

UTTC Teacher Education

Syllabus

PSY 230 Educational Psychology

Course Information

Credits: 3

Year / Term: Spring 2017

Class Location / Room: ED B02

Days / Time: MWF 10:00 a.m. –10:50 a.m.

Instructor Information

Instructor: Leah Hamann, M.Ed.

Phone: 701.221.1380

Office Location: ED 112 Main Floor

Office Hours: By Arrangement

E-Mail: lhamann@uttc.edu

SPRING 2017

January 9	Spring 2017 UTTC Classes Begin
January 13	Last day to enroll/register for Spring 2017 Classes
January 16	Martin Luther King Day (No Classes)
January 27	<i>Last day to add courses or drop without a record (Census Date)</i>
February 20	President’s Day (No Classes)
March 8-9	<u>Mid-term Exams</u>
March 13-17	Spring Break
March 19-21	AIHEC Conference
March 29	Career & College Fair
March 31	Registration Opens for Summer/Fall Semester
April 7	<i>Last day to withdraw from term with a ‘W’ grade</i>
April 14	Good Friday (No Classes)
April 17	Holiday (No Classes)
April 28	Spring Graduation Applications Due
May 3-5	<u>Final Exams</u>
May 12	UTTC Spring 2017 Commencement

Required Textbooks:

Eggen, P. & Kauchak, D. (2016). Educational Psychology: Windows on Classrooms. (10^h Ed) Prentice Hall. ISBN 0-10-13-354948-8

Course Description:

This course introduces students to the fundamental psychological principles underlying education and examines how these principles can be applied in classroom settings. Relevant theories concerning the development of cognition and language; social, emotional, and personal development; learning styles and other learner differences, particularly Native American; motivation of learners; and learning environments are presented. This course is a pre-requisite to all education methodology classes. **Prerequisite(s):** PSY 111 and PSY 252

PSY 230 – Educational Psychology

Student Learning Outcomes:

Candidates will demonstrate the following knowledge and skills:	Assessment
1. Explore theories of cognitive, personal, social, and emotional development and how they affect learning, as evidenced by class discussions and assignments.	Tests/Quizzes KWL Charts
2. Examine theories of motivation as evidenced by oral and written responses.	Tests/Quizzes KWL Charts
3. Investigate how differences such as socioeconomic status, learning styles, and culture affect Native American and other learners, as evidenced by class discussion and case studies. (Standard 3a & 3b introduced)	Case Studies KWL Charts
4. Determine the characteristics of productive learning environments and examine essential teaching skills for creating them through observation and discussion.	Case Studies KWL Charts
5. Compare and contrast teacher-centered approaches to instruction with learner-centered approaches to instruction, as evidenced by oral and written responses to case studies. (Standard 3c introduced)	Case Studies Theoretical Application Lesson Plans KWL Charts
6. Research a topic of choice on the internet related to educational psychology, as evidenced by the presentation of a project illustrating the topic. (Standard 3d introduced)	PowerPoint KWL Charts
7. The learner will apply the use of technology through web-based activities as evidenced by the finished product. (Standard 3e introduced)	PowerPoint KWL Charts

Relationship between ND ESPB Elementary Education Standards, Outcomes and Course Assessments

ND ESPB Teacher Standard(s)	Classroom Activities	Assessment/Assignment	Required Artifacts for Portfolio
Program 5 Reflective Practice: To encourage reflective practice as a means by which professional educators continually improve the teaching and learning process	Lecture, discussion, and candidate reflection.	Case Studies assignments and reflection logs in which teacher candidates are applying educational psychology pedagogy into practice.	Case Study & Reflection Logs
50015.1 Development, Learning, and Motivation	Lecture, discussion, and candidate reflection.	Research paper and PowerPoint presentation on candidate selected topic related to educational psychology with application to teaching pedagogy.	Research Paper & PowerPoint Presentation

During the spring 2017 semester, UTTC will be assessing the first Institutional Learner Outcome, Written Communications, in some of the courses. One of the assignments for this course will be used to assess students' writing abilities. All students' names and identifying information will be removed from any work samples. A writing rubric will be used to score the writing assignments. It will be provided in class.

