

**EPSY 8640**

**Educational Psychology**

**Teaching Apprenticeship**

 **Fall 2019**

**Department of EFLT**

College of Education

 Dr. Jill Salisbury-Glennon

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2456 Haley Center

Tuesdays and Thursdays 9:30-12:20

**EPSY 8640**

**Educational Psychology Teaching Apprenticeship**

**Fall 2019**

**Auburn University**

**Course Syllabus**

**1. Course Number:** EPSY 8640, Fall 2019

**Course Title:** Educational Psychology Teaching Apprenticeship

**Credit Hours:** 3 semester hours

**Prerequisites:** Admission to the Educational Psychology Doctoral Program

*(This section of this course is only for Educational Psychology Doctoral students and is*

*an on-campus offering. It is for students who are able to attend meetings and class observations in an onsite manner at our main Auburn University campus.)*

**Co-requisites:** None

**2. Term:** Fall 2019

**Day/Time:** Tuesdays and Thursdays 9:30-12:20

**Instructor:** Dr. Jill Salisbury-Glennon

**Office:** 4006—on the 4th floor of Haley Center

**Office Phone:** 844-3064

**E-mail:** **salisji@auburn.edu**

**Office Hours:** Thursdays 12:00-2:00

 and by appointment

 **Date Syllabus Prepared:** Thursday August 15, 2019

**3. Required Course Readings:**

Woolfolk, A. (2019). Educational Psychology. Fourteenth Edition. Boston, MA: Pearson.

**Note:** There may also be some additional supplementary readings, cases, hand-outs and projects to be assigned throughout the course. Please purchase a 2 inch wide, 3-ring binder to contain and organize any and all handouts as well as printed out versions for each of the readings assigned.

**4. Course Description:**

This course considers the teaching of foundational topics in educational psychology inclusive of: development, learning, motivation, and assessment—in an effort to appreciate the whole learner.

The course begins by covering the learner, with emphasis on biological, physical, cognitive, moral and socio-emotional aspects of development. Next, various approaches to learning and motivation will be covered with emphasis on the behavioral, cognitive and learner- centered constructivist theoretical frameworks and applications. Finally, the course will conclude by covering various approaches to assessment.

The primary objective of this course is to provide an apprenticeship through which you will work closely with and observe an instructor in a FOUN course. At this course’s end you should be prepared to instruct or assist in the teaching of the undergraduate educational psychology Block II courses including: FOUN 3100, 3110, and

3120. To accomplish this, you will be paired with an educational psychology faculty

member as a teaching assistant. Through this apprenticeship, you will practice each of the requisite activities of curriculum delivery and become more familiar with general topics of educational psychology. Your personal reflection and constructive criticism from faculty and peers will assist you in your experience.

**5. Student Learning Outcomes:**

During your time as an apprentice, you are required to spend at least eight different class sessions observing and at least two different class sessions participating in actual teaching exercises to be agreed upon with the professor/course instructor.

Through this apprenticeship, the student should develop an understanding of the development of a 3100, 3110, or 3120 course, inclusive of syllabus development, assessment development, and actual teaching. Specifically, the student will gain applied, practical experiences with test development, teaching, and assessment throughout the course.

BLOCK II Courses: This EPSY 8640 course is the teaching apprenticeship for: FOUN

3100, FOUN3110, and FOUN3120 courses. Just as a sample, the below is for

FOUN3100 to provide a larger picture of readings and activities that you may observe. The FOUN3110 and FOUN3120 courses have a similar layout conceptually, although they are geared toward the secondary level pre-service teachers. The content for the FOUN 3110 and FOUN 3120 courses is split so that the content may be covered over two subsequent semesters. The below is simply to get you oriented to the overall curriculum map and overall content that both the FOUN3100 as one 6 hour course, and the FOUN3110/3120 (as two separate 3 hour courses) address for undergraduates.

