



WINTHROP UNIVERSITY
RICHARD W. RILEY COLLEGE OF EDUCATION

Course Designator and Title: EDCO 601 Psychology Applied to Teaching **Section Number:**
Credit Hours: 3

Course Description

An integrated study of development, learning, and motivation with emphasis on childhood and adolescence in the school setting. Significant time is devoted to the application of these strands to working with students living in poverty. Topics include motivation, self-regulation, and families and communities. Approximately 12 hours of field work will be completed for this course.

Field Component

This course requires 21 hours in a school setting. Field performance expectations: Teacher candidates work with a learner living in poverty under the guidance of a mentor teacher in their discipline. During a series of course-integrated field activities, candidates examine the multiple contexts influencing the learner and analyze important aspects of the learner's physical, cognitive, language, and social-emotional development. Candidates plan and implement evidence-based instructional

strategies for learners living in poverty. **Candidates MUST earn an 83% or higher on the field rubric (15/18) in order to pass the class.** This rubric will be discussed in detail in class. Field performance is supervised by the mentor teacher and course instructor.

Prerequisite Courses

N/A

Required and Optional Texts

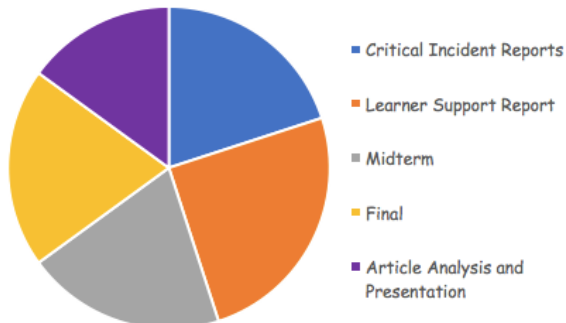
Readings posted on Black Board

Course Goals, Outcomes, and Aligned Assessments

Please see the table at the end of this document.

Assessments and Assignments

Grading System	
Assignment	pts
Critical Incident Reports	100
Learner Support Report	125
Exams (format TBA)	200
Midterm	100
Final	100
Article Analysis and Presentation	75
Total	500



*Please note that students are required to submit all assignments in order to receive a grade of C or better in the course.

*Students MUST earn an 83% or higher on the field rubric (15/18) in order to pass the class (this rubric will be discussed in detail in class).

Grading Scale		
470 - 500: A	400 - 419: B-	335 - 349: D+
450 - 469: A-	385 - 399: C+	320 - 334: D
435 - 449: B+	370 - 384: C	300 - 319: D-
420 - 434: B	350 - 369: C-	< 300: F

Description of Assignments

Critical Incident Reports [100 pts]: This class is meant to expose students to various *Critical Incidents*, which play a role in crafting a new understanding of teaching. During class, students will discuss challenging topics and explore the intricacies of teaching and learning. Throughout their time in the field, students will interact with various children and adolescents, and work with an assigned mentor teacher/administrator to design and implement appropriate learning activities. These experiences can teach us a lot! Students will complete various Critical Incident Reports to reflect on and synthesize their learning from these experiences. These reports are designed to aid students in crafting the Learner Support Report.

Learner Support Report [125 pts]: This course is built around student experiences with a learner living in poverty. The culminating project, the Learner Support Report, documents student work and reflective analysis of these experiences. The project is complex, and requires skills learned through a series of classroom activities, field-based activities, and field observation reports. **A grade of C or better must be earned on the key assessment, the Learner Support Report, in order to pass the course.**

Exams [200 pts]: There will be two exams throughout the semester. The format of these exams will be discussed in class. Exams will require higher order thinking and the application of content to classroom situations.

Article Analysis and Presentation [75 pts]: Students will select a research article related to the course content, analyze the work, and present key findings and implications to their classmates. Specific requirements for this assignment will be discussed in class.

Supplemental Materials

VIA Account: This course uses *Via* as part of program and college efforts to ensure students and programs meet expectations of accrediting bodies. *Via* includes options for students to also create electronic showcases of work that can be shared with potential employers. Students typically purchase *Via* through a course fee in early coursework (typically EDCO101, EDCO601, or EDLD601). In situations where a student has not purchased *Via* through a designated course fee, we can individually charge a student account. After add/drop each term, *Via* staff at Winthrop contact students who will be charged. If you receive this email please review it completely and respond as appropriate. Students purchasing *Via* access this semester through a course fee will not be provided with access until after the add/drop period.

Class Policies and Procedures

Teaching Methods: This class involves a variety of teaching methods, such as lectures, group discussions, and group activities. Active participation in class is required, and students are expected to arrive to class prepared to engage in an informed manner.

Attendance: As noted in the Winthrop University catalog, instructors expect students to attend class, to be responsible for the academic consequences of absence, and to fulfill all course requirements regardless of absences. Because attendance and participation enhance the value of this course, **more than two absences will result in a loss of one full letter grade** (e.g., A- becomes B-). In accordance with the university's policies, absences totaling more than 25 percent of class sessions will result in a grade of N, F, or U, whichever is appropriate. Please **notify the instructor in advance** if you will not be in class. If you miss a class, it is your responsibility to make arrangements to get notes, handouts, and assignments from another student, and then follow up with the instructor if you have any questions. **Documentation (doctors note, proof of memorial service, etc.) is required in order for an absence to be excused.**

Daily attendance is a minimal expectation in this course. Unexcused absences (no-shows without prior discussion and approval) are unacceptable. This course is training you to become a professional educator. Professional educators plan for approved absences well in advance and have appropriate communication with superiors when emergencies arise. You are being held to the same standards. If you

have an official Winthrop event, significant documented illness, or documented family emergency (e.g., funeral), your absence will be waived if you: 1) contact me before the missed class to let me know; and 2) provide documentation required for a waiver.