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United Tribes Technical College Teacher Education Conceptual Framework



The Teacher Education unit seeks to improve the quality of education in America by producing teachers who have demonstrated competency in the skills necessary for effective teaching through a well-designed program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, as well as the philosophy of the Division's conceptual framework, Teacher Education has established the Teacher Candidate outcomes that are assessed throughout the Teacher Education program(s)

The outcomes listed below are aligned with the Teacher Education baccalaureate program Core Beliefs, the 4Rs - Relevance, Relatedness, Respect, and Responsibility – and the corresponding Interstate New Teachers Assessment and Support Consortium (INTASC) Standards.

Program Outcomes:

1. To provide the content knowledge necessary for effective teaching and learning (Core Beliefs 3 and 5; Relevance, Responsibility; INTASC Standards 1 and 7);
2. To develop the skills in teaching methodology that allow for the establishment and maintenance of an environment conducive to the learning of all students (Core Beliefs 2 and 3; Relatedness, Respect; INTASC Standards 1, 2, 4, 5, 6 and 8);
3. To use technology as a means of transforming teaching and learning, infusing it across the curricula (Core Belief 5; Relevance, Responsibility; INTASC Standards 2, 3 and 6);
4. To promote a deep respect for diversity demonstrated in candidates' belief that all students can learn (Core Belief 4; Relatedness, Respect; INTASC Standards 3, 4 and 7);
5. To encourage reflective practice as a means by which professional educators continually improve the teaching and learning process (Core Beliefs 1 and 2; Relevance, Responsibility; INTASC Standards 8 and 9); and
6. To develop effective communication skills so that viable partnerships between colleagues, students, and families can be nurtured (Core Beliefs 1 and 4; Relatedness, Respect, Responsibility; INTASC Standards 7, 9 and 10).

Grading Requirements

Evaluation will be determined by completion of all requirements, attendance, and participation in class. The quality of work submitted will be a major factor. Each activity and assignment is designated specified points. The grade will be based upon the criteria delineated below.

- Writing is expected to be at the collegiate level.
- All assignments should be typed.
- 10% of the total will be deducted if they are not.

Scholarship, attitude, initiative, cooperation, and improvement will also be considered.

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Evaluation of Student Performance (Including Grading Policy)

Evaluation Criteria: A course grade is earned based on the percentage of possible points and will follow the UTTC grading system. The following is a breakdown of percentage points earned:

A	90-100%	C	70-79%
B	80-89%	D	60-69%
		Failing	Below 60%

50% Projects & Assignments

30% Course Participation

20% Assessments

Submission of Assignments

Teacher candidates will be expected to submit all required documents as a hard copy to the instructor. It is essential that you save an electronic version of all of your assignments for this class. A thumbdrive (flashdrive) with at least 2 GB should be utilized.

Writing Style

All reports and presentations are required to be typed and have a cover page indicating:

- Candidate's name
- Title of their paper or presentation, and
- Date that the assignment is due.

At the lower portion of the cover page include:

- The name of the course
- Add the Teacher Education Department slogan: **“Preparing Competent, Caring Teachers”**
- Instructor's name

Your Name Title of Assignment Due Date Educational Psychology Preparing Competent, Caring Teachers Leah Hamann

**When typing use Times New Roman, Arial, or Courier text style size 12.

**Double-spacing the body of your assignment is a must with deduction of points if not followed.

**Include a reference page if necessary.

**Points will be deducted from assignments that do not have a cover page and the required information.

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CANDIDATE ACCOUNTABILITY AND ASSESSMENT OF LEARNING

Reflection Logs and Comprehension Questions

Reading logs and comprehension questions will be assigned throughout the course to ensure that the teacher candidate is reading the assigned literature of the text and supplemental readings. Reflection will be related to any or all of the following material: (1) lecture (2) discussion/discussion starters (3) media presentation (4) classroom exercises (5) guest speaker.

