

The University of North Alabama
ED 333 W Educational Psychology
 3 Semester Hours

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Prerequisites: Admission to Teacher Education

Semester:

Fall 2013

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Course Description: This course explores individual differences, the principles of learning and the maintenance of a good learning atmosphere in the classroom, with special emphasis on classroom management and motivational theories.

Course Text: Omrod (2011). *Educational Psychology: Developing Learners* (8th ed.). Pearson

LIVETEXT: A LiveText membership must be purchased from the UNA bookstore or online at www.livetext.com. We WILL use this service to complete some of your required artifact assessment assignments in class! All major course documents and assignments will be submitted through LiveText or Angel.

Course Objectives:

Code	Standard	Artifact for Assessment
(1)(c)1.(i)	Knowledge of the structure of academic disciplines related to the subject matter content areas of instruction and of the important facts and central concepts, principles, theories and tools of inquiry associated with these disciplines	Academic Curriculum Discipline Profile Embedded Field Experiences
(1)(c)1.(ii)	Knowledge of ways to organize and present content so that it is meaningful and engaging to all learners whom they teach (pedagogical content knowledge).	Academic Curriculum Discipline Profile Embedded Field Experiences
(2)(c)1.(i)	Knowledge of the physical, emotional, and social development of young people and the relationship of these to learning readiness and to cognitive development.	Embedded Field Experiences/Observations
(2)(c)2.(ii)(l)	Knowledge of "How elementary students differ in their development"	Embedded Field Experiences
(2)(c)3.(ii)	Knowledge of factors and situations that promote or diminish intrinsic motivation.	Intrinsic Motivation Inventory
(2)(c)4.(i)	Knowledge of research and theory underpinning effective teaching and learning.	Article Synopsis and Critique
(2)(c)4.(iii)	Knowledge of strategies that promote retention as well as transfer of learning and the relationship between these two learning outcomes.	Academic Curriculum Discipline Profile; Class Instructional Setting and Student Seating Arrangement
(2)(c)4.(iv)	Knowledge of the importance of parents and or families as active partners in planning and supporting student learning.	Parent/School collaboration Plan
(3)(c)1.(ii)	Knowledge of the impact of native language and linguistic background on language acquisition.	Literacy Landscape Embedded Field Experiences
(4)(c)1.(iii)	Knowledge of the characteristics of one's own culture and use of language and of how they differ from other cultures.	Literacy Landscape Embedded Field Experiences
(4)(c)5.(i)	Knowledge of how personal/cultural biases can affect teaching and learning.	Cultural Autobiography

NOTE: This course is a midpoint course for assessment components within the University of North Alabama Teacher Education Program assessment and documentation requirements. Due to the nature of this course and the requirements necessary for documentation of Alabama Quality Teacher Standards in LiveText, etc., supplemental resource or documentation materials may be added as supporting documents to this syllabus in order to facilitate NCATE, SACS or Alabama Department of Education requirements.

The student will be able to demonstrate knowledge of and ability to:

(Alabama Professional Education Personnel Evaluation Competencies)

- 2.1 Orients Student to the Lesson
- 2.4 Provides Practice and Summarization
- 3.3 Provides Feedback about Student Performance
- 4.1 Manages Class Time
- 4.2 Manages Student Behavior
- 5.1 Involves Students in Interaction
- 5.3 Expresses Positive Affective/Minimizes Negative Affect
- 6.2 Writes Clearly, Correctly, and Coherently
- 7.1 Improves Professional Knowledge and Skills

Course Topics:

Cognitive and Language Development
Learning Theories
Personal, Social and Emotional Development
Building Motivation
Classroom & Instructional Management
Principles of Instruction and Assessment

Projects/Course Requirements/Assessments:

1. Academic Curriculum Discipline Teaching Profile (Angel Submission)

This assessment artifact (Teacher Interview, Discussion, Analysis and Literacy in the Content Areas) will require an exploration into your chosen content area. You will be able to clearly define how students' cognitive processes are particular to this content area. For example, if your content area is science, you will clearly describe the structure of the academic discipline related to science, the instructional strategies best suited for facilitating transfer of learning in your discipline and of the important facts and central concepts, principles, theories and tools of inquiry associated with your academic discipline. This profile will contain:

- Interview transcripts and analysis (to be completed with a teacher who is currently teaching in your academic discipline and at the grade level you are preparing to teach.
- Lesson Plan for Shadowing
- Shadowing Analysis, Reflection
- Cooperating teacher's written feedback or notes
- Documentation of Research into professional organization related to academic discipline
- Observation documents

2. Cultural Autobiography and Literacy Landscape (W) (LiveText Submission)

Section I: Cultural Autobiography Overview

Write a cohesive description of your historical and cultural background and how you think they influence your communication, and how this background will surface in your future classrooms. You should connect these experiences with sociocultural theories found in your text and in various cultural experiences observed from class and field experiences. Make sure to indicate examples and personal experiences to help support your points. Rubric is attached in Appendix A.

Section II: Literacy Landscape of Your Cultural Autobiography (W) (LiveText Submission)

Include a section in your Cultural Autobiography describing and tracing your own language and literacy development, including connections among your personal experiences and the impact of language and linguistic backgrounds on your own language acquisition and literacy development. Discuss how your family either promoted or supported literacy or not? Exhibit your knowledge of the characteristics of your own culture and use of language and how your family culture differs from others. The grading rubric for the Cultural Autobiography and Literacy Landscape can be found in Appendix A.

Note – The Cultural Autobiography and Literacy Landscape have been combined into one assessment artifact submission in LiveText, although it does have two distinct sections.

3. Parent/School Collaboration Plan: (LiveText Submission)

Candidates research online resources for building successful parent/school collaboration plan; design activities that encourage parent involvement and reveal the candidate's knowledge of the importance of parents and or families as active partners in planning and supporting student learning. (Rubric in Appendix A)

4. Intrinsic Motivation Inventory: (Angel Submission)

Candidate designs an Intrinsic Motivation Inventory from examples of published assessments and examples given, thereby exhibiting knowledge of factors and situations that promote or diminish intrinsic motivation. You will administer the inventory to a peer and evaluate situations that would promote intrinsic motivation for the person taking the inventory. Then, the candidate completes an analysis, review and reflection.

5. Analysis of Classroom Instructional Setting and Student Seating Arrangement: (Angel Submission)

During your field experience observations, you should specifically observed classroom instructional settings and student seating arrangements. Select a particular classroom instructional setting and student seating arrangement that you feel is particularly supportive of student learning and facilitates student learning and teacher instruction. Provide a sketch or picture of this classroom setting, with a one to two page discussion, critique and analysis of why you feel this setting is conducive to student learning and teaching. Be sure to refer to your textbook in your discussion, critique and analysis. (Submission in Angel)

6. Embedded Field Experience – 30 Hours: (LiveText Submission)

As a requirement of Educational Psychology, students must spend 30 clock hours as observers to teachers in the public school system. You must be fingerprinted and cleared by the University of North Alabama Certification Office during the semester you take this class in order to participate in the 30 required hours of embedded field experiences in K-12 classrooms in public school settings. You must also be admitted in the UNA Teacher Education Program and be a current education major when you take this class, including being cleared by the UNA Office of Certification. The hours spent for your embedded field experiences are in regular public education classroom settings, containing students of both sexes, and where possible students of various ethnic backgrounds. Student's cognitive development at differing levels within the realm of education (K-6, 6-8, 9-12) is a primary focus in reflection. It is the individual student's responsibility to make arrangements with the teacher and principal for these hours to be completed. Hours should be completed in different public schools and different public school K-12 classrooms. **Original signatures** from each teacher must be included on the Field Experience Hours form. All Field Experience Analyses and Reflections must be submitted through LiveText, using the format provided. However,

students must not only scan the sheets into Livetext, but students must also submit the original paper copies to the professor by the due date. These original field experience forms, with original teacher signatures will be submitted to the Clinical Experiences Office by your professor. These forms are required in order to document your field experience hours prior to your internship. (For sample copies of the required forms, go to the UNA Clinical Experiences website. All forms are listed on this website.)