**6. Course Content:**

**Week(s) Content**

**Communication; Planning; Collaboration; Assessment**

**1 Introduction**: An integrated approach to development, learning, motivation, and measurement and evaluation through instructional planning

**2 Validity and Inferences**: A discussion of the nature of validity and inference making and the importance of these concepts with individuals and classrooms

**2 Pre-instructional assessment:** An overview of methods and sources of information used to make pre-instructional judgments on the affective, physical and cognitive development of students

**Student Development**

**3 The Multifaceted, complex, unique, and whole learner:** An overview of physical, cognitive, and socio-emotional and moral theories of development in relation to the school-aged child

**4 Individual differences:** A broadening of students’ understanding of the complex learner through a focus on individual variation

**Instructional Strategies; Classroom Management and the Learning Environment**

**4 Learning-Behavioral conceptions**: An introduction, application and evaluation of theories, including relevant concepts, developed in the behaviorist tradition

**5 Learning-Cognitive Processing conceptions**: An introduction, application and evaluation of theories, including relevant concepts, developed in the cognitive tradition

**6 Learning –Constructivist conceptions**: An introduction, application and evaluation of views, including relevant concepts, developed in the tradition of a learner-centered approach to learning and instruction

**7 Motivating Students to Learn**: A discussion and application of the various theoretical perspectives regarding student motivation

**Assessment**

**8 Formal Assessment –Performance assessment**: An introduction, application and evaluation to assessing the degree to which instructional objectives have been met using performance assessment methods.

**8,9 Formal Assessment-Traditional assessment**: An introduction, application and evaluation to assessing the degree to which instructional objectives have been met using fixed response assessment methods

**8, 12 Formal assessment-Standardized assessment**: An introduction, application and evaluation to assessing the degree to which instructional objectives have been met using standardized assessment methods

**Teaching & Working with Undergraduate Teachers-to-be**:

Instruction, Engagement, Management, Assessment, Motivation, Service Learning, Planning and Policies—This topic will run throughout the course and throughout many of the above topics of study in this course.

**M E E T I N G S (with 8640 instructor)**

First 8640 MEETING: planned for WEEK 1

Second 8640 MEETING: (to be planned) around WEEK 7

Third 8640 MEETING: (to be planned) around WEEK 12-15

**O B S E R V A T I O N S o f F O U N c l a s s e s ( r e q u i r e d f o r E P S Y 8 6 4 0 )** : OBSERVATION 1 -- Attend all of WEEK 1 of FOUN 3100 course

OBSERVATIONS 2-8 will be from WEEK 2 until WEEK 11 to complete

all onsite observations of FOUN classes. Be sure to observe a minimum of 8 times total, each time must be on a different date.(Note, there are extra weeks here to attend to account for sickness, exams etc).

During your observations, please do not be distracting to the instructor or students. Please do not check your cell phone, text etc. I would suggest coming up with a list of dates on which you plan to observe throughout the course based on the professor’s/instructor’s syllabus, and getting these dates to them for approval as soon as possible. While you’re doing this, you may also want to confirm your two lesson teaching dates as soon as possible as well. Also, please be sure to confirm their class room number, time of their class on each day, and the exact date for the last class day they will be holding. They likely will not have class on the campus last class day. It will likely be earlier (sometimes this occurs due to service learning hours) which means you will need to hold your observations according to within their last class day will be.

**A S S I G N M E N T S a n d R e q u i r e m e n t s F O R E P S Y 8 6 4 0 :**

**Full List of Course Tasks will be agreed upon in a contract with each student. Below are common tasks chosen as assignments.**

\*Reading of all readings provided as well as handouts and the full textbook, "Educational Psychology Fourteenth Edition". (Required) Read readings needed to complete assignments below first and then as you progress in the course, also read, off and on.

\*Mandatory attendance at all three EPSY 8640 group meetings/class sessions. The first meeting/class session will take place on Thursday August 22 at 12:30 in 4006 or 4009 Haley Center. The next two meetings will be scheduled for once during the mid-semester and once during the end of the semester, at this time.

\* Observation and participation in 8 weekly FOUN class sessions. Each time observed must be emailed to me and CCd to the course instructor whom you observed so they have a record of you observing as well. (Required) Each observation must be for at least 1.5 hours. This is most likely where you will complete the Educational Psychology text readings. I might recommend reading the chapter that will be covered in each of the classes that you observe ahead of time so that you will have some prior knowledge of the content to be covered, and so that you can use this information to inform your reflective journal entries. When you observe, please send an email to me, and cc the professor/instructor/GTA/adjunct etc, please say something to the effect of “I just finished my first required observation in Dr. X’s class on Thursday August 28 from 9:30-12:20 pm.”