Assessments

Periodically teacher candidates will be assessed of their understanding of information related to the course.

Case Studies

Case studies will be assigned throughout the course to assess the teacher candidate's ability to apply their knowledge to scenarios. (TaskStream Artifact)

KWL Mini Snapshot Charts

Candidates will document their knowledge growth by reflection upon the course objectives throughout the semester.

Final: PowerPoint

Students will choose one topic in Educational Psychology that interests them and conduct research by means of at least three sources on that topic. Students will write a research paper and create a PowerPoint presentation, and present the information to the class. (TaskStream Artifact)

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POLICIES

Attendance

Attendance and punctuality are requested and expected – this means attendance is mandatory; it is part of professionalism.

Much of the content of this course occurs in class. All absences will have a negative impact on your final grade as you miss lecture, group discussion, and work completed during your absence.

The instructor of this course will count the learner fully absent from class if they arrive **fifteen (15) minutes after** the posted start time.

All absences regardless of situation are noted as unexcused in the Jenzabar system.

It is understood that things occur that are out of your control and one cannot be prepared for the unexpected. Therefore, if you are aware of an upcoming absence or if an unexpected event occurs and you are unable to contact your instructor a “note of absence” will be provided within Jenzabar that states your reason for an absence. Notable absences are granted only for the following reasons:

- personal illness,
- the illness of a dependent,
- the death or funeral of an immediate family member,
- or required attendance at an official college activity

Work or activities for other classes are not excused. To be classified as excused, the absence must be officially documented (for example, an illness must be documented by a doctor’s note). If you will be absent due to trips or conferences (i.e. AIHEC) sponsored by the college, you must notify your instructor in writing (not by email) no later than one week **prior** to the absence so we can work out schedule rearrangements. You will not be penalized for official absences. **This attendance policy is non-negotiable.**

Addressing Candidate Tardiness

Candidates must be seated and ready to begin class at the scheduled time. Promptness and even early arrival is recommended. Tardiness is unprofessional and will be recorded and closely monitored by the instructor of the course. **Both tardiness and early departure from class are forms of absenteeism.**

Teacher candidates are required to sign in at each class meeting. The sign in sheet will indicate the time in which a candidate arrives and includes the time of any candidate’s early departure. Participation points are awarded based on the amount of time the student has been present for the scheduled class time.

Three (3) documented late arrivals (tardiness) will constitute one (1) absence and a staffing will be held with the instructor of the course in which an attendance contract will be developed. If the tardiness continues to persist the teacher candidate may be required to drop the course.

The instructor of this course will count the candidate fully absent from class if they arrive **fifteen (15) minutes after** the posted start time.

Expect class to last the entire scheduled time. Candidates may not leave class early without a valid excuse or without having made arrangements with the instructor. The act of leaving prior to the end of class is unacceptable and will be treated in the same manner as a tardy.

Things to keep in mind:

- Note that tardiness is disrespectful to the other candidates, instructor, and yourself.
- If you have children that attend school (elementary, day care) please allow a half hour to drop them off prior to your class.
- Valuable information is generally presented in the first 10 minutes of class.
- If you must leave the class for any reason please do so as quietly as possible.

Appropriate Dress:

You may dress casually when we have regular class; however, when we have guest speakers or if you are teaching and/or presenting, you must dress professionally. This means dress slacks, dress shirts and ties for men and dresses with hose, dress slacks, and appropriate blouses for women.

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Policy for Late Submission:

Each candidate is responsible for obtaining the necessary information required in the event of an absence. It is the candidate's responsibility to contact one of your peers to obtain information concerning assignments, handouts, and any changes or announcements.

