

**Troy University  
College of Education  
Master Syllabus (2012)  
(Revised)**

**Course Number: PSY 3303**

**Course Title: Educational Psychology**

**Semester Hours: 3**

**Pre-requisite(s): None**

**Instructor: Linda Creel, Ed. D.**

**Email address: [lcreel@troy.edu](mailto:lcreel@troy.edu)**

**Date/Time: Weekend – November 9, 10, & 11 and December 7, 8, & 9**  
**6:00 – 10:30 Friday**  
**8:30 – 5:30 Saturday & Sunday**  
**12:00 – 1:30 Lunch**

**Catalog Course Description:**

Characteristics of the learner and the teaching-learning process. Theories of learning, instruction, and motivation and their application to teaching students in grades P – 12.

**Course Goals and Objectives:**

*The Teacher Education Program is designed to provide a quality, academic program that emphasizes meaningful and practical learning experiences in preparing students to be innovative, informed, reflective decision-makers. **(The Unit's Conceptual Framework is included at the end of this syllabus)**. In addition, this course provides opportunities to demonstrate knowledge of the following objectives:*

In accordance with AQT 290-3-3-.04, after completion of this course, students will have knowledge of:

- The physical, emotional, and social development of young people and the relationship of these to learning readiness and to cognitive development (2)(c)1.(i)
- Factors and situations that promote or diminish intrinsic motivation (2)(c)3.(ii)
- Research and theory underpinning effective teaching and learning (2)(c)4.(i)

- Strategies that promote retention as well as transfer of learning and the relationship between these two learning outcomes (2)(c)4.(iii)
- Research and theory related to learning styles and multiple intelligences (4)(c)4.(i)

**Course Content:**

Students will complete the following:

- Cognitive and Linguistic Development (2)( c)1.(i)
- Physical, Emotional and Social Development (2)( c)1.(i)
- Group Differences (4)( c)4.(i)
- Individual Differences and Special Educational Needs(4) ( c)4.(i)
- Learning Readiness( 2)( c)1.(i)
- Learning and Cognitive Processes (2)( c)1.(i)
- Knowledge Construction(2)( c)1.(i)
- Higher-Level Cognitive Processes (2)( c)1.(i)
- Behaviorist Views of Learning (2)( c)4.(i)
- Social Cognitive Views of Learning(2)( c)1.(i)
- Motivation and Affect (2)( c)3.(ii)
- Cognitive Factors in Motivation (2)( c)1.(i)
- Retention and Transfer of Learning(2)(c )4.(iii)
- Learning Styles(4)( c)4.(i)
- Intrinsic Motivation (2)( c)3.(ii)
- Instructional Strategies (2)(c )4.(i)
- Creating a Productive Learning Environment (2)(c )4.(iii)
- Classroom Assessment Strategies (2)(c )4.(iii)
- Summarizing Student Achievement (2)(c )4.(iii)
- Learning Outcomes(4)(c )4.(i)
- Effective Teaching and Learning(2)(c )4.(i)

**PSY 3303 Critical Assignment 1 – Review of Three Articles**

Your assignment is to review **three** articles related to specific areas of educational psychology. In the review include an explanation/summation of the concept being presented, provide examples/illustrations of concept(s), etc. In your written review, you are to demonstrate an understanding of the assigned educational psychology concept reviewed from the article. Professional educational psychology journals are required for this assignment.

In addition to the article topics being reviewed, you will be evaluated on grammar, quality of information and APA writing style.

**Article 1 - Topic – Factors and Situations that Promote or Diminish *Intrinsic Motivation* (2) (c) 3. (ii)**

**Article 2 – Topic – The *Physical, Emotional, and Social* Development of Young People and the Relationship of these to *Learning Readiness* and to *Cognitive Development* (2) (c) 1.(i)**

**Article 3 – Topic – Strategies that Promote *Retention* as Well as *Transfer of Learning* and the *Relationship* Between these *Two Learning Outcomes* (2) (c) 4. (iii)**

