

**EPSY 7400**

**Educational  
Psychology  
and  
Educational  
Implications**

**Fall 2012**

**Department of EFLT**

**College of Education**

Dr. Ann Willett

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COLLEGE OF EDUCATION



Faculty, staff and students  
strive to prepare and be professionals who are:

*Competent*

equipped with the knowledge, skills  
and technological expertise to help  
all individuals learn and develop

*Committed*

dedicated to the ethical practices and collaboration  
that serve as the foundation of a diverse  
and intellectually vibrant society

*Reflective*

devoted to analyzing their own past practices  
in ways that fuel ongoing learning  
and improve future practices

*A Keystone in Building a Better Future for All*



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# Auburn University

## Course Syllabus

**1. Course Number:** EPSY 7400, Fall 2012

**Course Title:** Educational Psychology and Educational Implications

**Credit Hours:** 3 semester hours

**Prerequisites:** None

**Professor:** Dr. Ann Willett

**Phone:** 521-7213

**E-mail:** [willeam@auburn.edu](mailto:willeam@auburn.edu)

**Office Hours:** By Appointment

**2. Date Syllabus Prepared:** August 16, 2012

**3. Texts:**

**Required Texts:**

Pressley, M., & McCormick, C. B. (2007). *Child and Adolescent Development for Educators* (1<sup>st</sup> Ed.). New York, NY: The Guilford Press.

**4. Course Description:**

Educational psychology theory and research addressing critical problems, challenges, and opportunities in education or other growth-oriented settings. Content ranges from the study of learning to educational evaluation and authentic assessment. (From the Auburn University Bulletin 2008-2009, pg. 186).

**5. Course Objectives:**

Three general objectives of this course are to:

- Foster a learner-centered approach to learning and instruction
- Provide experiences that will assist you in your professional development
- Foster a collaborative learning community

Specific objectives include:

- Students will be exposed to the various aspects of development, in particular: the biological, cognitive, social, and sociocultural aspects of development in an effort to help them to understand the “whole” learner.

- Students will also understand such individual difference variables that are unique to each learner as: intelligence, learner diversity, motivation, familial and peer influences and mental health challenges.

Course outline:

UNIT I:	BIOLOGICAL BASES OF DEVELOPMENT
UNIT II:	COGNITIVE DEVELOPMENT: PIAGET'S STAGE THEORY
UNIT III:	COGNITIVE DEVELOPMENT: INFORMATION PROCESSING THEORY
UNIT IV:	SOCIAL THEORIES OF DEVELOPMENT
UNIT V:	SOCIOCULTURAL THEORIES OF DEVELOPMENT
UNIT VI:	INTELLIGENCE AND INDIVIDUAL DIFFERENCES
UNIT VII:	THE DEVELOPMENT OF ACADEMIC MOTIVATION
UNIT VIII:	FAMILY AND PEER RELATIONSHIPS
UNIT IX:	STUDENT MENTAL HEALTH CHALLENGES

## **6. Course Content:**

<b>Class 1- Tuesday August 21</b>	<b>Introduction to the course</b>  An introduction to our learning community Syllabus/course overview Chapter 1-Introduction to Childhood Development and Education
<b>Class 2- Tuesday August 28</b>	<b>Unit I: Biological Bases of Development</b>  Read Pressley and McCormick Chapter 2- Biological Development
<b>Class 3- Tuesday September 4</b>	<b>Unit II: Cognitive Development: Piaget's Stage Theory</b> Read Pressley and McCormick Chapter 3- Cognitive Development: Piaget's Stage Theory
<b>Class 4- Tuesday September 11</b>	<b>Unit III: Cognitive Development: Information-Processing Theory</b>  Read Pressley and McCormick Chapter 4- Cognitive Development: Information-Processing Theory
<b>Class 4- Tuesday September 18</b>	<b>Unit IV: Social Theories of Development</b>  Read Pressley and McCormick Chapter 5- Social Theories of Development and Learning
<b>Class 5 -Tuesday September 25</b>	<b>Unit V- Sociocultural Theories of Development</b>  Read Pressley and McCormick Chapter 6- Sociocultural Theories of Development and Education <b>Unit Summary #1 Due</b>
<b>Class 6- Tuesday October 2</b>	<b>Theories of Development- Review of Theories</b>
<b>Class 7- Tuesday October 9</b>	<b>Midterm Examination</b>