The assignments and course requirements must be completed by the due date. **Late work will not receive full credit.** All late work (which has been arranged with the instructor) must be personally handed to the instructor. The amount of points deducted for late work is at the discretion of the instructor.

Midterm and Final Projects/Assignments – Ample amount of time will be given to teacher candidates to complete midterm and final artifacts; therefore midterm/final projects, assignments and/or tests must be completed and submitted by the designated due date and time. Only hardship cases will be considered.

Withdrawal from Class:

Withdrawal from class after April 7th, 2017 results in an automatic "F" grade for the course.

Plagiarism and Academic Integrity:

Plagiarism is the term for taking credit for work that is not your own. This means you cannot take material from articles, books or websites you find in the library and present it as your own work, you cannot let your friends prepare your assignments, and you cannot copy an assignment from a student who took the same course another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are the evidence you provide of your learning, your original ideas.

Providing work that is not your own or that is not unique to the assignment is inappropriate because it is a form of dishonesty. The consequences of plagiarism are severe: you will be given an F on the specific assignment, or the entire course, at the instructor's discretion. If you need advice on how to appropriately cite the work of others, please ask. Briefly as long as you acknowledge that an idea is not your own, but give the original source, and so long as the assignment contains sufficient original work in addition to whatever is quoted from others, you are generally not going to get into trouble.

Other violations of academic integrity are also inappropriate though they do not generally have the same severe consequences as plagiarism. One example would be lying about the reason for an absence, or signing someone else's name to a sign-in sheet when they were not present. Please keep in mind that students generally ask their instructors for recommendations, whether for jobs or for scholarships.

Incompletes

A grade of I (Incomplete) will be recorded when a student is making progress in classes, but is unable to complete course requirements for reasons beyond his/her control and after negotiation between the instructor and the students about how the course can be completed. Except for emergencies, such as exceptional personal illness, a death in the family, or other unforeseeable circumstances, a student must contact their instructor within two weeks prior to an event or events that they feel would interfere with their ability to attend class and finish the semester successfully. A current minimum of a 'C' grade is required for the student to receive an Incomplete in that course.

Copies of the negotiated agreement will be filed with the Registrar, the advisor, and the student. Students have two weeks into the succeeding semester to complete the necessary work. A "last-minute effort" to complete a course by the student with a history of poor attendance or poor performance is not a viable reason to report an incomplete grade.

It is the student's responsibility to request an incomplete grade. It is also the advisor's responsibility to make sure the student understands this option. Students must contact their instructors within two weeks of other circumstances they feel would interfere with their ability to attend class and finish the course successfully. The incomplete grade must change to a grade by the date announced by the Registrar or else it converts to an "F".

Cell Phones:

Out of respect and courtesy to your fellow students, your instructor, and yourself, please leave your cell phone off during class. If you absolutely must leave it on, please turn off the sound and use the silent ring mode. **Texting and checking your cell phone is a distraction and a sign of disrespect. Please do not text in class.** If a student continues to misuse their cell phone a staffing will be held.

Background Checks:

All Teacher Education candidates go through a background check through the state of ND. Because you will be working with children, prior offenses, serious or against children, will be cause for dismissal from the Teacher Education program. In addition, if you are under the influence of illegal drugs or alcohol while in class or working with children, a staffing will be called with the counseling department and you may be suspended from college indefinitely.

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Extra-curricular Activities:

Academic achievement is a top priority in Teacher Education. If you are involved in extracurricular activities, you must be keeping up with your studies or instructors will not approve travel. Our job is to ensure that you have every opportunity for academic success by attending classes and completing assignments.

Students with Disabilities:

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Office of Disabilities Services coordinates reasonable support services, accommodations, and appropriate referrals aimed at removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disabilities Services office located in the Education Building Room 123B (first floor). The DSS department can also be reached at 701.255.3285 ext. 1516.

Special Assistance:

I am available by appointment. If you have any questions or concerns, arrange an appointment with me as soon as possible. Don't wait until the semester is almost over!