	<b>Excellent 4 pts.</b>	<b>Above Average 3 pts.</b>	<b>Below Average 2 pts</b>	<b>Poor 1 pt.</b>
<p><u>Article 1 - Topic</u> – Student will demonstrate an understanding of factors and situations that promote or diminish <u>intrinsic motivation</u> (2) (c) 3. (ii) 10%</p>	<p>Student clearly demonstrates an understanding of factors and situations that promote or diminish <u>intrinsic motivation</u>. Summary/Review is comprehensive in demonstration of understanding the concepts.</p>	<p>Student adequately demonstrates an understanding of factors and situations that promote or diminish <u>intrinsic motivation</u>. Only 1-2 supporting explanations of understanding of concept</p>	<p>Student somewhat demonstrates an understanding of factors and situations that promote or diminish <u>intrinsic motivation</u>. No details are given to support understanding of concept</p>	<p>Student does not demonstrate an understanding of factors and situations that promote or diminish <u>intrinsic motivation</u>.</p>
<p>Article 1 – <u>Intrinsic Motivation – Illustrations are Consistent with Article Findings</u> (2) (c) 3. (ii) 10%</p>	<p>Examples, illustrations, studies, etc. are accurate and add to the reader's understanding of intrinsic motivation.</p>	<p>Examples, illustrations, studies are above average and add to the reader's understanding of intrinsic motivation.</p>	<p>Examples, illustrations, studies sometimes add to the reader's understanding of intrinsic motivation.</p>	<p>Examples, illustrations, studies are not accurate and do not add to the reader's understanding of intrinsic motivation.</p>
<p><u>Article 2 – Topic</u> – Student demonstrates an understanding of the <u>physical, emotional, and social development</u> of young people and the <u>relationship</u> of these to <u>learning readiness</u> and to <u>cognitive development</u> (2) (c) 1.(i) 10%</p>	<p>Student clearly demonstrates an understanding of the <u>physical, emotional, and social development</u> of young people and the <u>relationship</u> of these to <u>learning readiness</u> and to <u>cognitive development</u>. Summary/Review is comprehensive in demonstration of understanding the concepts.</p>	<p>Student adequately demonstrates an understanding of the <u>physical, emotional, and social development</u> of young people and the <u>relationship</u> of these to <u>learning readiness</u> and to <u>cognitive development</u>. Summary/Review is comprehensive in demonstration of understanding the concepts. Only 2-3 supporting explanations of understanding of concept.</p>	<p>Student somewhat demonstrates an understanding of the <u>physical, emotional, and social development</u> of young people and the <u>relationship</u> of these to <u>learning readiness</u> and to <u>cognitive development</u>. Summary/Review is comprehensive in demonstration of understanding the concepts. No details are given to support understanding of concept</p>	<p>Student does not demonstrate an understanding of the <u>physical, emotional, and social development</u> of young people and the <u>relationship</u> of these to <u>learning readiness</u> and to <u>cognitive development</u>.</p>
<p>Article 2 – <u>Physical, Emotional, and Social Development and the Relationship</u> of these to <u>Learning Readiness</u> and to <u>Cognitive Development</u> Illustrations are Consistent with Article Findings (2) (c) 1.(i) 10%</p>	<p>Examples, illustrations, studies, etc. are accurate and add to the reader's understanding of the <u>physical, emotional, and social development</u> of young people and the <u>relationship</u> of these to <u>learning readiness</u> and to <u>cognitive development</u>. .</p>	<p>Examples, illustrations, studies, etc. are above average and add to the reader's understanding of the <u>physical, emotional, and social development</u> of young people and the <u>relationship</u> of these to <u>learning readiness</u> and to <u>cognitive development</u>. .</p>	<p>Examples, illustrations, studies, etc. sometimes add to the reader's understanding of the <u>physical, emotional, and social development</u> of young people and the <u>relationship</u> of these to <u>learning readiness</u> and to <u>cognitive development</u>. .</p>	<p>Examples, illustrations, studies, etc. are not accurate and do not add to the reader's understanding of the <u>physical, emotional, and social development</u> of young people and the <u>relationship</u> of these to <u>learning readiness</u> and to <u>cognitive development</u>..</p>