	Midterm Examination
<b>Class 8 –Tuesday October 16</b>	<b>Unit VI- Intelligence and Individual Differences</b> Read Pressley and McCormick Chapter 8- Intelligence and Individual Differences in Academic Competence
<b>Class 9 –Tuesday October 23</b>	<b>Unit VII- The Development of Academic Motivation</b> Read Pressley and McCormick Chapter 9- The Development of Academic Motivation
<b>Class 10- Tuesday October 30</b>	<b>Unit VIII- Family and Peer Relationships</b> Read Pressley and McCormick Chapter 10- Family and Peer Relationships <b>Unit Summary #2 Due</b>
<b>Class 11 –Tuesday November 6</b>	<b>Unit IX- Student Mental Health Challenges</b> Read Pressley and McCormick 12- Recognizing and Understanding Student Mental Health Issues
<b>Class 12- Tuesday November 13</b>	<b>Intelligence and Motivation Review</b>
<b>Class 13- Tuesday November 20</b>	<b>No Class Auburn University’s Thanksgiving Break</b>
<b>Class 14- Tuesday November 27</b>	<b>Final Examination</b> <b>Unit Summary #3 Due</b> Final Examination

**All work for the course must be handed in by this date if it is to be graded (Late points will be deducted accordingly)**

## 7. Course Requirements/Evaluation:

### Evaluation Criteria

#### 30% Unit Summaries

You will be required to hand in a typed, double-spaced **one or two-page** unit summary of all of the readings assigned for each particular unit. Since you do have a *very* limited space allocation, you should focus on *succinctly* capturing the major concepts addressed in all of the readings assigned for each unit. You are also encouraged to interrelate, synthesize, critically analyze and compare and contrast the various readings when possible. Your two-page unit summary is due using the following time-table. Since there are three major unit summaries due throughout the course, each summary is worth 10 points.

You will be required to hand in a typed, double-spaced **two-page** unit summary of *all* of the readings assigned for: Chs. 2, 3, 4, 5 and 6 for unit summary #1. Due on Tuesday September 25<sup>th</sup>.

You will be required to hand in a typed, double-spaced **one-page** unit summary of all of the readings assigned for: Chs. 8 and 9 for unit summary #2. Due on Tuesday October 30<sup>th</sup>.

You will be required to hand in a typed, double-spaced **one-page** unit summary of all of the readings assigned for: Chs. 10 and 12 for unit summary #3. Due on Tuesday November 27<sup>th</sup>.

In other words, you should focus on succinctly capturing the major concepts addressed in all of the readings assigned for the entire unit in your summary.

Unit Summary #1	Due Tuesday Sept. 25th (No more than <b>two</b> total typed double spaced pages)	Biological, Cognitive- Piaget, Cognitive- Information Processing, Social and Sociocultural Development
Unit Summary #2	Due Tuesday Oct. 30th (No more than <b>one</b> typed double spaced page)	Intelligence, Individual Differences, and Motivation

Unit Summary #3	Due Tuesday Nov. 27th (No more than <b><i>one</i></b> typed double spaced page)	Family and Peer Relationships, and Student Mental Health Challenges
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**25% Class Discussion Facilitation Based on the Readings**

Starting with Class 2- Tuesday August 28, there are readings assigned to be read for each class. While you are expected to read all of the assigned readings for each class, you will also choose one of the following classes and develop expertise on the assigned readings so that you can facilitate a class discussion based on these readings. Depending on the final number of students enrolled in the course, you will most likely do this presentation in groups of 1-3. You may choose your discussion facilitation class from the following nights and topics:

- A. Biological Bases of Development- Tuesday August 28
- B. Cognitive Development- Piaget's Stage Theory- Tuesday September 4
- C. Cognitive Development- Information Processing Theory- Tuesday September 11
- D. Social Theories of Development- Tuesday September 18
- E. Sociocultural Theories of Development- Tuesday September 25
- F. Intelligence and Individual Differences- Tuesday October 16
- G. The Development of Academic Motivation- Tuesday October 23
- H. Family and Peer Relationships- Tuesday October 30
- I. Student Mental Health Challenges- Tuesday November 6

Your class discussion facilitation based on the readings will consist of three components:

a) For the first component of your class discussion facilitation, you will engage the class in a *discussion* (this part is *not* a lecture-based presentation) of the assigned readings. You may want to develop discussion questions to help you to facilitate the discussion. Your objective is to make sure that the class develops a deep-level understanding of the readings through active participation and discussion. Please try to actively involve all of your classmates in your discussion. For this part of your presentation, you will be graded on your ability to ***thoroughly***, accurately, and conceptually cover the information in the assigned readings.

b) After your group has facilitated a discussion of the major concepts from your readings, your group will conduct an applied presentation of this material. You may choose to do your applied presentation using: projects, activities, a guest speaker, or other resources

that you've found on the Internet; games, role-plays, debates, cooperative learning exercises, discussions, case-based learning, video clips etc. Your goal is to find a creative, learner-centered, engaging way to help the class to apply the information presented in the week's readings to education and/or real-life. Thus, for this part of the presentation, you will also be graded on your ability to help the class to apply the information presented in the readings.

c) For the third component of your class discussion facilitation, you will first ask all of your classmates to take some time to reflect and write out how they can personally apply this particular theory or chapter to their own career, profession or daily lives. Then, you will facilitate a class discussion and invite *everyone* in the class to share their reflection.

### **45% Examinations**

The midterm examination will be worth 25 % of your final grade. The midterm examination will be administered on Tuesday October 9th and will cover:

**Pressley and McCormick Chapter 2- Biological Development**

**Pressley and McCormick Chapter 3- Cognitive Development: Piaget's Stage Theory**

**Pressley and McCormick Chapter 4- Cognitive Development: Information-Processing Theory**

**Pressley and McCormick Chapter 5- Social Theories of Development and Learning**

**Pressley and McCormick Chapter 6- Sociocultural Theories of Development and Education**

The final examination will also be worth 20 % of your final grade. The final examination will be administered on Tuesday November 27th and will cover:

**Pressley and McCormick Chapter 8- Intelligence and Individual Differences in Academic Competence**

**Pressley and McCormick Chapter 9- The Development of Academic Motivation**

**Pressley and McCormick Chapter 10- Family and Peer Relationships**

**Pressley and McCormick 12- Recognizing and Understanding Student Mental Health Issues**



## **8. Grade Requirements:**

**A= 90 percent of possible points and excellent attendance and participation**

**B= 80 percent of possible points and at least good participation**

**C= 70 percent of possible points**

**D= 60 percent of possible points**

A final grade of "A" in the course represents excellent quality work throughout the course that has consistently gone above and beyond the course requirements and reflects a deep-level conceptual understanding on the part of the learner. It is possible to earn 90% or above mathematically, and receive a B due to less than excellent attendance and participation. *Excellent* attendance and participation may be defined as having no more than one absence, and regular participation in all classes. *Good* attendance and participation may be defined as having no more than two absences and regular participation in all classes.

## **9. Class Policy Statements:**

### **A. Attendance, Excused Absences, & Make-up Policy:**

Students are expected to attend all their scheduled classes. College work requires regular class attendance as well as careful preparation. Specific policies regarding class attendance are the prerogative of individual faculty members. Faculty shall inform each class in writing at the beginning of the course regarding the effect of absences on the determination of grades. The student is expected to carry out all assigned work and to take examinations at the class period designated by the instructor. Failure to carry out these assignments or to take examinations at the designated times may result in an appropriate reduction in grade, except as provided in paragraph 4 below.

