

**EDCI 209-02**  
**Educational Psychology and Adolescent Development**  
Fall 2008

**Instructor:** Jayne A. Downey, Ph.D.

**Office Phone:** 994-7426

**Office Hours:** MWF 8:15-9:00; MWF 10:00-11:00; & by appointment

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**Course Description**

This course examines the psychological theories underlying effective teaching and provides a framework for understanding adolescent development and learning.

**Goals**

This course is designed to help you develop professional knowledge of the central theories related to learning, teaching, and adolescent development. The content of this course will help you develop a foundation for your work as a professional educator. Integration of theory and practice will be emphasized.

As a result of this course, you should be able to:

1. describe and explain how theories of learning and motivation are related to adolescents' academic performance
2. describe and explain how individual differences and contextual factors influence adolescents' academic performance
3. apply theoretical principles to your professional work with adolescents
4. think, write, and communicate as a reflective practitioner.

**Required Text**

Ormrod, J. (2008). *Educational psychology: Developing learners*. 6th Edition. Upper Saddle River: Merrill Prentice Hall.

**Resources**

- |   |                           |
|---|---------------------------|
| 1. Field Placement and Certification Office | 247 Reid Hall             |
| 2. Advising Center                          | 132 Reid Hall             |
| Cyndi Meldahl, Director                     |                           |
| 3. Teacher's Resource Center                | 222 Reid Hall             |
| Cathy Dorgan, Director                      |                           |
| 4. Global Computer Labs                     | 304, 305, & 306 Reid Hall |
| 5. Writing Center                           | 1108 Wilson Hall          |

**Academic Expectations**

1. **Plagiarism** - Paraphrasing or quoting another's work without citing the source is a form of academic misconduct. Even inadvertent or unintentional misuse or appropriation of another's work (such as relying heavily on source material that is not expressly acknowledged) is considered plagiarism. If you have any questions about using and citing sources, you are expected to ask for clarification.
2. **Collaboration** - University policy states that, unless otherwise specified, students may not collaborate on graded material. Any exceptions to this policy will be stated explicitly for individual assignments. If you have any questions about the limits of collaboration, you are expected to ask for clarification.

3. **Withdrawal** - After November 24, I will only support requests to withdraw from this course with a "W" grade where extraordinary circumstances exist.
4. **Behavior** - Section 310.00 in the MSU Conduct Guidelines states that students must:
  - be prompt and regular in attending classes;
  - be well prepared for classes;
  - submit required assignments in a timely manner;
  - take exams when scheduled;
  - act in a respectful manner toward other students and the instructor and in a way that does not detract from the learning experience; and
  - make and keep appointments when necessary to meet with the instructor.
5. **Cell Phones** - Please turn phones **OFF** before class begins.

For additional information go to [http://www2.montana.edu/policy/student\\_conduct/cq600.html](http://www2.montana.edu/policy/student_conduct/cq600.html)

### Course Requirements

#### 1. Attendance & Participation

**100 points**

Class attendance and participation in class discussion are expected. Assigned reading is to be completed on the day indicated in the course outline. Written responses to the readings and class discussions will be used to record attendance. Responses will be turned in at the end of the class meeting for credit. You will be allowed 3 absences from class without penalty; the 4<sup>th</sup> absence and following will result in a loss of 10 points per absence.

#### 2. Midterm Exam

**75 points**

The midterm exam will address the theories related to teaching and learning as discussed in class and our readings. A study guide will be distributed in class.

#### 3. Team Teaching

**125 points**

Each student will be a member of a 3-4 person team. Each team will work together to plan and teach a 45 minute lesson on a topic chosen from the course outline. As a team you will be responsible to:

- 1) provide a handout for the class related to the content of your lesson
- 2) submit a written lesson plan following the guidelines given in class
- 3) teach your lesson
- 4) watch the DVD of your lesson and complete an evaluation your team's work

You will need to meet with me 1 week prior to the day you are scheduled to teach in order to discuss your plans. More information about this assignment will be distributed in class.

#### 4. Project - Choose ONE of the following:

**125 points**

##### a) Research Project

In this project you will investigate a specific aspect of adolescent development and consider how it relates to your work with adolescents in teaching and learning contexts. You will need to talk with me and sign up for your specific topic. You will write a 5-8 page paper which will be due **Nov. 14th** at the start of class. More information about this project will be distributed in class.