<p><u>Article 3 – Topic</u> – Students will demonstrate an understanding of the strategies that promote <u>retention</u> as well as <u>transfer of learning</u> and the <u>relationship</u> between these <u>two learning outcomes</u> (2) (c) 4. (iii)10%</p>	<p>Student clearly demonstrates an understanding of the strategies that promote <u>retention</u> as well as <u>transfer of learning</u> and the <u>relationship</u> between these <u>two learning outcomes</u>. Summary/Review is comprehensive in demonstration of understanding the concepts.</p>	<p>Student adequately demonstrates an understanding of the strategies that promote <u>retention</u> as well as <u>transfer of learning</u> and the <u>relationship</u> between these <u>two learning outcomes</u>. Only 1-2 supporting explanations of understanding of concept.</p>	<p>Student somewhat demonstrates an understanding of the strategies that promote <u>retention</u> as well as <u>transfer of learning</u> and the <u>relationship</u> between these <u>two learning outcomes</u>. No details are given to support understanding of concept.</p>	<p>Student does not demonstrate an understanding of the strategies that promote <u>retention</u> as well as <u>transfer of learning</u> and the <u>relationship</u> between these <u>two learning outcomes</u>.</p>
<p><u>Article 3 – Topic –Retention and Transfer of Learning - Relationship</u> Between these <u>Two Learning Outcomes</u>. <u>Illustrations are Consistent with Article Findings</u> (2) (c) 4. (iii) 10%</p>	<p>Examples, illustrations, studies, etc. are accurate and add to the reader's understanding of the strategies that promote retention as well as transfer of learning and the relationship between these two learning outcomes.</p>	<p>Examples, illustrations, studies, etc. are above average and add to the reader's understanding of the strategies that promote retention as well as transfer of learning and the relationship between these two learning outcomes.</p>	<p>Examples, illustrations, studies, etc. sometimes add to the reader's understanding of the strategies that promote retention as well as transfer of learning and the relationship between these two learning outcomes.</p>	<p>Examples, illustrations, studies, etc. are not accurate and do not add to the reader's understanding of the strategies that promote retention as well as transfer of learning and the relationship between these two learning outcomes.</p>
<p><u>Grammar</u> Overall evaluation of Articles 1-3 20%</p>	<p>No grammatical spelling or punctuation errors.</p>	<p>Almost no grammatical spelling or punctuation errors.</p>	<p>A few grammatical spelling or punctuation errors.</p>	<p>Many grammatical spelling or punctuation errors.</p>
<p><u>Appropriate Sources</u> Professional Journals 10%</p>	<p>Three empirical articles.</p>	<p>Two empirical articles</p>	<p>One empirical article.</p>	<p>Not empirical articles.</p>
<p>Use of APA Style 10%</p>	<p>References, in-text citation, and format in APA style.</p>	<p>A few errors.</p>	<p>Many style errors.</p>	<p>No attention to APA style.</p>

## **PSY 3303 Critical Assignment 2 – Review of Two Articles (Research and Theory)**

Your assignment is to review two articles related to specific areas of educational psychology. The articles should be based on empirical studies and theoretical teachings. In your written review, you are to demonstrate and understanding of the assigned educational psychology concept and how research and theory relate to the concept. Professional educational psychology journals are required for the assignment. Keep in mind that the articles have to include an empirical study (ies) and relate to theory.

In addition to concept, research and theory, you will be evaluated on grammar and APA writing style.

**NOTE:** In Critical Assignment 1, your articles were titled **Article 1, 2, and 3**. As a continuation for Critical Assignment 2, your Articles are labeled **Article 4 and 5**.