There is tutoring available for all candidates if needed. If you feel you would benefit from working with a tutor, please let me know and I will assist you in making arrangements. I encourage you to take advantage of this assistance if you feel you would benefit from it.

Programmatic Procedures:

In an effort to monitor the quality of the courses and programs of the Teacher Education unit at United Tribes Technical College, work produced by candidates in this class may be randomly sampled for external review. This means that the instructor of this course may be asked to provide samples of student and/or candidate work for programmatic assessment purposes. All names and identifying information will be removed from any work samples provided for external review. In addition, the process of external review will in no way affect a grade or performance in this course.

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Class Cancellation Policy

In every situation, the decision to cancel classes is taken very seriously. The reputation of the College and the integrity of the academic program rely on every class being conducted according to the schedule. On the course schedule for this syllabus, the dates you will not have class are identified. These are circumstances that your instructor is aware of at the beginning of the semester when the campus is closed or the instructor and/or students have other commitments.

On rare occasions, there are unexpected emergencies that require class to be cancelled. If you want your instructor to contact you prior to class to let you know of a cancellation, be sure the instructor has your current phone number. Otherwise, if your instructor is not able to come to class, one of the other Teacher Education instructors will cover to make sure you get the educational experience you deserve.

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RUBRICS

Reflection Log Rubric

Criteria	Strong	Proficient	Developing	Beginning	Score
	3	2	1	0	
Depth of Reflection	Response demonstrates an in-depth reflection on, and personalization of a theory, concept, and/or strategy presented in the required reading or class activity.	Response demonstrates a general reflection on, and personalization of a theory, concept, and/or strategy presented in the required reading or class activity.	Response demonstrates a minimal reflection on, and personalization of a theory, concept, and/or strategy presented in the required reading or class activity.	Response demonstrates a lack of reflection on, or personalization of a theory, concept, and/or strategy presented in the required reading or class activity.	
Evidence of Application of Knowledge	Response shows strong evidence of synthesis between the teacher candidate's selected theory, concept, and/or strategy presented in the reading and how they will apply it to their future teaching practice.	Response shows proficient evidence of synthesis between the teacher candidate's selected theory, concept, and/or strategy presented in the reading and how they will apply it to their future teaching practice.	Response shows little evidence of synthesis between the teacher candidate's selected theory, concept, and/or strategy presented in the reading and how they will apply it to their future teaching practice.	Response shows no evidence of synthesis between the teacher candidate's selected theory, concept, and/or strategy presented in the reading and how they will apply it to their future teaching practice.	
Engaged Writing	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no spelling or grammar errors in the reflection.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than two spelling or grammar errors in the reflection.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are three to five spelling or grammar errors in the reflection.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are more than five spelling or grammar errors in the reflection.	
Submission Deadline	Yes			No	
				Score _____/12	

Case Study Rubric

Criteria	Strong	Proficient	Developing	Beginning	Score
	3	2	1	0	
Identifying Issues	The teacher candidate demonstrates a strong understanding of multiple problems in the case study.	The teacher candidate demonstrates a proficient understanding of multiple problems in the case study.	The teacher candidate demonstrates a developing understanding of multiple problems in the case study.	The teacher candidate demonstrates an inadequate understanding of multiple problems in the case study.	
	The teacher candidate demonstrates a strong understanding by identifying that some issues were more important than others and explained why.	The teacher candidate demonstrates a proficient understanding by identifying that some issues were more important than others and explained why.	The teacher candidate demonstrates a developing understanding by identifying that some issues were more important than others but did not explain why.	The teacher candidate demonstrates an inadequate understanding by not recognizing that some issues were more important than others.	
Perspective Taking	The teacher candidate presents an insightful and thorough analysis of the multiple characters in the case.	The teacher candidate presents a thorough analysis of most the characters in the case.	The teacher candidate presents one perspective of a character in the case.	The teacher candidate does not present a perspective of any characters in the case.	
Interventions	The teacher candidate presents an insightful and thorough analysis of how the issue(s) in the case study can be resolved.	The teacher candidate presents a thorough analysis of how the issue(s) in the case study can be resolved.	The teacher candidate presents a weak analysis of how the issue(s) in the case study can be resolved.	The teacher candidate does not present an analysis of how the issue(s) in the case study can be resolved.	
Engaged Writing	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no spelling or grammar errors in the reflection.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than two spelling or grammar errors in the reflection.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are three to five spelling or grammar errors in the reflection.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are more than five spelling or grammar errors in the reflection.	
Submission Deadline	Yes			No	
				Score _____/18	

