

**Education 391-001**  
**Educational Psychology and Human Development**

Fall 2017

Tuesdays 1:00-4:00 PM; October 10<sup>th</sup>, 2016-December 12<sup>th</sup>, 2017  
Room 2340 SEB

**Instructor:** Han Zhang

**Office:** 1400-J SEB (CPEP Basement)

**Mailbox:** CPEP Office

**Office Hours:** Wed, 4 PM - 6 PM (Or by appointment)

**Email:** [hanzh@umich.edu](mailto:hanzh@umich.edu) (Please put ED 391 in the subject line!)

**Course Objectives**

*Welcome to Ed. 391 Educational Psychology and Human Development!*

In this course, we will explore the cognitive, social, and emotional development of the students you will encounter in elementary school settings. Our goal this semester will be to examine how psychological theories and principles can help you to better understand teaching and learning. This course will complement your experiences and knowledge about children making sense of their world by providing you with experience studying the cognitive, social, and emotional factors that make specific learning environments as well as teaching strategies and behaviors most effective in different situations and for particular students.

Specifically, by the end of this course, my goal is that each of you will be able to:

- Apply theories and research from educational psychology to understand the cognitive, social, and emotional development of students in the classroom.
- Understand and apply the psychological principles that are relevant for teaching at the elementary school level.
- Critique lessons, classroom materials (e.g., textbooks, lesson plans, and curriculum guides), and assessment tools from an educational psychology perspective.
- Develop lessons and assessments that implement the principles of educational psychology in ways that support all learners.

- Develop strategies to promote student motivation and engagement in their own learning.

## **Course Structure**

I am delighted to teach this course and support your learning and professional development. My goal is to make this class a rewarding learning experience for you and to help you grow and develop as a teacher. I will promote active learning and full participation in class to enhance your learning experience which will include applying the content in multiple ways through a variety of participation structures and interactive activities some of which are described below. When everyone fully participates, which includes having completed all readings prior to class and being engaged in the discussion and activities, we can create the most successful learning context. Also, I will be asking for your feedback on class activities and my teaching throughout this course in an attempt to ensure that your learning is optimized. Please feel free to make suggestions and I will attempt to incorporate your feedback into our class whenever possible.

## **Required Texts**

- Ormrod, J. E. & Jones, B. (2017). *Essentials of Educational Psychology* (5th Edition). New Jersey: Pearson.
- Willingham, D. T. (2009). *Why don't students like school? A cognitive scientist answers questions about how the mind works and what it means for the classroom*. John Wiley & Sons.
- Additional readings will be posted to Canvas.

## **Canvas Site**

A web page has been created for our class on Canvas (EDUC 391 001 F17). We will use Canvas to communicate with you regarding assignments, provide resources (including all readings other than the textbook) and post announcements. You will be required to submit your assignments through Canvas. Please make sure to check it regularly.

## **Course Requirements and Evaluation**

<b>Assignments</b>	<b>Points</b>	<b>Percentage of grade</b>
<b>In-Class Participation</b>	<b>15</b>	<b>15%</b>
<i>Attendance and Engagement (12 pts)</i>		
<i>Discussion Facilitation (3 pts)</i>		
<b>Class Preparation Assignments (CPAs)</b>	<b>20</b>	<b>20%</b>
<b>Midterm</b>	<b>30</b>	<b>30%</b>
<i>In-class (20 pts)</i>		
<i>Take-home (10 pts)</i>		
<b>Final Assessment</b>	<b>35</b>	<b>35%</b>
<i>Educational Psychology in the Classroom (25 pts)</i>		
<i>Reflection essay (10 pts)</i>		
<b>TOTAL</b>	<b>100</b>	<b>100%</b>

Your final grade will be based on the percentage of points you've earned relative to the maximum points possible (100).

**Percentages will be translated into letter grades using the following system:**

98% - 100% = A+

87%-89.5% = B+

77%-79.5% = C+

93% - 97.5% = A

83%-86.5% = B

73%-76.5% = C

90% - 92.5% = A-

80%-82.5% = B-

70%-72.5% = C-

**1 Class Preparation Assignments (20 pts):** Prior to each class, you will be required to complete assigned readings. Approach the readings in an active, systematic, and deliberate way; read to understand, not to memorize. To assist you in engaging with the material for the week, you will be asked to do some writing (i.e., CPA) in advance. The goal of CPA is to have you reflect on the material in relation to classroom observations and experiences. There will be variety in what I ask you to do each week. All CPAs will be submitted on the class discussion board in Canvas by Sunday at 11:59pm unless otherwise stated in the syllabus and on Canvas.

\*The first CPA worth 2pts and the rest worth 3pts each. We will take your best 7 CPAs out of 8.