**Article 4 Topic** – Research and theory underpinning *effective teaching and learning*. (2) (c) 4, (i)

**Article 5 Topic** – Research and theory related to *learning styles and multiple intelligences*. (4) (c) 4. (i)

	Excellent 4 pts.	Above Average 3 pts.	Below Average 2 pts.	Poor 1 pt.
<u>Article 4 Topic</u> Student demonstrates an understanding of research and theory underpinning <u>effective teaching and learning</u> . (2) (c) 4, (i) 10%	Student clearly demonstrates an understanding of research and theory underpinning <u>effective teaching and learning</u> . Summary/Review is comprehensive in demonstration of understanding the concepts.	Student adequately demonstrates an understanding of research and theory underpinning <u>effective teaching and learning</u> understanding. Only 1-2 supporting explanations of understanding of concept.	Student somewhat demonstrates an understanding of research and theory underpinning <u>effective teaching and learning</u> . No details are given to support understanding of concept.	Student does not demonstrate an understanding of research and theory underpinning <u>effective teaching and learning</u> .
<u>Article 4 Topic</u> Illustrations Consistent with Article Findings of Research Study (2) (c) 4, (i) 10%	Examples, illustrations, studies, etc. are accurate and add to the reader's understanding of research and theory underpinning <u>effective teaching and learning</u> .	Examples, illustrations, studies are above average and add to the reader's understanding of research and theory underpinning <u>effective teaching and learning</u> .	Examples, illustrations, studies sometimes add to the reader's understanding of research and theory underpinning <u>effective teaching and learning</u> .	Examples, illustrations, studies are not accurate and do not add to the reader's understanding of research and theory underpinning <u>effective teaching and learning</u> .
<u>Article 4 Topic</u> Quality of Application of Research to Theory (2) (c) 4, (i) 10%	Student clearly demonstrates an understanding of how the research findings of the article relate to <u>effective teaching and learning</u> . Classroom examples are provided.	Student adequately demonstrates an understanding of how the research findings of the article relate to <u>effective teaching and learning</u> . Student does not make connection between research and application of theory.	Student somewhat demonstrates an understanding of how the research findings of the article relate to <u>effective teaching and learning</u> . No classroom examples given and no connection between research and theory.	Student does not demonstrate an understanding of how the research findings of the article relate to <u>effective teaching and learning</u> .
<u>Article 5 Topic</u> Illustrations Consistent with Article Findings of Research Study (4) (c) 4, (i) 10%	Examples, illustrations, studies, etc. are accurate and add to the reader's understanding of research and theory related to <u>learning styles and multiple intelligences</u> .	Examples, illustrations, studies are above average and add to the reader's understanding of research and theory related to <u>learning styles and multiple intelligences</u> .	Examples, illustrations, studies sometimes add to the reader's understanding of research and theory related to <u>learning styles and multiple intelligences</u> .	Examples, illustrations, studies are not accurate and do not add to the reader's understanding of research and theory related to <u>learning styles and multiple intelligences</u> .
<u>Article 5 Quality</u> of Application of Research to Theory (4) (c) 4, (i) 10%	Student clearly demonstrates an understanding of how the research findings of the article relate to <u>learning styles and multiple intelligences</u> . Classroom examples are provided.	Student adequately demonstrates an understanding of how the research findings of the article relate to <u>learning styles and multiple intelligences</u> . Student does not make connection between research and application of theory.	Student somewhat demonstrates an understanding of how the research findings of the article relate to <u>learning styles and multiple intelligences</u> . No classroom examples given and no connection between research and theory.	Student does not demonstrate an understanding of how the research findings of the article relate to <u>learning styles and multiple intelligences</u> .
Grammar 20%	No grammatical spelling or punctuation errors.	Almost no grammatical spelling or punctuation errors.	A few grammatical spelling or punctuation errors.	Many grammatical spelling or punctuation errors.

Appropriate Sources 10%	Two empirical articles.	One empirical article.	Non-empirical articles.	Not empirical articles or from academic journals.
Use of APA Style 10%	References, in-text citation, and format in APA style.	A few errors.	Many style errors.	No attention to APA style.

**Text(s):**

Ormrod, J.E. (2006). *Educational Psychology: Developing Learners, 7<sup>th</sup> ed.*  
Upper Saddle NJ: Prentice Hall

**Other Materials:**

- LiveText software

**CLASS PROCEDURE AND COURSE REQUIREMENTS**

- |   |     |
|---|-----|
| a. 4 Quiz                                 | 20% |
| b. Group work/Oral Presentation           | 35% |
| c. Observation hours (11 hours)           | 5%  |
| d. Research Articles/Critical Assignments | 40% |

**Grading Methods:**

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

**Daily Assignments:** at the discretion of the instructor

**Please Note Competency Statement Below:**

**\*Several class assignments will be completed and competencies must be demonstrated during class time.**

**\*Student must successfully complete all course objectives, assignments, assessments, and activities in order to pass the course.**

**AMERICANS WITH DISABILITIES ACT:** Any student whose disabilities fall with ADA must inform the professor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements for this course. Students who have or may be dealing with a disability or learning difficulty should speak with the professor. Various accommodations are available through the Adaptive Needs Program.