See additional information about 18 middle school hours required for secondary majors and 18 hours for elementary majors in the upper grades 4-6 included with this syllabus. (All students must complete 18 of the 30 hours in an upper elementary or middle school setting.) **In addition, beginning SPRING 2012, all students must follow the College of Education's required school assigned settings for reporting field experience hours. ED 333W has been assigned one 3 hour field experience setting in a rural school, as outlined on the required College of Education's required school assigned settings.)**

This information of the structures for your field experiences can be found on Angel and includes a breakdown for each of the ten standards assigned to this course. Each standard requires three hours of observation per standard, for a total of 30 hours, of which three hours of the 30 must be in **one of the required rural settings**. The format, structures and guidelines for observations and submission are provided for your field experiences in Angel.

*** NOTE:** You CANNOT receive credit for this course without your embedded field experiences completed as required. Failure to complete the field experience hours, submit them in LiveText and be received by the professor prior to the assigned submission day will result in an "F" for the course, with no credit given, no matter what other points or grades the student has earned in the course. There are no exceptions to this field experience completion requirement. A grade of **Incomplete** is issued only under rare circumstances, at the discretion of the professor. A grade of **Incomplete** may also result in a reduction of a letter grade for the student. If you cheat on your field experiences, you will receive an "F" in this course, be brought before University Review and before the College of Education's Review of Professional Dispositions.

7. Peer-reviewed Research Article Synopsis and Critique (Angel Submission)

Format and information are listed in Angel.

8. Participation in Discussion Class Discussions

9. Mid-Term Exam

10. Final Exam

UNA Accommodation Statement:

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet

course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

Students are expected to adhere to University of North Alabama College of Education's Dispositions and the Code of Ethics developed by the Alabama State Department of Education in all actions of this course, whether in class or visiting a school campus. A copy can be obtained from www.alsde.org. When in K-12 public school settings, you are expected to follow the rules and policies of the school and district in which you are a guest, in addition to the UNA COE Dispositions and Code of Ethics.

Grading System: A point system will be used for grading. Each assignment will be assigned a point value as listed in the table below, including asterisk notation.

Assessment Artifacts		Possible Points
Two Tests (<i>Preregister with the Distance Learning Lab, prior to exam, according to Distance Learning Lab requirements.</i>)	Midterm Exam	150 Points
	Final Exam	150 Points
Literacy & Cultural Autobiography - Submit on LiveText		75 Points
Academic Curriculum Discipline Teaching Profile (Teacher Interview, Discussion, Analysis and Literacy in the Content Areas) -Submit on Angel		75 Points
Field Experience Assignments (30 Hours of Field Experiences, following format and structures indicated, and all 30 hours must be submitted and received by the professor on LiveText by the required date indicated , in order to receive credit for the course. (A draft of the first 15 hours must be submitted in Angel by Midterm in order to receive midterm points. See below.) - Submit on LiveText with scanned copies of documentation sheets. Original documentation sheets, with original teacher signatures, must be submitted to the professor prior to the deadline in order to receive a grade for the course!		250 Points *
Field Experience Midterm Draft of first 15 hours of Field Experiences - must include more than just observation hours, and must follow the 10 course standards. – Submit on Angel		30 Points
Peer-reviewed Research Article Synopsis and Critique - Submit on Angel		30 Points
Analysis of Classroom Instructional Setting and Student Seating Arrangement - Submit on Angel		30 Points
Intrinsic Motivation Inventory - Submit on Angel		75 Points
Parent/School Collaboration Plan – Submit on LiveText		75 Points
Participation (10 points per module - earned per module, not aggregate.)		60 Points
TOTAL Possible Points		100 Possible Points
* This asterisk beside the artifact assessment activity indicates that the assessment artifact activity <u>must</u> be completed in order for the student to receive credit for the course, no matter what grades or points have been earned overall in the course. If the field experience assessment artifact is not completed as required and submitted, the student will not receive credit for the course. An incomplete grade is at the discretion of the professor and may not be issued. Not submitting field experience hours and all documents required for the course and by the deadline for the course will result in not passing the course, and the student will be required to retake the course, in order to receive credit.		

