

SYLLABI FOR (EDUC)EPSY2130 AND EPSY4000 with Dr. Evan R. Powell
(evanpowl@uga.edu) Office hours by appointment in Aderhold 325L, 706-542-4393
Spring 2007, 3 sections meet T-Th. @ periods 1, 2, or 3.

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 may be necessary.”

These ‘single’ 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.’

EDUC(EPSY2130): Exploring Learning and Teaching. 3 hours

also EPSY4000: Exploring Learning and Teaching – Practicum. 1-3 hours

‘b. EPSY2130: Course description as it appears on the course application.’ “Exploration of key aspects of learning and teaching through examining your own learning processes and those of others, with the goal of applying your knowledge to enhance the learning of all students in a variety of educational settings and contexts.”

EPSY4000: An early ... school field experience available ... to students ... who choose to do an extended outreach program.

‘c. Prerequisites, corequisites [*sic*], and cross-listings for the course.’ None in CAPA.

‘d. Course objectives ... [and] expected learning outcomes for students of the course’ stated as “essential questions” (from Course Approval Process Application CAPA):

1. “How have I myself [*sic*] (i.e., the teacher candidate [*sic*]) learned in school, and how do I learn most effectively?”
2. “How do student factors (e.g., motivation, family and cultural background, temperament and learning preferences, prior knowledge and experiences)....
3. (and) teaching practices and instructional structures....
4. (and) other factors in the learning environment impact student learning in educational settings?”
5. “How may I use this knowledge ...?”

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

- I. Major learning theories, including behaviorism, information processing and neuroscience, Piagetian and Vygotskian theory
- II. Motivation theory
- III. Sources and effects of student diversity in learning needs and preferences
- IV. Developmental aspects of learning
- V. Outside environmental influences on learners, including culture, family structure and background, home language, SES, and peers
- VI. Effects of teacher beliefs and expectations on learners, including the need to avoid bias and stereotyping
- VII. Elements of effective educational environments for all learners, including teacher/student and student/student relationships and classroom

‘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. (2007) *Educational Psychology*. 10th ed. Boston: Pearson.

This text is used every day in class that there is no test, from week 1 through to the end of the semester.

Readings: Assigned as needed from Knapp, N.F. (Ed.) (2006) *Readings in Educational Psychology*. Boston: Pearson Custom Publishing.

School experiences: Each EPSY2130 student spends a minimum of one hour per week in a selected school helping one or more children with their work.

For **optional** enrollment in EPSY4000, “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), **beyond** the 15 hours for EPSY2130.

Paper(s): One 2-3 page typed paper is required relating class-work to school experiences and *vice versa*.

Other activities: Each student prepares a lesson from a textbook or *Readings* passage for their colleagues in their ‘jigsaw’ group of four. Each student’s turn will occur about every other class (non-test) period. Outlines/handouts required.

The text and some *Readings* will be covered by the student ‘jigsaw’ groups.

Generally, 1 or 2 passages are covered per class day.

‘i. Specific course requirements for grading purposes’:

Attendance – EPSY2130 on-campus class, for each unexcused absence 5 points are deducted from from 100;

EPSY2130 requires one practicum hour/week; for each unexcused absence 5 points are deducted from 100;

EPSY4000; for each of the 15 scheduled hours corresponding to 1s.h. 5 points from 100 are deducted for each unexcused absence.

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 succinctly and include examples of connections of class materials to current exposure to children in the ‘school experience’.

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

Paper reflects many conjunctions of class material with school experiences.

‘j. Grading policy’ There is no artificial scarcity of any course letter grade. Uncurved.

EPSY4000 course grade is solely based on attendance as shown in ‘**III**’ above

EPSY2130 Class attendance grade up to 100 points toward course grade (see **III**)

EPSY2130 each test grade up to 100 points toward course grade

EPSY2130 required practicum hours (See ‘**III**’, above);

EPSY2130 Paper averaged with required practicum hours for EPSY2130, 100 points total toward course grade

Handouts and lesson (mis)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+=87-89; B=80-86; C+=77-79; C=73-76 etc.

'k. Attendance policy'

Attendance is required at all tests, classes, and scheduled school experiences unless excused for illness 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.

IF YOU HAVE *testing, note-taking, or other provisions regarding a disability condition* please let me have the paperwork at the end of the first two class meetings.