**INCOMPLETE WORK POLICY:** University policy states that an incomplete may be reported for students whose progress in a course has been satisfactory (e.g. the student is passing the course), but who are unable to receive a



final grade because of circumstances beyond their control. An incomplete must be cleared by the next term of enrollment, or one calendar year, whichever comes first. **Students have 10 weeks to clear an incomplete and it is calculated as an F until cleared.**

**ACADEMIC MISCONDUCT:** A student may be disciplined, up to and including suspension and expulsion from the University if they are found in violation of the “Standards of Conduct.” See Standards of Conduct in the Undergraduate Bulletin.

**STUDENT EMAIL:** Effective July 1, 2005, all students were required to obtain and use the TROY email address that is automatically assigned to them as TROY students. All official correspondence (including bills, statements, emails from instructors and grades, etc.) will be sent **ONLY** to the troy.edu (@troy.edu) address.

Your troy.edu email address is the same as your Web Express user ID following by @troy.edu. Students are responsible for the information that is sent to their TROY account. You can get to your email account by logging onto the course and clicking “email link.” You must first access your Troy email account through the Troy email link found on the website. After you log in to your Troy email account, click on “options” on the left hand side of the page. Then click on “forwarding.” This will enable you to set up the email address to forward your email to.

### **PREPARING AND LABELING ASSIGNMENTS**

- All assignments should be typed APA format unless otherwise specified by the instructor.
- Students should follow directions when completing assignments.
- Papers should be stapled before students come to class!!!
- Articles should be completed before coming to class!!!
- Each assignment should have the proper information as specified by the instructor (presentation paper and journal articles). This is specified in additional paperwork given to each student.
- 10% of the total value of the assignment will be deducted from the grade for the assignment if the student fails to follow the directions set forth by the instructor.

### **CLASSROOM WORK GROUP**

- All students are expected to cooperate and contribute during all classroom group activities. We will be working in cooperative groups on weekly journal articles and any other current issues and research with assessing.
- Your group participation and work will be an affective part of your learning in this class. You will be expected to be ready for all group discussions.

## **ABSENCE POLICY**

- Each student has the responsibility for attending scheduled class meetings, for completing assignments on time, and for contributing to class discussions and input of ideas.
- The only absences that will be excused are if the student has been required to attend an activity sponsored by the university. Faculty members who sponsor activities that require class absences must send a list of student names to each member concerned at least three days before the scheduled absence. Instructor will note on class roll which students fail to submit assignment due to absence.

**Faculty policy: Faculty members may levy academic penalties upon unexcused absences; however, such penalties for unexcused absences will be a part of each course syllabus and will be distributed to each class at the beginning of each term and a copy filed in the department office. A tardy is either arriving late or leaving class early. Leaving early on two occasions or arriving late on two occasions is considered one absence. Extra work is given for arriving late and/or leaving early from class. Missing one whole day of class will make it necessary for the student to drop this class.**

## **INCOMPLETE WORK POLICY**

Incomplete grades are assigned at the discretion of the instructor. Students should refer to the appropriate Bulletin or policies regarding the removal of incomplete grades. Attached to this course syllabus is a schedule of all examination dates, due dates for assignments and topics to be covered each week. All assignments are due on or before the date indicated on the class schedule.

## **CHEATING POLICY**

- NOTE: Do not submit papers or materials from previous classes or use someone else's papers or materials to complete the assignments for this class. According to the Standards of Conduct (Graduate Bulletin) and the Academic Code, penalties for misconduct are outlined in the oracle and may include reduction of grade, including reduction to failure, and suspension or expulsion from the university.
- There will be **no** cell phones usage in the classroom. If you have a cell phone, please be sure that the ringer is turned off. Five points will be deducted from your grade for any incoming calls or outgoing calls made in the classroom. You may use your cell phone during our breaks. It is very annoying for these phones to ring during class presentations. Let's be thoughtful of others.

- All observations must be made within the class dates of this course.

