



**EDUCATION 401 – EDUCATIONAL PSYCHOLOGY  
SPRING 2005 – ACCESS – FIRST TERM  
Mars Hill College  
SYLLABUS**

Instructor: Dr. Deb Morris  
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*The instructor is available 30 minutes before and after class or by appointment.*

Texts:

Norman Sprinthall et al., *Educational Psychology: A Developmental Approach*, 7<sup>th</sup> Edition, 1998.

Kathleen Cauley et al. Eds. *Annual Editions: Educational Psychology 03-04*, 2004.

*Publication Manual of the American Psychological Association*, 5<sup>th</sup> Edition. Optional purchase – students may use the online publication.

**Course Description:** Education 401 is an exploration of how psychology and related social science fields have produced information that is useful to educational practice. The course includes an overview of theories and research related to human development in all domains, cognition and learning, intelligence, motivation, exceptional students, linguistic and cultural diversity in schools, teacher effectiveness, and classroom management. A brief introduction to social science research methods and statistics is also included.

**Course Objectives:** Students completing this course will be able to:

- Explain key terms associated with the field of educational psychology
- Explain theories of leading educational psychologists/theorists
- Apply aspects of the theoretical framework to classroom situations
- Investigate a learning/classroom issue or situation
- Evaluate scholarly resources for research purposes and classroom applications

**Delivery:** Education 401 includes lectures, small group discussion and problem solving, library research, student presentations, Blackboard, and reflective assignments.

**Attendance:** Attendance of all classes is required. In the event of an emergency, the student is required to get notes and assignments from classmates.

**Writing:** Students will be required to submit written assignments. Submissions should be of collegiate quality, following the format prescribed by the APA Publication Manual. Students are advised to review the plagiarism policy included in the MHC catalogue. Students who are uncertain about plagiarism issues should consult the MHC Writing Center for assistance.

**Course Content and the Conceptual Framework:** The Conceptual Framework is based on a trifold model, the *Teacher Professional*, which requires candidates to be grounded in the liberal arts and knowledgeable in their content areas, well-versed in instructional theory and its practical application, and committed to professional values and ethics.

In ED 401 the focus is on content knowledge of child and adolescent growth, learning theory, teaching effectiveness, individual differences- measurement and research, and managing students in groups. A major portion of the course includes theorists who have shaped the field of educational psychology.

Educational psychology emphasizes the four-way agenda of teaching: student characteristics, teachers, teaching strategies, and subject matter. Professional knowledge is developed in this course and as a result of this course; candidates will be well versed in instructional theory and its practical application.

Professional values and ethics are covered throughout the textbook, especially in the chapter on Teaching: The Personal Dimension. This chapter includes the following sections: The Teacher as a Person, Attitudes toward Teaching and Learning; Attitudes toward Pupils; Attitudes Toward Self; and Teaching Goals and Strategies. As a result of this course, candidates will have the opportunity to explore the art and science of teaching and assess their philosophy and assumptions about teaching and learning.

### **Course Content and Core, Diversity, and Technology Standards:**

The NC State Board of Education approved six core standards, diversity, and technology standards for all teachers in 2002. ED 401 covers the following standards:

#### **Core Standards:**

Standard 2: Candidates know how to teach students.

Standard 3: Candidates are successful in teaching a diverse population of students.

Standard 4: Candidates are leaders.

Standard 5: Candidates are reflective about their practice.

Standard 6: Candidates respect and care about students.

**Diversity Standards:**

Standard 1: Candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.

Standard 2: Candidates understand how students’ cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.

Standard 4: Candidates acknowledge and understand that diversity exists in society and utilizes this diversity to strengthen the classroom environment to meet the needs of individual learners.

Standard 6: Candidates of diverse students are reflective practitioners who are committed to educational equity.

**Technology Standards:**

Standard 2: Candidates plan and design effective learning environments and experiences supported by technology.

Standard 5: Candidates use technology to enhance their productivity and professional practice.

**Grading:**

<u>Course Components</u>	<u>Percentage of Final Grade</u>
One Exam:	30%
Research Paper:	30%
Portfolio	25%
Blackboard:	10%
Participation:	5%
(Includes attendance, participation in class discussions.)	

**Distribution:**

93-100	A
85-92	B
76-84	C
68-75	D
Below 68	F

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**The Honor Code**

We, the students of Mars Hill College, pledge ourselves to uphold integrity, honesty, and academic responsibility in and out of the classroom.

**The Honor Pledge**

On my honor, I have neither given nor received any academic aid or information that would violate the Honor Code of Mars Hill College.

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**Schedule:**

**The Blackboard Assignments will make up for the tenth class needed to complete the term.**

**\* As soon as confirmation is received, one of the January classes will meet on campus in Renfro Library for research purposes.**

**January 3:** Chapter 1 – Sprinthall  
Annual Editions: Articles 1-2-3  
Conceptual Framework – *The Teacher Professional*

**January 10:** Chapters 2 & 4 – Sprinthall  
Annual Editions: Articles 5 & 6

Blackboard Assignment – Chapter 7 – Sprinthall – Article 33 – Annual Editions

**January 17:** Chapters 5 – Sprinthall  
Annual Editions: Articles 19 & 22

Blackboard Assignment – Chapter 8 – Sprinthall

**January 24:** Chapters 9 & 10 – Sprinthall  
Annual Editions: Articles 29 & 30

**January 31:** Chapters 11 & 12 – Sprinthall  
Annual Editions: Article 26

**February 7:** Chapters 13 & 14 – Sprinthall  
Annual Editions: Article 23

Blackboard Assignment – Chapter 15 – Sprinthall – Articles 7 & 8 - Annual Editions

**February 14:** Chapters 16-17 – Sprinthall  
Annual Editions: Articles 17 & 16

Blackboard Assignment – Chapter 18- Sprinthall – Article 18 – Annual Editions

**February 21:** Chapters 19-20 – Sprinthall  
Annual Editions: Articles 9, 32, 10, 12  
Research Paper Due

**February 28:** Presentations on Research Papers  
Portfolios Due

Blackboard Assignment – Exam 2 Posted on Blackboard – Due Date – March 3

***In the event the class is canceled because of bad weather, the class will be conducted on Blackboard beginning at 6:00 p.m.***