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Educational Psychology – PowerPoint				
Student Name:	Educational Psychology Topic/Issue:			
The analytic rubric is used to verify specific tasks performed when producing and facilitating a PowerPoint presentation. If the task has been successfully completed, all points are awarded.				
Outcome Assessed	Beginning 1	Developing 3	Proficient 5	Score
<p>Slide Composition</p> <p><i>Title Page: The title should have the largest font on the slide.</i></p> <p><i>PowerPoint presentations are meant to be viewed from a distance. Don't try to put too much information on one slide.</i></p> <p><i>Font should stand out against the background implement various text colors, sizes, and styles.</i></p> <p><i>Graphics should be used to supplement your presentation.</i></p>	<p>Two or more of the criteria listed are absent or lacking from the PowerPoint slide composition:</p> <ul style="list-style-type: none"> • The title slide features the title of the presentation and includes the author's name and presentation title. • A graphic or picture is included that relates to the most important concept of the presentation. Font size makes each slide easily read from a distance. • Color combinations make the information easy to read. • Graphics support presentation points. 	<p>One of the criteria listed is absent or lacking from the PowerPoint slide composition:</p> <ul style="list-style-type: none"> • The title slide features the title of the presentation and includes the author's name and presentation title. • A graphic or picture is included that relates to the most important concept of the presentation. Font size makes each slide easily read from a distance. • Color combinations make the information easy to read. • Graphics support presentation points. 	<p>All of the criteria are met for the PowerPoint slide composition:</p> <ul style="list-style-type: none"> • The title slide features the title of the presentation and includes the author's name and presentation title. • A graphic or picture is included that relates to the most important concept of the presentation. Font size makes each slide easily read from a distance. • Color combinations make the information easy to read. • Graphics support presentation points. 	
Number of Slides	Presentation has fewer than 5 slides.	Presentation includes 5-6 slides.	Presentation includes 7-9 slides.	
Spelling	There are of four or more spelling and grammatical errors in the PowerPoint presentation.	There are fewer than three spelling and grammatical errors in the PowerPoint presentation.	The presentation is free of spelling and grammatical errors.	
Presentation Due Date			The pre-service teacher presented their presentation on the date required.	
Outcome Assessed	Beginning 5	Developing 10	Proficient 15	
Knowledge and Confidence of Topic	The pre-service teacher demonstrates a poor understanding of her selected topic. In addition, they exhibit a lack of confidence while presenting the information to their colleagues.	The pre-service teacher demonstrates a poor understanding of her selected topic <u>or</u> they exhibit a lack of confidence while presenting the information to their colleagues.	The pre-service teacher demonstrates expertise in her selected topic and exhibits confidence while presenting the information to her colleagues.	
Verbal Presentation	Presenter displays one of the following: <ul style="list-style-type: none"> •Has appropriate facial expressions and body language; •Speaks confidently and clearly; •Looks at/engages audience; •Varies volume, pitch, tone, and/or rate for effect; • Uses appropriate vocabulary and transition phrases. 	Presenter displays two of the following: <ul style="list-style-type: none"> •Has appropriate facial expressions and body language; •Speaks confidently and clearly; •Looks at/engages audience; •Varies volume, pitch, tone, and/or rate for effect; • Uses appropriate vocabulary and transition phrases. 	Presenter displays three or more of the following: <ul style="list-style-type: none"> •Has appropriate facial expressions and body language; •Speaks confidently and clearly; •Looks at/engages audience; •Varies volume, pitch, tone, and/or rate for effect; • Uses appropriate vocabulary and transition phrases. 	
Score	Total Points			_/50

