



## **SYLLABUS**

**EDUCATIONAL PSYCHOLOGY**

**EDU3305**

# **ARLINGTON BAPTIST COLLEGE**

**Educational Psychology EDU 3305**

**2008 Fall**

**TTH 11:00- 12:15**

**ENTZW**

**Alicia Massingill, Professor**

**Office: Chapel #10**

**Office Hours: 12:30-2:30 & by appt**

**Cell: 817 524-5901**

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## **MISSION STATEMENT**

The mission of Arlington Baptist College is to prepare men and women for Christian life and ministries, both lay and professional, through studies in Bible, general education, church vocations, and practical service, integrating faith and learning in a context of a Christian world view.

## **COURSE DESCRIPTION**

Educational Psychology provides a philosophical and theological framework for effective Christian teaching. The seven elements of the Discipler's Model serve to bridge the gap between the Christian's belief and educational theories.

## **TEXTBOOK**

Yount, William R. *Created to Learn*. Nashville: Broadman & Hollman Publishers, 1996.

Recommended strongly: *Teach Like Your Hair's on Fire (The Methods and Madness of Room 56)* by Rafe Esquith

## **COURSE GOALS**

As Professor, I will:

- Emphasize the significance of psychological theory in the field of education
- Investigate the major theories of the leading researchers
- Explore the cognitive, emotional, and social development of the individual
- Underscore the teacher's role in designing instruction appropriate to these stages of development

- Suggest methods that help create a positive environment
- Connect principles of educational psychology to the methods of teaching employed by Jesus

### **INSTRUCTIONAL GOALS**

The student will:

1. Discover personal areas of strengths and weaknesses in regard to teaching according to the standards of the Discippler's Model
2. Identify the components of the Discippler's Model and the related areas of educational psychology
3. Become familiar with basic elements of leading psychological theory
4. Discuss the implication of psychological theory for Christian teachers
5. Identify the stages of individual development

Interpret the behavior and/or understanding of the student in relation to development

6. Interpret the behavior and/or understanding of the student in relation to development
7. Relate the importance of classroom environment in maximizing learning potential
8. Compare personal teaching goals and practices to those evidenced by Jesus

### **INSTRUCTIONAL OBJECTIVES**

Specifically, upon completion of this course, the student will:

1. Reproduce the Discippler's Model and detail its major components
2. Compose an analytical comparison of personal teacher traits and those evidenced by Jesus
3. Conduct an informal moral development test on two individuals
4. Analyze the results of this test and submit a typed summary
5. Design instructional objective related to the domains of learning
6. Compile a list of leading psychology researchers and summarize the theory of each
7. Connect teaching strategies to foundations of cognitive, behavioral, or humanistic theory
8. Develop a set of goals and objectives related to superior teaching and supported by tenets of educational psychology

## CLASSWORK POLICIES

### TESTS:

1. Chapter test may be made up within one week of the scheduled test date. Make-up tests carry a 10% penalty.

2. You will have one class period to complete each exam, and you may use your text, notes, or class handouts.

### ATTENDANCE:

1. Students are expected to attend every class, if possible.

2. Three absences will result in a 10% penalty to your final grade.

3. Automatic failure of the course will occur if you miss more than 25% of the class meetings.

### LATE WORK:

1. Work is due at the beginning of class.

2. Late work is due on the class date following the absence. Work turned in after this date will not be graded.

3. Late work incurs a 10% penalty.

4. Late chapter reviews are penalized at 50%.

### **EVALUATION CRITERIA**

Chapter Tests 7 @ 50 points each	350
Projects 3 @ 50 points each	150
Chapter Reviews 10 @ 5 (pass/fail)	50
VOICE Narrative Summaries	350
Class participation	<u>100</u>
Total Points Possible	1000

## COURSE CALENDAR

DATE	READING ASSIGNMENT	WORK DUE
8/21	Course Introduction	
8/26	Ch. 15	Ch. 15 Review
8/28	Ch 1 (pp. 3-19)	Ch. 1 Review
9/2	Ch. 1 (pp. 19-23)/ Ch. 2 (pp. 25-34)	Project A
9/4	Ch. 2 (pp. 34-41)	
9/9		Test #1 (Ch. 1 & 2)
9/11	Ch. 3 (pp. 45-55)	Ch. 3 review
9/16	Ch. 3 (pp. 55-71)	
9/18		Test #2 (Ch. 1 & 2)
9/23	Ch 4 (pp. 73-83)	Ch 4 review
9/25	Ch. 4 (pp. 83- 102)	
9/30		Test # 3 (Ch. 4)
10/2	Ch. 5 (pp. 103- 114)	Ch. 5 Review
10/7	Ch. 5 (pp. 114-129)	
10/9		Test #4 ch. 5)
10/14	Ch. 6 (pp. 131-144)	Project B
10/16	Ch 6 (pp. 144- 154)	
10/21	Ch. 7 (pp. 159-179)	Ch. 7 Review
10/23	Ch 7 (pp. 179-189)	Project C
10/28	Ch. 8 (pp. 191-200)	Ch. 8 Review
10/30	VOICE Research	
11/4	Ch 8. (pp. 200-206)/Ch. 9 (pp. 209-220)/ Ch. 10	Voice Work in Progress
11/6		Ch. 10 Review Test #5 (Ch 7-10)
11/11	Ch 11 (pp. 249-266)	
11/13	Ch. 11 (pp. 266-273)	Test #6 (Ch. 11)
11/18	Ch. 12 (pp. 277-288)	Ch. 12 review
11/20	Ch. 12 (pp. 288-294)/Ch. 13 (pp. 295-307)	
11/24/25	ACSI Conference	
11/26-28	Thanksgiving Holiday	

12/2	Ch 13 (pp. 307-315)	
12/4	Ch. 14 (pp. 317- 335)	Ch. 14 review VOICE Writing Exercise

Week of December 8 Final Exam- Test # 7 (Ch. 12-14)