

**EPY 320: Educational Psychology**

**Fall 2020**

**Class Meetings:** Tuesday/Thursday 3:30-4:50 pm; Harbert, Room 102

**Instructor:** Ann Dominick, Ed.D.

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**Course Description:**

This course presents theories and practices in human learning to help students develop an understanding of the nature of learning as applied in nursery schools, kindergartens, elementary grades, and high school grades. Emphasis is placed on the development and implementation of assessment systems and the professional use of standard tests and measures. A practicum lab is required. Students will work with a student in an urban school to assess and teach. The culminating project is a Child Case Study.

**Requisite:**

Admission to the Teacher Education Program is required.

**Specific ACTS/INTASC indicators/topics covered**:

Major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities, support individual students’ development, acquisition of knowledge, and motivation, recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, designs and implements developmentally appropriate and challenging learning experiences, uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards, work with others to create environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation, understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate’s and learner’s decision making,  engages in ongoing professional learning, uses evidence to continually evaluate his/her practice, adapts practice to meet the needs of each learner, seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Standards: ACTS/INTASC 1, 2, 3, 6, 9, 10**

**Elementary Standards: 1, 4**

**Special Education Standards:  1.1.1, 2.1.1, 3.1.2, 4.1.1, 4.1.2, 4.1.4, 5.1.1, 5.1.2, 5.1.6, 6.1.5**

**Required Texts:**

Palacio, R.J. (2012) *Wonder*

Snowman, J and McCown, R. (2013). *Ed Psych.*

Tovani, C. (2011). *So, What Do They Really Know?*

**Course Policies:**

**Liability Letter**

Before working with students in a school or participating it is imperative that students have signed liability letter on file in the Division of Education office. Students under age 19 must have a parent/guardian sign the letter. A separate letter is needed for each course every term.

**BSC Resources for Writers**

The Writing Center, located in the Humanities Center 102, offers one-on-one assistance for student writers. We serve all writers at all points in the writing process. Peer tutors spend thirty minutes to an hour per appointment, and there is no limit to the number of tutoring sessions you can have. Drop in during regular hours (M-Thurs, 3:30-10 & Sunday 5-10) or email writingcenter@bsc.edu to make an appointment. No matter what class you are taking, we can help!

**BSC Office of Accessibility Information**

If you have a disability and need academic accommodations in this course, please speak with me privately as soon as possible so I can be prepared to meet your needs. Students who plan to use academic accommodations must first complete the academic accommodation request process with the Office of Accessibility which will provide an academic accommodation letter for you to share with me outlining your needs. If you have not already completed the process with the Office of Accessibility, please contact that office as soon as possible at awsmith@bsc.edu or accessibility@bsc.edu. If you prefer to call the office, the number is (205) 226-7909.

Link for Office of Accessibility Information

<https://www.bsc.edu/campus/accomodations/>

**Quality of Work**

All written assignments require that students submit coherent, logical, and carefully edited prose. All formal papers are to be in APA style, 6th edition.

**BSC Honor Code**

As a member of a student body of BSC, I realize my responsibility to the traditions of the institution, to my fellow students and to myself. I recognize the significance of the Honor System, and I pledge that I will not lie, cheat, or steal as a member of the BSC community. All students must adhere to the BSC Honor Code in ALL assignments in this class.

**Assignments:**

**Reading Responses– 20%**

Completing assigned reading is *essential* for success in this class. Discussions will be rooted in the texts, and thoughtful participation in class dialogue is expected. **Please read and be prepared!**

**Book Clubs/Literature Circle – 5%**

As a class we will read and discuss *Wonder* by R.J. Palacio. Participation and reading responses will be evaluated.

**Interview of Special Education or English as a Second Language Teacher or Administrator – 15%**

The student will interview a K-12 special education or English as a second language teacher or administrator regarding laws, rights, policies and procedures of special education or English as a second language in the public school. Specific issues discussed will be: rights of students and teachers, accommodation of students needs in the classroom, and supports given to students with exceptional learning needs and/or language supports. In a short paper, the student will report on the information gleaned from the interview. A copy of the specific questions planned for the interview should be included in the assignment. The interview must be conducted in person or via Zoom or another virtual platform. The suggested length is 3-4 pages for the short paper.

**Midterm Exam – 20%**

**Case Study Project – 40%**

The purpose of this project is to connect learning theories and authentic classroom practice. Students will be assigned a child from a local elementary or secondary school. The time spent in the schools may be a combination of observation in child’s classroom, work with the assigned child, or a group of children. Communication with the classroom teacher will be essential in planning work for the child, according to his or her needs. You will meet with the child for a minimum of 8 hours during the term. You should have your Verification Form signed every week by the office or your child’s teacher.

**Case Study Project - Observations**  
I will visit each of you at least once throughout the term during a portion of your time with your students. After each observation, you should schedule a time to meet with me within 2-3 days, so we can have an informal, reflective conversation. If you have a lesson you are especially looking forward to, let me know, and I’ll try to drop in on that day.

**Case Study Project – Weekly Journals**

You will keep a daily journal (1-2 pages typed) of virtual meetings with your student, including interactions and reflections of each visit. In general, record what was taught, how the material was presented, engagement level of students, other observations, and reflections for the upcoming week.

**Case Study Project – Written Assignment**

After (and during) completing student mentorship and weekly journals, you will develop a case study based on multiple observations, interviews of teacher and child, assessments, and other information gleaned from project. Students should develop an action plan for child, according to the guidelines discussed in class.

**Case Study Structural Outline**

Your Case Study should be written in APA format (no need for an abstract). I highly recommend the Purdue Online Writing Lab and the BSC Writing Center as invaluable resources when formatting and editing your paper.

* SECTION 1 - Background Information
  + The first section of your case study will present the child’s background. Include factors such as age, gender, school situation, health status, family situation and any relevant social relationships. Report any additional, relevant issues that impact the child and family.
* SECTION 2 - Journal Entries
  + The second section of your case study should include all journal entries, clearly marked by date, and organized in order (Week 1 – Week 8).
* SECTION 3 - Description of the Presenting Problem
  + In the next section of your case study, you will describe the learning challenges the child is facing. Describe any physical, emotional, or academic issues the child or teacher reports. Includes reflections and observations of child’s stage of psychosocial, cognitive, and moral development with citations from course textbook. Assessment information should be reported and summarized.
* SECTION 4 - Your Recommendations (2-3 pages)
  + Provide your recommendations for the academic future of the child, based on your weekly meeting, assessments, and information gathered. Explain how you reached your conclusion and any possible issues with your recommendations.
* SECTION 5 – Reference List
  + Provide a list of references cited. This should include any resources pulled from the internet when planning for each week and a citation of your textbook for observations about stages of development.
* SECTION 6 - An Appendix of Artifacts
  + You will reference all interviews, inventories, lessons, and assessment throughout your case study, so attach each in order (marked clearly with the date in which you conducted the activity) in an appendix for easy referencing.

**Grading Scale**

A= 93-100%; A-= 90-92%; B+ = 87-89%; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76; C- = 70-72; D+ = 67-69; D = 60-66; F = Below 60