Instructors shall determine the policy regarding grading which they feel is best for the course. This policy shall be presented to the class, in writing, at the beginning of the term and will govern the actions of the instructor in the course.

Arrangement to make up missed major examinations (e.g. hour exams, midterm exams) due to properly authorized excused absences (as defined by the Student Policy eHandbook at [http://www.auburn.edu/student\\_info/student\\_policies/](http://www.auburn.edu/student_info/student_policies/)) shall be initiated by the student within one week from the end of the period of the excused absence. Normally, a make-up exam shall occur within two weeks from the time that the student initiates arrangements for it. Instructors are encouraged to refrain from giving make-up examinations during the last three days prior to the first day of final examinations. The format of make-up exams and opportunities for students to make up work other than major examinations are at the discretion of the instructor whose make-up policies should be stated in writing at the beginning of the term. Instructors are expected to excuse absences for:

1. Illness of the student or serious illness of a member of the student's immediate family. The instructor may request appropriate verification.
2. The death of a member of the student's immediate family. The instructor may request appropriate verification.
3. Trips for members of the student organizations sponsored by an academic unit, trips for university classes, and trips for participation in intercollegiate athletic events. When feasible, the student must notify the instructor prior to such absences, but in no case more than one week after the absence. Instructors may request formal notification from appropriate university personnel to document the student's participation in such trips.
4. Religious holidays. Students are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays.
5. Subpoena for court appearance.
6. Any other reason the instructor deems appropriate.

Full listing of this policy (Class Attendance Policy) as well as Academic Honesty Code Policy, Code of Student Discipline Policy, Classroom Behavior Policy and other University policies are in Student Policy eHandbook at [http://www.auburn.edu/student\\_info/student\\_policies/](http://www.auburn.edu/student_info/student_policies/).

D. Academic Honesty Policy:

All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook at [http://www.auburn.edu/student\\_info/student\\_policies/](http://www.auburn.edu/student_info/student_policies/) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

E. Accommodations:

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT)."

F. Course contingency:

If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to the syllabus and/or course assignments will replace the original materials.

G. Professionalism:

As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- o Engage in responsible and ethical professional practices
- o Contribute to collaborative learning communities
- o Demonstrate a commitment to diversity
- o Model and nurture intellectual vitality

H. Technology Policy:

Due to the potential incompatibility of word processing programs and formats, and the potential for the transmission of viruses, absolutely no work that is due for the course will be accepted as an E-mail and/or as an E-mail attachment, or on a disk, CD etc. All graded work must be printed off by you and delivered to me in hard copy format.

While there may be designated times during the course for which I will suggest that you may want to bring and use a laptop (for example, in the case of a group project etc.); please do not use laptops, cell phones, Blackberries, iPods, iPhones, iPads, text messaging, E-mail devices or any other forms of technology during class. If you are using one of these, I will first politely ask you to put it away. If I have to mention it again at any point during the semester, you will be asked to leave the class, and that will count as an unexcused absence.

I. Policy Regarding Late Work:

All late work will be deducted using the following scale per day that it is late:

Projects and other assignments-5 points per day  
Take-home Exam sections- One letter grade per day  
All work submitted for the course must be typed.

**10. Justification for Graduate Credit:**

This course provides a graduate-level investigation into the various theories of human motivation and achievement with emphasis on the educational implications of these theories. Students will be encouraged to apply the concepts in the course to their own daily work and personal experiences. The course will also require learners to compare, contrast, synthesize, and evaluate the various theories of motivation.

## **11. Evaluation of Course**

AU eValuate Fall Semester evaluation dates:

Open: November 29, 2012 (8:00am)

Close: December 2, 2012 (11:59pm)

**NOTE: This is a tentative syllabus. Any changes will be announced in class. Students are responsible for being aware of any changes that are made.**