

Educational Psychology 201
Section G
Fall 1999

Tuesdays 4 - 5:15 in 128 Pearson Hall
Thursdays 4 - 5:15 in 313 Harrison Hall

Instructor:

Lori K. Morphey
Office: 201C McGuffey Hall
Office Hours: Tuesday and Wednesday 11 - 1
Phone: 529-1758
E-mail: morphelk@muohio.edu

Course Requirements:

Three Exams	120
Observation/Interview	120
Additional Section Assignments	120
<u>Attendance/Participation/Reflections</u>	<u>40</u>
Total Possible Points	400

Explanation of Course Requirements:

Exams (120 points): See general class syllabus.

Observation/Interview (120 points):

Field Experience #1 (60 points): To be explained in class.

Field Experience #2 (60 points): To be explained in class.

Additional Sectional Assignments (120 points):

There will be *four* activities due during the semester. Each activity will be worth *30 points*. A list of suggested activities are provided below. If you have a different idea that you would like to try, please see me for approval.

- Watch one of the following movies: *Mr. Holland's Opus*, *Stand and Deliver*, *Dead Poet's Society*, or *Dangerous Minds*, and compose a 2-3 page typed paper about how the movie and their lead characters relate to the content of the class. Possibly include how you might or might not use this as an example for your own teaching methods.

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- Select an article that interests you and relates to the content of the class from a research journal. Compose a 2-3 page typed paper summarizing the article and its implications for learning and teaching. Also, please include your personal reactions to the article.

Suggested journals are *Journal of Education Psychology*, *Journal of Educational Research*, *Review of Educational Research*.

- Learning Self Study - This paper will focus on you as a learner. This is a self-exploration of how one or more of the learning theories we are discussing apply to you. It should be approximately 3-4 typed pages.
- Development Self-Study - This paper is designed to help you as a future teacher to know yourself better. It should also clearly reflect your leaning about human development. The paper should be approximately 3-4 typed pages.
- Complete the Discussion and Analysis section at the end of one of the chapters. Your response should be approximately 2-3 typed pages.

Attendance/Participation/Reflections (40 points): All policies stated in the general syllabus regarding this part of your grade apply to this section. In addition, you are required to formulate questions, comments, or reflections about the reading or the large group lecture that will be turned in at the end of each discussion class.

**Schedule of Topics and Assignments
EDP 201, Section G**

Week	Date	Topic
1	T 8/24 R 8/30	Introductions and Expectations Chapter 1: Teaching in the Real World
2	T 8/31 R 9/2	Lecture: Research in Educational Psychology Lecture: Chapter 2: The Development of Cognition and Language
3	T 9/7 R 9/9	Monday-Tuesday Switch, Attend Monday Classes Chapter 2
4	T 9/14 R 9/16	Lecture: Chapter 3: Personal, Social, and Emotional Development Activity #1 Due
5	9/21	Field Experiences this week.
6	T 9/28 R 9/30	Lecture: Chapter 4: Learner Differences Field Experience #1 Due.
7	T 10/5 R 10/7	Lecture: Chapter 5: Learners with Exceptionalities Review for Exam I
8	T 10/12 R 10/14	Exam on Unit 1: Chapters 1-5 Discussion of Exam and Field Experience #1
9	T 10/19 R 10/21	Lecture: Chapter 6: Behaviorism & Social Cognitive Theory Activity #2 Due.
10	10/26	Field Experiences this week.
11	T 11/2 R 11/4	Lecture: Chapter 7: Cognitive Views of Learning and Intro to Ch. 8 Field Experience #2 Due, Review for Exam II
12	T 11/9 R 11/11	Exam II: Chapters 6-8 Discussion of Exam and Field experience #2
13	T 11/16 R 11/18	Lecture: Chapter 10: Increasing Learner Motivation Activity #3 Due.
14	T 11/23	Lecture: Chapter 11: Creating Productive Learning Environments
15	T 11/30 R 12/2	Lecture: Chapter 12: Teacher-Centered Approaches to Instruction Activity #4 Due.
16	T 12/7 R 12/9	Chapter 13: Learner-Centered Approaches to Instruction Wrap up and Review for Final Exam
17	12/13	Final Exam Week. Exam III: Chapters 1-13. Date and time TBA.