Grading Scale

A = 93- 100	Range of Total Points Earned	930-1000
B = 83-92	Range of Total Points Earned	830-929
C = 73-82	Range of Total Points Earned	730-829

D = 63-72	Range of Total Points Earned	630-729
F = below 63	Range of Total Points Earned	629 and below

**** These asterisks beside indicate that the field experience assessment artifact activity must be completed, submitted in LiveText and received by the professor prior to final exam, in order to receive credit for the course, no matter what points have been earned overall in the course.**

UNA Attendance Policy:

Regular and punctual attendance at all scheduled classes and activities is expected of all students and is regarded as integral to course credit. Each student is directly responsible to the individual professor for absences and for making up work missed. Other absence policies stated in the official UNA Attendance Policy will be adhered to. **Attendance participation for internet course is indicated by log on schedules and submissions of course discussions and activities by due dates.**

UNA Accommodation Statement:

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

APPENDIX A

Cultural Literacy Autobiography Rubrics

The Cultural Literacy Autobiography includes two sections: Section I, Cultural Autobiography, and Section II, the Literacy Landscape. Both rubrics for the Cultural Literacy Autobiography submitted in LiveText are listed below:

Section I: Cultural Autobiography Rubric

TARGET:
<ul style="list-style-type: none"> Autobiography represents your cultural identity clearly connecting it to historical context and your social structure, race, socio-economic status, gender, ability, and sexuality. You indicate awareness of how your cultural heritage influences who you are as a person and how it will influence your teaching. You describe a clear plan for becoming a more culturally relevant educator. You refer to multiple experiences you have sought out to expand your intercultural competence and trace the impact of these on your identity and practice of teaching. There are NO grammatical or mechanical errors.
ACCEPTABLE:
<ul style="list-style-type: none"> Autobiography describes cultural identity in a detailed narrative that depicts your background and makes some connections to social structures and implications for teaching. Most questions are answered in a cohesive narrative that depicts some growth and implications for becoming a culturally relevant educator. There are five or fewer grammatical or mechanical errors.
UNACCEPTABLE:
<ul style="list-style-type: none"> Autobiography tells story but provides limited links to social structures of race, socioeconomic status, gender, ability, and sexuality Questions are answered in a mechanical way without reflective connections to course content Limited connections between cultural background and implications for teaching present There are more than five grammatical or mechanical errors.

Section II: Literacy Landscape Rubric

Category	TARGET	ACCEPTABLE	UNACCEPTABLE
Focus	There is a clear, well-focused analysis of the literacy development, including discussion of specific events impacting literacy development for the student. The main idea stands out and is well supported.	The analysis of the issue is somewhat clear, but there is a need for more supporting information and/or a more complete exploration into the development of literacy and the events impacting that development.	The analysis of the issue is not clear. There is a seemingly random collection of information, which may or may not be related to the writer's literacy development.
Support	Strong, relevant details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but several key issues or portions of the story line are unsupported.	Supporting details and information are typically unclear or not related to the topic.
Organization	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. The essay includes a strong conclusion	Some details are not in a logical or expected order and this distracts the reader. The essay may be missing a conclusion. Connections between	There is little sense that the writing is organized. Key structures are missing. The transitions between ideas are unclear or nonexistent.

	and a variety of thoughtful transitions.	ideas are missing or fuzzy.	
Voice	The writer seems to be writing from knowledge or experience. Connections are made to language development of the student and language development theories.	The writer relates some of his/her own knowledge or experience, but adds nothing of literacy or language development theories.	There is no personality in the piece. The ideas and the way they are expressed seem to belong to someone else.
Sentence Structure	All sentences are well constructed with varied structure and length.	Most sentences are well constructed but have a similar structure or length.	Sentences lack structure and appear incomplete or rambling.
Grammar/mechanics	Writer makes no errors in grammar, mechanics, or spelling that distracts the reader from content.	Writer makes 3-4 errors in grammar, mechanics, or spelling that distracts the reader from the content.	Writer makes more than 4 errors in grammar, mechanics or spelling that distract the reader from the content.