**OTHER PERTINENT INFORMATION RELATING TO SPECIALIZATION REQUIREMENTS**

None

**Field Experience Requirements:**

1. As part of the grade for this course, you will be required to complete 11 hours of field experiences that will count toward fulfilling the 150 hours of field experience mandated by the Alabama State Department of Education.
2. The 11 hours required in this course must be completed in the following manner:
3. Two 3 hour blocks totaling 6 hours
  - i. Specific criteria for the hour blocks are determined by the course instructor and may contain the following types of activities:
    - o Teaching a lesson, leading an activity, developing lesson plans, planning a game and teaching it to students, developing a learning center, read a story, listen to a student read, helping a student, observation, assist with instruction, other instructor directed activities.
- Four hours in any increments may contain the following types of activities:
  - i. school board meeting, faculty meeting, parent conference, school committee meeting, grade level meeting, PTA meeting, educational workshops, Saturday or after-school tutoring/ Programs, Boys/Girls Club, Scouting activities, library sponsored activities, Children's YMCA/YWCA activities, university sponsored activities for the elementary education students, formal interviews with administrator/faculty, in-service meeting, lunch duty, student academic team practice and competition, bus duty/pick-up duty, substitute teaching with administrator oversight, children's museum programs, day care/Head Start, Mentoring(Big Brother/Big Sisters, camps, special needs camps, art, music, P.E. and sports classes, hospital sponsored k-6 activities, city parks and recreations, activities/classes and other child-centered activities as approved by the instructor. These experiences must be thoroughly, officially, and authentically evidenced in a K-6 setting or with a K-6 population. This shall be done on a "Report of Professional Laboratory Experience" form and in Live Text.
    - Verification of All Field Experiences: Students should complete a "Report of Professional Laboratory Experience" form for each experience and have it appropriately signed.
      - i. Submit one copy to the course instructor.
      - ii. Keep one copy for your own records.
      - iii. Students must monitor and categorize their hours to be sure to meet the specific requirements for field experiences.
      - iv. 90 hours in 3 hour blocks
      - v. More than half of the 150 hours must occur in a K-6 school setting.

**Completion of the 150 hours is required before students are allowed to begin their internship.**

**Innovative, Informed, Reflective Decision Makers  
Conceptual Framework  
Dispositions of Education Graduates**

Our conceptual framework is grounded in best practices, current and time-tested educational theories, national initiatives, and teacher education reform elements, while being responsive to change. With our dedication to models of best practices and recognition of how we can best equip ourselves to prepare teachers and administrators, we help our students to:

1. **Demonstrate** an understanding of and show effective performance with diverse learning populations in a variety of school cultures
2. **Demonstrate** proactive leadership, professional conduct and well-balanced professional dispositions
3. **Demonstrate** effectiveness as communicators, facilitators, pedagogues and scholars
4. **Build** multi-level collaborative partnerships and mentoring relationships
5. **Demonstrate** competencies in content area knowledge, assessment and emerging technologies
6. **Demonstrate** cutting-edge competencies in pedagogical and applied research skills
7. **Practice** authentic self-assessment, critical and reflective thinking, and the continual monitoring of progress and development
8. **Demonstrate** an ability to generalize and creatively problem-solve
9. **Refine** and evaluate innovative delivery and assessment models
10. **Demonstrate** professional qualities that contribute to building safe, supportive, creative and stimulating learning environments.

**COURSE SYLLABUS – CLASS SCHEDULE**

WEEK OFACTIVITIES

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November 9	Overview of Course Requirements Brief Overview of Educational Psychology Assignment of Topics for Presentation Discuss Chapter 1
November 10	Discuss Chapters 2 - 3 Group Work/Research Articles Computer Lab Video
November 11	Quiz on Chapters 1 - 3 Discuss Chapters 4, 5, & 6 Group Work/Research Articles Computer Lab Video
December 7	Quiz on Chapters 4, 5, & 6 Discuss Chapters 7 & 8 Group Work/Research Articles Oral Presentations Video
December 8	Quiz on Chapters 7 & 8 Discuss Chapters 9 - 10 Group Work/Research Articles Oral Presentations Video
December 9	Quiz on Chapters 9 - 10 Discuss Chapters 11 - 13 Group Work Oral Presentations Video
Final exam	TBA