday, 11/22	Thanksgiving	
Tuesday, 11/27	Classroom Assessment Strategies	Bio: Jonathan Kozol Classroom Management Analysis due
Thursday, 11/29	Classroom Assessment Strategies	Theorist Paper Due
Tuesday, 12/4	Summarizing Students' Achievement and Abilities	Read Ch. 15: pp. 553-590
Thursday, 12/6	Summarizing Students' Achievement and Abilities	Bio: Paulo Freire Complete course evaluations
Tuesday, 12/11	Final Exam	