

Dr. Josephine M. Gambini
EDU 513 -- Principles of Learning, Development, and Adjustment
Fall 2003-2004 – Section M1
Mondays: 4:30-6:30pm --- Briggs 16
Office: TBA; Office Phone: TBA
Office Hours: T -1:30-3:45p.m.; W - 2:00-3:45p.m.; R - 2:00-3:45p.m.
Term Length: September 2 – December 13, 2003
E-mail: gambinjm@udmercy.edu (Do not e-mail papers and/or assignments)

I. COURSE DESCRIPTION: PRINCIPLES OF LEARNING, DEVELOPMENT, & ADJUSTMENT

Comprehensive overview of motor, perceptual, language, cognitive, physical, social, moral, emotional and personality development from infancy to senescence. Intelligence, thinking, self-esteem, self-identity, vocational goals, role identification, creativity, motivation and memory are studied. Culture, heredity and the environment's effect on development are examined as well as the critical challenges of each stage and their effect on learning. Course offered every Pre-Summer or Summer Semester. (3 credit hours).

II. FRAMEWORK OF COURSE -- STRUCTURE OF COURSE, GUIDING PRINCIPLES

A. College of Education and Human Services

Conceptual Framework: Code of Ethics

1. Teacher as a scholar
⇕
2. Teacher as an inquiring educator
⇕
3. Teacher as a moral agent

B. Outcomes

1. Teacher as a scholar, theorist, and pedagogist
⇕
2. Teacher as a problem solver, inquirer and reflective thinker
⇕
3. Teacher as an ethical professional, a collaborator and advocate

C. Course Objectives

1. Develop knowledge and understanding of individual differences and the major theoretical views regarding human behavior. (B-1)
2. Develop knowledge and understanding of the learning process. (B-1)
3. Develop knowledge and understanding of optimal learning conditions. (B-1)
4. Develop knowledge and understanding of the theoretical views which deal with human behavior (physiological, environmental, and psychological). (B-1)
5. Develop knowledge and understanding of the psychological models relevant to understanding and interpreting human behavior, both typical and atypical. (B-1)
6. Develop knowledge and understanding of measurement and evaluation in the teaching/learning process. (B-1; B-2)
7. Develop knowledge and understanding of the effects of heredity and environment on learning. (B-1)
8. Develop knowledge and understanding of optimal learning conditions and to apply this knowledge within a one-to-one clinical tutoring experience. (B-1; B-2; B-3)
9. Develop knowledge and understanding of the assessment and evaluation process. (B-1; B-2; B-3)
10. Develop knowledge and understanding of problem solving and the reasoning process. (B-1; B-2; B-3)
11. Develop knowledge and understanding of methods for influencing and changing behavior. (B-1; B-2; B-3)
12. Develop awareness of and sensitivity to the unique needs, pressures and stresses of children/youth. (B-1; B-3)
13. Develop knowledge and understanding of effective teaching processes and procedures. (B-1; B-2; B-3)
14. Develop knowledge and understanding of current research in the field of educational psychology. (B-1; B-2; B-3)
15. Demonstrate the ability to critically analyze and apply existing research and develop further research from the present body of knowledge in the field of educational psychology. (B-1; B-2; B-3)

D. Assessment Procedures for Course Objectives

1. Observation: C-1 through C-15
2. Journal Reading Papers: C-1 through C-15
3. Field-based Research Paper and Presentation: C-6; C-8; C-9; C-10; C-12; C-13; C-14; C-15
4. Participation in Class Discussions, Text Reading Assignments, Cooperative Learning Experiences, and Course-Related Assignments: C-1 through C-15
5. Debate: C-1 through C-15
6. Midterm: C-1 through C-15
7. Final: C-1 through C-15

III. CONTENT OF COURSE: SUBSTANTIVE AREAS COVERED BY THE COURSE

A. Major Philosophical and Psychological Theories of Behavior

1. Analytical

2. Behavioral
3. Humanistic

B. Models for Understanding and Interpreting Behavior

1. Developmental Tasks Model -- Havighurst
2. Psychosocial Stages Model -- Erikson
3. Concept of Competence Model -- White
4. Self-actualization Model -- Maslow
5. Fully Functioning Person Model -- Rogers

C. Theories of Development

1. Piaget
2. Kohlberg

D. Growth and Development: Childhood through Adolescence

Typical and atypical development regarding:

1. Sensorimotor/Physical
2. Intelligence
3. Language
4. Perception
5. Cognitive
6. Affective/Emotional
7. Social
8. Moral

E. Theories of Intelligence

1. General Intelligence and Specific Intelligence -- Spearman
2. Intelligence Determined by Quantity of Neural Connections -- Thorndike
3. Intelligence Consistency of Seven Primary Abilities -- Thurstone
4. Intelligence as a Three Dimensional Structure -- Guilford
5. Intelligence Consisting of Multiple Intelligences -- Gardner
6. Intelligence Consisting of Three Major Components -- Sternberg
7. Stages of Intelligence -- Piaget
8. Heredity and Environments Effect on Intelligence
9. Intelligence and School Achievement

F. Learning

1. Information Processing
2. Thinking Strategies
3. Study Skills
4. Affective Strategies
5. Retention
6. Transfer of Learning
7. Theories of Learning
8. Styles and Patterns of Learning
9. Individual Differences