PSY 230 – Educational Psychology

Class Schedule (Tentative)

Date	Topic	Readings /Assignment
January	Introductions/Syllabus Lecture and Discussion Ch. 1	<input type="checkbox"/> Reflection Log: Why is reflection important for teacher candidates <input type="checkbox"/> KWL Chart <input type="checkbox"/> Comprehension Questions <i>Chapter 1</i> <input type="checkbox"/> <i>Chapter 1: Case Study</i>
	Lecture and Discussion : Ch. 2	<input type="checkbox"/> Comprehension Questions <i>Chapter 2</i> <input type="checkbox"/> <i>Chapter 2: Case Study</i>
	Lecture and Discussion : Ch. 3	<input type="checkbox"/> Comprehension Questions <i>Chapter 3</i> <input type="checkbox"/> <i>Chapter 3: Case Study</i>
	Assessment – Ch. 1-3	<input type="checkbox"/> <u>Assessment</u> – test chapters 1-3
February	Lecture and Discussion: Ch. 4	<input type="checkbox"/> Comprehension Questions <i>Chapter 4</i> <input type="checkbox"/> Reflection Log: What teaching strategies work for Native American learners? <input type="checkbox"/> <i>Midterm Lesson Plan topic announcement</i>
	Lecture and Discussion: Ch. 6	<input type="checkbox"/> Comprehension Questions <i>Chapter 6</i> <input type="checkbox"/> <i>Chapter 6: Case Study</i>
	Lecture and Discussion: Ch. 7	<input type="checkbox"/> Comprehension Questions <i>Chapter 7</i> <input type="checkbox"/> <i>Chapter 7: Case Study</i>
March Midterm		<input type="checkbox"/> Lesson Plans (Gardner & Vygotsky)
	Lecture and Discussion: Ch. 8 Test: Chapters 4,6-8	<input type="checkbox"/> Comprehension Questions <i>Chapter 8</i> <input type="checkbox"/> <i>Chapter 8: Case Study</i> <input type="checkbox"/> Assessment – chapters 4, 6 – 8
	Lecture and Discussion: Ch. 10	<input type="checkbox"/> Comprehension Questions <i>Chapter 10</i> <input type="checkbox"/> <i>Chapter 10: Case Study</i> <input type="checkbox"/> Select an educational psychology issue to conduct research upon.
April	Lecture and Discussion: Ch. 11	<input type="checkbox"/> Comprehension Questions <i>Chapter 11</i> <input type="checkbox"/> <i>Chapter 11: Case Study</i>
	Lecture and Discussion: Ch. 12	<input type="checkbox"/> Comprehension Questions <i>Chapter 12</i> <input type="checkbox"/> <i>Chapter 12: Case Study</i>
	Lecture and Discussion: Ch. 13	<input type="checkbox"/> Comprehension Questions <i>Chapter 13</i> <input type="checkbox"/> <i>Chapter 13: Case Study</i>
	Assessment: Chapters 10-13	<input type="checkbox"/> Assessment: Chapters 10-13
	Lecture and Discussion: Ch. 14	<input type="checkbox"/> Submission of final KWL <input type="checkbox"/> Final presentation work days
	Presentations Begin	
May 5 Finals	Wrap up Presentations	Artifact Assessment: PowerPoint Presentation

PSY 230 – Educational Psychology

Course Title: Educational Psychology

Course Number: PSY 230

Credit Hours: Three (3)

Instructor: Leah Hamann

My signature below indicates that I have read and understand this syllabus and have been given a copy of my own to keep.

Print Signature

Student signature Date