##### b) Volunteer Service Project

In this project you will spend at least 10 hours this semester providing volunteer service with an agency that serves children, adolescents, and/or their families. You will write a 3-5 page paper in which you report what you learned about the community, the agency, students, and their families. This paper is due **Dec. 5th** at the start of class. More information about this project will be distributed in class.

**5. Final Exam****75 points**

The final exam will address the content addressed in the second half of the course. Questions will be drawn from the assigned readings and team teaching lessons.

**Requirements and Points**

Attendance	100
Midterm Exam	75
Team Teaching	125
Project	125
Final Exam	75
Total	<u>500 points</u>

**Letter Grade Equivalent**

A	465 & above
A-	450-464
B+	435-449
B	415-434
B-	400-414
C+	385-399
C	365-384
C-	350-364
D+	335-349
D	315-334
D-	314-300
F	299 & below

**Please Note:** Assignments from this course will be useful elements of the electronic teaching portfolio you will assemble as you go through the teacher education program. You will be able to use products from this course to demonstrate your ability to meet the standards necessary for professional licensure. You are strongly advised to keep a copy of your coursework where you can access it easily in the future.

**Proposed Course Outline** (this schedule will be modified if needed)**I. Introduction to Educational Psychology**

Sept. 3

Sept. 5

**II. Theories of Learning and Teaching****A. Learning & the Brain**

Sept. 8

Sept. 10

Sept. 12

Reading: pgs. 25-28

**B. Behaviorism**

Sept. 15

Sept. 17

Sept. 19

Reading: pgs. 305-332

**B. Information Processing**

Sept. 22

Sept. 24

Sept. 26

Reading: pgs. 198-224

**C. Social Cognitive Theory**

Sept. 29

Oct. 1

Reading: pgs. 349-361

**D. Constructivism**

Oct. 3 Reading: pgs. 29-49 & 245-260  
 Oct. 6  
 Oct. 8  
 Oct. 10 *NRMERA Research Conference - No Class Meeting*

**E. Learner-Centered Teaching**

Oct. 13 Reading: pgs. 454-489  
 Oct. 15  
 Oct. 17 *MEA-MFT Annual Conference in Missoula - No Class Meeting*  
 Oct. 20

**F. Motivation**

Oct. 22 Reading: pgs. 416-446  
 Oct. 24  
 Oct. 27  
 Oct. 29  
 Oct. 31 **Midterm Exam**

**~TEAM TEACHING BEGINS~****III. Factors Influencing Adolescents' Learning****A. Individual Differences (LD; ADHD; BD; GT)** Reading: pgs. 161-186

Nov. 3 Team 1 -  
 Nov. 5 Team 2 -  
 Nov. 7 Team 3 -  
 Nov. 10 Team 4 -

**B. Social Contexts (Peers, Families, Communities, School Violence)** Reading: pgs. 74-82 & 523-539

Nov. 12 Team 5 -  
 Nov. 14 Team 6 - *Research Project Due*  
 Nov. 17 Team 7 -  
 Nov. 19 Team 8 -

**C. Diversity (Culture/Indian Education for All, SES, Gender)** Reading: pgs. 110-137

Nov. 21 Team 9 -  
 Nov. 24 Team 10 -  
 Nov. 26 Team 11 -  
 Nov. 27-28 *Thanksgiving - No Classes*

**D. Risk & Resilience**

Dec. 1 Reading: pgs. 137-142  
 Dec. 3  
 Dec. 5 *Service Project Due*

**E. Classroom Environment & Management**

Dec. 8 Reading: pgs. 500-522  
 Dec. 10  
 Dec. 12

**EDCI 209 - Educational Psychology & Adolescent Development (Fall 2008)**

I have read, understood, and agree to follow the syllabus for EDCI 209 - Educational Psychology and Adolescent Development.

\_\_\_\_\_  
Name (printed)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Tell me a little about yourself and your interests (use the back of the page if you need more room).**

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

Tell me about the work (paid or volunteer) you have done in the past with adolescents and/or education:

What are your "burning questions" about adolescent development and/or secondary education?

What do you think are the characteristics of good teachers and good teaching?

Is there anything that you would like me to know about you?