## **2 In-class Participation (12 + 3 pts):**

- **Attendance and engagement (12 pts):** Attending this course every week is mandatory. Please bring your assigned readings to every class and be prepared for discussion. There will be a variety of activities to help engage you with the materials covered, including in-class assignments, group activities, mini-presentations, mock lessons, etc. Participation can include more than just stating already-well-formed viewpoints (asking questions, clarifying, or summarizing are also helpful). Remember the “Step Up, Step Down” rule: some may need to push themselves to speak up more often; others may need to step down and let others have the floor.
- **Facilitating Discussion (3 pts):** You will sign up with one other person to be a discussion facilitator for one week of the semester. On your assigned week, you and your partner(s) will lead the class in a 15-20 minute discussion of the readings and the CPA. You should not attempt to cover everything but should focus on specific ideas that you found most compelling. To prepare, you should read all assigned readings for that week, make note of themes that arose, discuss with your partner, and pose discussion questions that are relevant, representative, and compelling.

**3 Mid-term Exams (30 pts):** The mid-term exam has two parts. The first exam (20 points) will be administered in class and will consist of open-ended questions. The second exam (10 points) will be a take-home exam. The exam questions will give you the opportunity to demonstrate your understanding of key concepts from class and the readings as well

as apply your knowledge to education and teaching. Further information about the exams will be provided in class.

#### 4 Final Assessment (25 + 10 pts):

- **Educational Psychology in the Classroom (EPIC) Presentations (25 pts):** For this assignment, you and a partner will take one of the course topics of your choosing and 1) prepare a handout with resources and ideas for applying the course material in classroom contexts, and 2) lead a 15-minute teaching with group activity for your chosen topic. Please note that you should not plan to simply teach the theory to the class, instead your presentation should focus on how to *apply* a particular topic in the classroom. Be creative in your presentation and attentive to class dynamics. The discussion you facilitate should be interactive and thought provoking. You will be required to meet with me the week before your presentation to show me a brief lesson plan. **You will present your EPICs at the end of the semester on the last day of class (12/12).** More instructions will be provided in class.
- **Reflection essay (10 pts):** After your presentation, each individual will be required to write a reflection essay. You should reflect upon your own experience of teaching in the EPIC. Each person must submit a 2-3 page reflections. Using three or more theories from the second half of the course (post mid-term content) that are not the topic you presented on to discuss the strengths and weaknesses of your groups discussion and activity (12pt Times New Roman font, double-spaced, 1-inch margins). Your reflection should include thoughtful consideration of the following points:
  - DESCRIBE your lesson plan and what actually happened when you delivered the lesson.
  - ANALYZE your EPIC presentation using THREE OR MORE educational psychology theories or concepts that we have discussed in the second half course.
  - REFLECT on what worked well in your lesson and what you would change if you had to teach your lesson again. The reflection should be grounded in the theories and concepts related to educational psychology that you referenced in #2.
  - **The reflection essay is due Friday, Dec 15<sup>th</sup> at midnight.**

#### General Course Policies

#### Office Hours:

I encourage you to drop by our office during office hours (**Wed, 10 AM -12 PM**) or schedule appointments with me throughout the course to further enhance your learning experience. Not only will we be able to talk in-depth about the class and your progress, it will also give us a chance to get to know each other better. My office is in the School of Education, in the basement of the Combined Program in Education and Psychology (CPEP), 1400-J.

**Emails:** I will make every effort to respond to emails within 24 hours, although it may take longer on weekends and holidays. Please add ED 391 in the subject line when you email me.

### **Electronics:**

*Laptops:* You may use laptops during class to take notes and access required readings. However, I ask that you refrain from using your laptops during group discussions and other activities where laptops are unnecessary.

*Cell Phones.* Cell phone use is strictly prohibited during class. If there is an emergency and you need to use your cell phone, please step into the hallway to use your phone.

**Absence:** It is expected that you will attend every class. If you cannot be present for a class session, please let me know by email in advance of the class session (by 8:30 am). Every unexcused absence will result in a 1-point loss in your final grade. You can make up for only one unexcused absence by completing a make-up assignment. Please note that even if you may be absent for a certain week, it is expected that you will still complete your readings and submit your CPA for that week.

**Late Policy:** Late CPAs will lose all credits. Turning in the take-home exam and reflection paper late will result in 10% reduction of your grade each day that it is late.

**Academic Integrity and Plagiarism:** Cheating or plagiarism will result in a 0 for the assignment and a referral to the University's academic discipline board. If you have any questions regarding what constitutes academic dishonesty or plagiarism please visit the library services site on academic integrity: <http://www.lib.umich.edu/acadintegrity/students/index.html> Links to an external site.

