Educational Psychology Apprenticeship Seminar

**Fall 2019**

**EPSY 8440, CRN 18612, 3 credit hours**

**Instructor:** Svetlana Chesser, PhD

**Office Hours and Location:** Tuesday 3 p.m.-4:30p.m., Haley 4076 and upon request.

**Course Meeting Days, Time, and Location:** Tuesdays, 5:00 pm-7:50 pm, 2414 Haley Center

**Phone and Email:** (334) 844-3052; email: [svetlana-chesser@auburn.edu](mailto:ssc0004@auburn.edu). Response time is 24 hours.

**Text:** Zimmerman, B. J., & Schunk, D. H., Eds. (2003). *Educational psychology:*

*A century of contributions.* Mahwah, NJ: Lawrence Erlbaum.

**You will receive a copy of this text during our first class meeting.**

**Additional Readings:** These will be posted in Canvas.

**Course Description:** This course focuses on the historical foundations of educational psychology as well as possibilities for future disciplinary development.

*Justification for Graduate Credit:* This course considers theoretical elements of educational psychology and practical elements of securing a career in the field. Through review of philosophical and psychological works from the last century, students are encouraged to recognize their place as practitioners. This will be coupled with a delving into the practical issues of current scholarship. At course’s end students should be able to generally describe the history, evolution and current state of educational psychology as a field of scholarship and articulate a theoretical position of interest.

**Course Requirements:**

Students are responsible for initiating arrangements for missed work due to excused absences. Work that is missed for unexcused absences will not be accepted. Late materials will only be accepted if arrangements are made before the due date and the absence is excused.

*Question Sets (40%):*

Throughout the semester you will receive sets of questions based on assigned readings. Your brief but comprehensive response is required in Canvas, due in class a week after each is assigned. Rubric for grading these responses can be found in Canvas.

*Pet-Thing Project (30%):*

This project is designed as one of the major outcomes of this course and a potential part of your Qualifying Portfolio as Ed Psych Doctoral Program Student.

You will be conducting a comparison of a theory that you have an affinity for and another competing theory. Detailed instructions and a rubric for this project can be found in Canvas.

*Midterm (30%):*

Midterm that address readings and class discussions will be administered throughout the semester. The format of this exam will be determined from our interactions in class.

**Grading Scale** (%):

100-90 = A

80-89 = B

70-79 = C

60-69 = D

59 or < = F

**Course Schedule:**

**Week Topic:**

1- August 20 Course Introduction

Overview of course expectations and requirements

2 - August 27 Human Nature and Development: Biological,

Psychological and Sociological interactions

**The Founding Period: 1890 to 1920**

3 - September 3 Overview of Philosophy of Science

A. Rationalism

B. Empiricism

C. Pragmatism

4 - September 10 Dewey

5 - September 17 Binet

Terman

Thorndike

6 - September 24 Maria Montessori

The Rise to Prominence: Educational Psychology 1920-1960

**The Rise to Prominence: 1920 to 1960**

7 - October 1 Vygotsky

Piaget

8 - October 8 Midterm/Pet Thing Update

9 - October 15 Skinner

10 - October 22 Cronbach

Gagne

**Educational Psychology in the Modern Era: 1960 to Present**

11- October 29 Educational Psychology in the Modern Era: 1960 to Present

Bloom

12 - November 5 Gage

Bruner

13 - November 12 Bandura

14 - November 19 Brown

15 - December 3 Pet Thin Due

Pet Thing Presentations

**Attendance and Participation:**  Your attendance and participation are expected. You may miss one class without penalty; however, if you miss more than one day of class your grade will be dropped one letter grade. Two absences result in a two-letter grade drop. Your enrollment in this class is taken by me as an act of good faith in your efforts to become an effective practitioner; if you miss more than two days you will be asked to withdraw from the course. Courtesy to those who are speaking is expected at all times.

**Accommodations for Students with Disabilities**: Students who need accommodations are asked 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 alternative time can be arranged to set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodation, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TTY).

**Academic Misconduct**: The Department of EFLT recognizes university policy regarding academic misconduct. In accordance with University policy regarding academic misconduct, students may be subject to several sanctions upon violations of the Student Academic Honesty Code. See the Tiger Cub publication for 2014-2015 for specifics regarding academic misconduct as well as student’s rights and responsibilities associated with the code.

**Incompletes and Withdrawals**: Grades associated with incomplete course work or withdrawal from class will be assigned in strict conformity to University policy (see Auburn University Bulletin 2014-2015). If you wish to drop this course, you may do so by the 10th class period with no grade assignment. From the 10th period to mid-semester, you may drop with a W. After mid-semester, withdrawal from the course will only be granted under unusual circumstances and must be approved by the Dean of the College of Education.

NOTE:  This is a tentative syllabus. Any changes will be announced in class/ course website. Students are responsible for being aware of the changes made.