G. Assessment and Evaluation

1. Formative Evaluation
2. Sumative Evaluation
3. Characteristics of Tests
4. Types of Tests
5. Measures of Central Tendency
6. Planning and Constructing Classroom Tests

H. Effective Teaching

1. Relevant and Meaningful Learning
2. Psychological Content of the Curriculum
3. Lasting Effects of Learning
4. Ethnicity, Gender and Diversity in Learning
5. Organization and Planning
6. Creativity in Teaching/Learning
7. Problem Solving and Inquiry in Teaching/Learning
8. The Teacher and Learner

IV. **DYNAMICS OF COURSE: COURSE CHALLENGES AND LIFE**

A. Textbook

1. Snowman, Jack & Biehler, Robert. (2000). Psychology applied to teaching (9th Ed.). Houghton Mifflin Co.
2. Snowman, Jack & Biehler, Robert. (2000). Psychology applied to teaching Study Guide (9th Ed.). Houghton Mifflin Co.

B. General Methodology

1. Lecture
2. Discussion
3. Relevant Videos
4. Cooperative Learning Experience
5. Student Presentations
6. Demonstration
7. Simulation
8. Field-based Research/On-site Investigation: Curriculum/Instruction/Assessment

C. Requirements

1. Three Journal Reading Papers
 - a. Papers should critically analyze current research in the field
 - b. Papers (2-3 pages) should include:
 - Major issues raised by the article
 - Applicability of the issues to the field and rational for your position (factual/experiential)
 - Critique the research process
 - Direction of future research
 - Implication to the field
 - Be scholarly in content and form
 - Attach a copy of the article to the paper
 - c. **Due Dates: September 22, 2003**
October 13, 2003
November 17, 2003
2. Debate
 - a. Topics and position (pro/con) to be assigned by instructor
 - b. Debate
 - Present scholarly research
 - Present factual data for position
 - c. Debate format
 - Each side presents their debate presentation (based on research data)
 - Each side rebuttals
 - Questions to each side or both sides from the audience (questions only, not statements of personal opinions)
 - d. **Due Dates: November 10, 2003**
 - e. **Debate Paper – 2 page paper with data obtained through research regarding your position and citation of sources)**
 - f. **Due Date: November 10, 2003**
3. Exams
 - a. **Midterm: October 13, 2003 -- chapters 1-8**
 - b. **Final: December 1, 2003 -- chapters 9-15**

D. Evaluation

1. Journal Reading Papers 25%
2. Debate 20%
3. Participation in Class Discussions, Text Reading Assignments, Cooperative Learning Experiences, and Course-Related Assignments 5%
4. Midterm 25%
5. Final 25%

E. Please Note

All papers must be typed. Late assignments will result in a C or below grade for that assignment. Papers and presentations may be given or submitted only once. No assignments may be done over. Papers are due during the first fifteen (15) minutes of class otherwise the assignment will be considered late. Papers will not be accepted during finals week. Exams may be taken on the dates given only. There will be no "make-up" exams. Attendance and attending on time, as well as for the full class session, will be considered in the course grade. I (Incomplete) grades will not be given after the 10th week of class. Please avoid using cell phones during class. The use of plagiarism will result in an F in the course and/or dismissal from the University (see below).

Plagiarism

Among the most serious academic offenses is plagiarism, submitting the words or style or another author or source without acknowledgment or formal documentation. Plagiarism occurs when specific phrases or entire passages, whether a sentence, paragraph, or longer excerpt, are incorporated into one's own writing without quotation marks or documentation. One also plagiarizes by paraphrasing the work of another that is, retaining another writer's ideas and structure without documentation.

Students are advised to always set off another writer's exact words by quotation marks, with appropriate references. Students avoid plagiarism by concentrating on their own words and ideas and by fully crediting others' work and ideas when they find their way into the writing. Whenever in doubt, cite the source.

Students who purchase essays from other students or agencies or who copy from one another or from prohibited sources, commit the most serious type of academic dishonesty. The consequences of plagiarism, or any act of academic dishonesty, may range from failure in a course to dismissal from the University. (Prof. Richard Kowalczyk & William Lowe).

F. Student Support Services

1. Assistance in the area of writing may be obtained through either of the following Student Support Services:

--- Student Support Services

(313) 993-1022

Briggs 225

Monday through Thursday 10:00-8:00p.m.; Friday 10:00-5:30p.m.

E-Mail: writingcenter@udmercy.edu

2. Computer lab facilities may be obtained at:

Briggs 310/311

(313) 993-1122

3. Library facilities may be obtained at:

(313) 993-1071 -- Reference Desk

(313) 993-1075 -- Media Center

If you need course accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me or with Emilie Gallegos in the UAS Office, Ground Floor of the Student Center (313-578-0310).

May the semester be a healthy, happy and productive one for you.

Food for Thought

"Those of us who work with children should be determined that we're going not only to find in ourselves the I of I so that we can share it with these kids, but we're going to help them...so they can find the I of I in themselves, develop it, revel in the wonder of it, and then share it with others. When we have come to grips with what is essential about yourself only then will you be able to decide what

is essential about your children...." --- Dr. Leo Buscaglia