**Special Accommodations:** Please email me or come to office hours during the first week of class if you have any special circumstances that might affect your attendance, participation and/or comfort in class (e.g., a certified disability, involvement in religious observances, or special familial or other responsibilities). I will treat any information you provide as private and confidential.


### Helpful Resources

- *Sweetland Writing Center:* 1139 Angell Hall 764-0429 [www.lsa.umich.edu/swc](http://www.lsa.umich.edu/swc)
- *Services for Students with Disabilities:* G664 Haven Hall 763-3000
- *Counseling and Psychological Services:* 3100 Michigan Union 764-8312

*Although unlikely, these policies and the calendar below may change slightly. If that happens, we will notify you as soon as possible and post a new version to Canvas.*

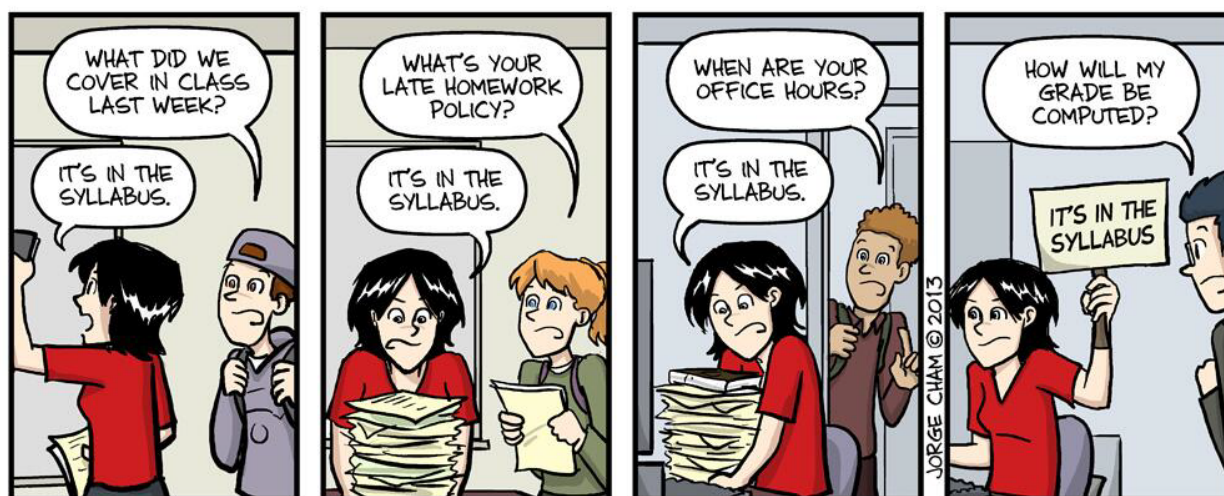
### Course Calendar

Week	Date	Topics	Readings	CPAs
1	10/10	Introduction and Overview	Willingham Ch. 1 Ormrod Ch. 1  *Readings need to be done before class.	CPA #1  *CPAs are due before class.
	10/17	<b>NO CLASSES – FALL BREAK!</b>	Watch <a href="#">this video</a> <a href="#">Links to an external site.</a>	CPA #2

			 OR Willingham ch.7	
2	10/24	Learning, Cognition & Memory	Willingham Ch. 2, 3 Ormrod Ch. 2 (start from section 2.3)	CPA #3
3	10/31	Complex Cognitive Processes (Meta-Cognition, SRL; Transfer, & Critical Thinking)	Willingham Ch. 4, 5	CPA #4
4	11/7	Cognitive & Moral Development (Piaget, Vygotsky, moral development)	Ormrod Ch. 6 (section 6.2, 6.3) Ormrod Ch. 4 (section 4.2, 4.3) Ormrod Ch. 7 (section 7.3)	CPA #5
5	11/14	<b>EXAM 1: In-Class &amp; Take home</b> Learning in Context & Assessment (Behaviorism & Bronfenbrenner)	Ormrod Ch. 4 (section 4.1)	
6	11/21	Motivation, Emotion, & Identity  <b>Happy Turkey Day Break!</b>	Ormrod Ch. 7 (section 7.1, 7.2) Ryan Reading (Canvas)	CPA #6
7	11/28	Classrooms as Social Communities	Ormrod Ch. 7 (section 7.4, 7.5) Charney Reading (Canvas)	CPA #7



			3 Responsive Classroom Strategy Briefs (Canvas)	
8	12/5	Family & Culture as Context	Ormrod Ch. 3 Bronson & Merryman (Canvas) Lott Reading (Canvas)	CPA #8
9	12/12	EPIC Presentations		
	12/15	EPIC Reflection Paper <u>DUE by Friday, December 15<sup>th</sup> at midnight!</u>		



# IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

[WWW.PHDCOMICS.COM](http://WWW.PHDCOMICS.COM)

\* Although unlikely, all information is subject to change.