

SYLLABI FOR EPSY2020 AND 2020L with Dr. Evan R. Powell (evanpowl@uga.edu)
Office hours by appointment in Aderhold 325L, 706-542-4393
Fall 2005, 3 sections, EPSY2020 on MWF @ periods 2, 3 and 4.

I. Course Syllabus

“All academic work must meet the standards contained in ‘A Culture of Honesty.’ Each student is responsible to inform themselves [sic] about those standards before performing any academic work.” [NOTE: This is not an excuse to do nothing.]
“The course syllabus is a general plan for the course; deviations announced to the class by the instructor [sic] may be necessary.”
These quotations from the Academic Affairs Policy Statement No. 13, refers to the ‘master course syllabus’ but must also be included in the Class Syllabus. This professor announces ‘deviations’ in class and through the class syllabus, which is Part II of this document.

‘a. Course title and number as they appear on the course application.’

EPSY2020: Learning and Development in Education. 3 hours

also EPSY2020L: Learning and Development in Education – Practicum. 1-3 hours

‘b. Course description as it appears on the course application.’ (bulletin.uga.edu)

EPSY2020: “Major theories, ideas and research findings about learning, and child and adolescent development, including development of motivation, with special emphasis on practical implications for school teaching and learning.”

EPSY2020L: “An early community or school field experience available ... to students ... who choose to do an extended outreach program....”

‘c. Prerequisites, corequisites [sic], and cross-listings for the course.’ “Not open to students with credit in EPSY2020H.” There are neither prerequisites nor co-requisites.

‘d. Course objectives ... [and] expected learning outcomes for students of the course’

(Quoted from Course Approval Process Application (CAPA):

1. [Know and use] “...common theories and ideas about learning and development.”
2. “...ability and disposition to examine such theories critically, in light of their other knowledge and experience.”
3. “...begin to formulate their own theories about learning and development.”
4. “...investigate potential implications for their own and others’ ideas for their future practice, whether as educators, parents, or other professionals.”

‘e. Topical outline for the course’ [topics list quoted from CAPA]

- Critical reading of educational research
- Behaviorist theories of learning and development (Watson, Skinner, Bandura)
- Cognitive theories of learning and development (information processing, schema theories, metacognition, strategies)
- Constructivist theories of learning and development (Piaget, Vygotsky, Situated Cognition)
- Motivation theory
- Families, and their influences on learning and development
- Cultural influences on learning and development
- Intelligence: definitions, measurement, fluidity, influences on and impact....
- Gender
- Assessment
- Creating learning communities for diverse learners”

‘f. Honor Code’ (see above, italics).

‘g. *The [course] syllabus [above] is a general plan for the course; deviations announced to the class by the instructor [professor] may be necessary.*’

II. Class Syllabus includes the above materials, plus those below.

‘h. Principal course assignments’

Text: Woolfolk, A. (2005) *Educational Psychology*. Active learning ed., 9th ed. Boston, MA: Pearson.

This text is used every day in class that there is no test, from week 2 through to the end of the semester.

Readings: Presented on WebCT and assigned as needed.

School experiences: Each student spends a minimum of one hour per week in a selected school helping one or more children with their work, through the week of 12/5. For **optional** enrollment in EPSY2020L, “Number of hours averaged per week in the... setting must coincide with the number of credits for which a student chooses to register.... A minimum requirement is 15 verified ... hours for one credit, 30 hours for 2 credits, and 45 hours for 3 credits” (bulletin.uga.edu).

Paper(s): One 2-3 page typed paper required before Thanksgiving (15th week of 17) relating class-work to school experiences.

Other activities: Each student prepares a lesson from a textbook module for their colleagues in their ‘jigsaw’ group of four. Each student’s turn will occur, about every other class (non-test) period. Handouts required. The entire text will be covered in order of the modules by the student ‘jigsaw’ groups. Generally, 1 or 2 modules per day.

‘i. Specific course requirements for grading purposes’:

Attendance – EPSY2020 on-campus class, for each unexcused absence 5 points are deducted from from 100;

EPSY2020 required practicum hour/week, for each unexcused absence 5 points are deducted from 100

EPSY2020L; 5 points are deducted from 100 for each 15 hours corresponding to 1 credit (semester hour).

Essay tests – dates of at least two essay tests will be announced in class. The final examination schedule is at reg.uga.edu or the uga.edu calendar

Lesson preparation handouts - must cover main points of module succinctly and include examples of connection of module materials to current exposure to children in ‘school experience’

Lesson management; management of jigsaw group dialog and participation, including basic techniques of cooperative learning

Paper reflects some conjunctions of class material with school experiences

- ‘j. Grading policy’ There is no artificial scarcity of any course letter grade. Uncurved.
EPSY2020 L course grade is solely based on attendance as shown in ‘**III**’ above
EPSY2020 Class attendance grade up to 100 points toward course grade (see **III**)
EPSY2020 each test grade up to 100 points toward course grade
EPSY2020 required practicum hours (See ‘**III**’, above)
EPSY2020 Paper averaged with required practicum hours for EPSY2020, 100
points toward course grade
Handouts and lesson management, a rounding down factor (maximum of minus 5
points toward course grade)
Final exam, a rounding up factor on overall grade (raises maximum of 2 points
toward course grade)
A=90-100; B=80-89; C=70-79 etc.
- ‘k. Attendance policy’
Attendance is required at all tests, classes, and scheduled practicums unless
excused for illness, team or other job requirements, or other unavoidable reasons
- ‘l. Required course material, including texts’
Listed above in the first two items of **IIIh**
- ‘m. Policy for make-up of examinations’
Excused absences from examinations are made up after the examination at times
that are convenient for both the professor and the student
Unexcused absences from announced class examinations yield a zero grade.
Unexcused absences from final examinations yield a zero upgrade.
Students with class average ≥ 90 are not required to take the final examination.