Rubric for Field Experience

	Target	Acceptable	Unacceptable
FIELD EXPERIENCE REQUIREMENTS, TOOLS & DOCUMENTS (Documents sheets must have original teacher signatures on sheets.)	Targeted performance is evidenced by completion of all Field Experience documents including reflection format structures and standards references, etc. All question sections are answered completely and accurately, and all Field Experience requirements are met.	Acceptable performance is evidenced by completion of all Field Experience documents including reflection format structures and standards references, etc. Some question sections are not answered completely and/or accurately, although all Field Experience requirements are met.	One or more Field Experience documents are missing and question sets are incomplete or inaccurate or all requirements for the Field Experiences are not met.
REFLECTION	Targeted performance is evidenced by 4 or more references to observation documents and/or question sets through description and analysis of both INTASC and ALSDE standards related to the Field Experience activity and actual analysis and discussion according to standards. There are clear and direct statements in reference to the candidate's future use of instructional strategies or decision-making processes and the correct format listed in Angel/Livertext is followed.	Acceptable performance is evidenced by 3 references to observation documents and/or question sets through description and analysis of both INTASC and ALSDE standards related to the Field Experience activity and actual analysis and discussion according to standards. There are clear and direct statements in reference to the candidate's future use of instructional strategies or making-making processes and the correct format listed in Angel/Livertext is followed.	Unacceptable performance is evidenced by fewer than 3 references to observation documents and/or question sets. There is no description and/or analysis of either INTASC or ALASDE standards related to the Field Experience activity or actual analysis of data collected. There are no clear and direct statements in reference to the candidate's future use of instructional strategies or making-making processes or the correct format is not followed.
FIELD EXPERIENCE COMPLETED WITHIN GRADE LEVELS AND DEMOGRAPHICS REQUIRED	Targeted performance is evidenced by completion of all Field Experience documents, with varied schools, including a rural school and grade levels, including 18 hours in middle/upper elementary school and focused on required standards.	Acceptable performance is evidenced by completion of all Field Experience documents, including 18 hours in middle/upper elementary school and focused on required standards.	Unacceptable performance is evidenced by missing hours within the structured course requirements or not following the appropriate grade levels, rural setting or required standards.

Parent/School Collaboration Plan Rubric

	Target	Acceptable	Unacceptable
Statement of Beliefs	Targeted performance is evidenced by clear link between all knowledge and dispositions described in INTASC standard 10. This statement contains no grammatical or mechanical errors.	Acceptable performance is evidenced by a clear link between some of the knowledge and dispositions described in INTASC standard 10. This statement contains no grammatical or mechanical errors.	Unacceptable performance is evidenced by belief statements that are not linked to any knowledge or dispositions described in INTASC standard 10. There are grammatical or mechanical errors.
Letter to Parents	Targeted performance is evidenced by statements that seek to establish cooperative partnerships with parent/guardians to support and enhance student learning. Specific activities and projects are planned and explained to parents. There are no grammatical, mechanical or formatting errors.	Acceptable performance is evidenced by statements that seek to establish partnerships with parent/guardians to support and enhance student learning. Specific activities and projects are not planned or explained to parents. There are no grammatical, mechanical or formatting errors.	Unacceptable performance is evidenced by statements that seek to establish partnerships but do not directly support or enhance student learning. There are grammatical, mechanical or formatting errors.
Documents (Must be documents created solely for this course assignment and not used in other courses.)	Targeted performance is evidenced by more than 3 additional documents that are NOT used in other classes and that support the planned projects or activities.	Acceptable performance is evidenced by at least 2 additional documents that are NOT used in other classes that support planned projects or activities.	Unacceptable performance is evidenced by 1 or less documents that support planned projects or activities or student uses documents already used in another course.

Syllabus Acknowledgement :

I have received a copy of the syllabus for ED 333W. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in the syllabus.

Signature

Date

UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION

CONCEPTUAL FRAMEWORK

*“Engaging Learners,
Inspiring Leaders,
Transforming Lives”*



The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission –

“Changing lives. Creating futures.”

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

“Knowledgeable Practicing Professionals”

who:

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth
3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
4. Use technology to support assessment, planning and instruction for promoting student learning;
5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama’s College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.