\* 8 Observation Journals: For each observation, you will write a short summary of what was observed including: (A) description of the main concepts taught, (B) description of an activity used during the class to engage the students, (C) anything else worth mentioning about your daily observation, and (D) your personal reflections regarding what you’ve observed. This task is intended for you to reflect on what you observe at each observation. You are also strongly encouraged to apply concepts from the book chapter that was covered in the class that you observed as much as possible -- **20 pts each X 8 (160 pts total).**

\*Supplemental YouTube Clips/Websites: For each class that you observe, you will also include one YouTube Clip, Video, or Website, that you could use in your class to help your learners to further apply the concepts or information covered in the chapter. **(5 Points each X 8--** **40 points total**)

\* 2 Tests: Each of you will choose one chapter from the textbook, and using test banks former exams, etc. you will each develop 10 multiple choice questions and 6 short-answer higher order questions from your chapter. You will then all work together to develop two complete exams for the course, one mid-term, and one final. (I have some hard copies of test questions that I can loan out—but PLEASE be very careful to keep these under close watch so that the questions don’t get “out” and PLEASE be sure that I get these back).

Please choose your chapter first in coordination with others (we will do this during the first day of class). These tests will be of use in teaching courses such as FOUN 3110, FOUN3120 and/or FOUN3100. Please be sure to also develop an answer key for these exams. I think the easiest way to do this would to have each of you develop the answer key for the questions from your particular chapter, and then to exchange this information via email attachment, and have someone type it all up**—(20 pts each X 2 exams, =** **40 points total)**

\*2 Grading Experiences- You will be required to grade two different assignments that will be assigned throughout the course. **(20 points X 2 assignments = 40 points total)**

\*Teaching Presentation: (Must both be at least one hour in length). Please meet with your cooperating teacher/professor/GTA/ adjunct as soon as possible to work out a date and time on which you can make a teaching presentation. I would suggest asking them what they are looking for, and you are required to present both the content and come up with a brief activity that will help their students to apply the information that you’ve presented. Ultimately, the date (s) on which you present are up to the teacher/professor/GTA/adjunct. **(50 points = 50 points total)**

**TOTAL COURSE POSSIBLE POINTS- 330**

**Total Possible Points**

**8. Grading Scale and Requirements:**

***A= 90-100 percent of possible points and excellent attendance and participation B= 80-89 percent of possible points and at least good attendance and participation C= 70-79 percent of possible points***

***D= 60-69 percent of possible points***

*A final grade of “A” demonstrates 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 learner. It is possible to receive 90+ percent of the possible points in the course and receive a B or less due to less than excellent attendance and/or participation.*

**9. Class Policy Statements:**

1. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence. Any unexcused absence during class time of 20 minutes or more, at the beginning, middle or end of the class will result in a full class unexcused absence. I will take attendance at the beginning of each class. If you are not present at the time, I will make a note of the date on which you were absent in my grade book. If you arrive to class after attendance has been taken, but within the first 20 minutes of class, it is your responsibility to come to me after class to make sure that I erase the written date on which you were absent from my grade book, otherwise it will remain in my grade book, and it will be counted as an unexcused absence.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *eHandbook at www.auburn.edu/studentpolicies* for more information on excused absences.
3. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *eHandbook at www.auburn.edu/studentpolicies* 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.
5. Disability 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). This policy is also available at:

https://fp.auburn.edu/disability/faculty/syllabus.asp

1. 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, and addendum to the syllabus and/or course assignments will replace the original materials.
2. 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

1. 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 unless special permission is granted for that particular assignment. 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.

1. 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.

1. Auburn University Evaluations

AU eValuate Fall semester 2019 evaluations will be conducted from late November-early December. You will receive an email regarding this process at the end of the semester. Please take a few minutes to complete these.

 K. Online source for campus-wide policies: Please be aware that the Tiger Cub no longer exists. General Counsel now maintains a single website (University Policies site) that serves as the ongoing collection area for University Policies. The link is provided. https://sites.auburn.edu/admin/universitypolicies/default.aspx

This site has a search engine for locating AU campus wide policies.

1. NOTE: Tentative Syllabus: Please note that this syllabus and class schedule was typed on Aug. 15, 2019 and may need to be adjusted throughout the course. Any changes will be announced in class and on email. Students are responsible for being aware of announced changes. This syllabus only applies to Fall 2019 enrolled students taught by this instructor on record.

*Thank you for reading this syllabus to be informed about this course!*

--End of syllabus--