You are responsible for all requirements of the course, including submitting assignments due on-time, regardless of absences. Being absent from class does not grant you an extension on assignment due dates/times. If you miss a class, it is your responsibility to obtain notes, handouts, summary of discussion, and any other materials from a peer in your class.

Promptness is an aspect of professional behavior. You are expected to be on-time and remain the entire class period.

In order to pass this course, you MUST have perfect field attendance. If you miss a field experience day, for ANY reason, you must contact your Mentor Teacher beforehand and arrange to make up the missed visit.

Tardy/Early Departures: Promptness is an aspect of professional behavior. Students are expected to be on time and remain in class for the entire period. **For attendance records, any combination of three tardies or early departures counts as one absence.**

Electronic Devices: Unless otherwise instructed (we will use your phones in class!), please be sure that all electronic devices are off and out of sight during the entire duration of class. After one verbal or email warning, **any student using electronic devices without permission will be marked absent.** Students who use laptop computers to take notes are welcome to do so; however, checking of email or web searching is not permitted.

Assignments: All papers, reports, and other assignments created outside of class should be typed double-spaced in 12-point font (change default from 11-pt.). Please pay close attention to how assignments should be turned in, as **hard copies are typically required to be submitted at the start of class.**

Late Assignments: All required assignments, including readings, must be completed as directed on the course schedule unless an extension is granted **prior to the due date.** Deadlines may be extended for students with adequate cause (e.g., illness, death in the family) if requested before the class that the assignment is due.

Determination of adequate cause requires verification (e.g., doctor's excuse). **Late work that is submitted without instructor permission will be penalized with a loss of 1/4 of the total point value of the assignment for each day late.**

In-Class Behavior: Students should exhibit professional behavior and meet the expectations they will hold for the students they are preparing to teach. This includes being prepared for class and participating during class.

Students with Disabilities/Need for Accommodations for Access Statement:

Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Accessibility (OA) at 803-323-3290, or, accessibility@winthrop.edu. Please inform me as early as possible, once you have your official notice of accommodations from the Office of Accessibility. I am happy to work with you!

Student Code of Conduct and Academic Dishonesty: Cheating, plagiarism, or any other form of academic dishonesty will result in receiving an F in this course. For examples of infractions of academic discipline, consult the university's Student Conduct Code Academic Misconduct Policy in the Student Handbook online:

<http://www.winthrop.edu/uploadedFiles/studentconduct/StudentHandbook.pdf>.

Some instances of academic misconduct include providing or receiving unauthorized assistance in academic work, using the same work for two or more courses, forging signatures, and presenting someone else's work (or portions) as your own.

Syllabus Change Policy: This syllabus reflects expectations for the course; however, I may find it necessary to make changes in the syllabus after the course begins. In such cases, students will be notified accordingly.

Instructional Technology Center: The Instructional Technology Center (ITC) in Withers 307 provides a variety of technology for students in the College of Education (COE) to use in the field or for their courses. Items can be checked out during the semester for all of your technology needs. More information about our hours and services can be found at <https://www.winthrop.edu/itc/>.

Professional Clothes Closet: It is important that future educators maintain a professional disposition at all times, and appropriate dress is a key component to maintaining professionalism in the field. Winthrop University has a professional clothes closet, housed in Withers, which provides free professional clothing for


students in the College of Education. If you would like to take advantage of this opportunity, please email Dr. Catalana (catalanas@winthrop.edu).

Tentative Course Calendar

**Since this course has a heavy field component, all dates and assignments are subject to change.*

Week	Main Topic(s) Covered	Corresponding Readings	Assignment Due
Week 1 August 19-23	Course Introductions Deficit vs. Dynamic Perspective The Nature of Poverty		
Week 2 August 26-30	How Poverty Affects Behavior and Academics - Emotional and Social Challenges - Acute and Chronic Stressors - Cognitive Lags - Health and Safety Issues	- Excerpts from: Jensen, E. (2009). <i>Teaching with poverty in mind.</i> Alexandria, Virginia: ASCD. - Additional Articles TBA	
Week 3 September 2-6 *Labor Day September 2	The Power of Teacher Beliefs and Expectations - Mindset of Change	- Excerpts from: Jensen, E. (2009). <i>Teaching with poverty in mind.</i>	

	<ul style="list-style-type: none"> - Apprenticeship of Observation - Implicit Bias - Pygmalion Effect 	<p>Alexandria, Virginia: ASCD.</p> <ul style="list-style-type: none"> - Additional Articles TBA 	
<p>Week 4 September 9-13</p>	<p>Teaching Students Impacted by Poverty: Frameworks for Success</p> <ul style="list-style-type: none"> - Schoolwide Success Factors - Classroom-level Success Factors 	<ul style="list-style-type: none"> - Excerpts from: Jensen, E. (2009). <i>Teaching with poverty in mind</i>. Alexandria, Virginia: ASCD. - Additional Articles TBA 	<p>-Critical Incident Report One due by midnight, September 9, on Black Board</p>
<p>Week 5 September 16-20</p>		<p>Field Visit One</p>	<p>-MIDTERM due on Blackboard before class or handed in at field placement (TBA)</p>
<p>Week 6 September 23-27</p>	<p>Definitions of Intelligence and Cognitive Development</p> <ul style="list-style-type: none"> - SP: Definitions of Intelligence: Binet, Gardner, others if selected - SP: Cognitive Development: Piaget and Vygotsky 	<ul style="list-style-type: none"> -Excerpts from: Woolfolk, A. (2011). <i>Educational Psychology</i>. Upper Saddle River, New Jersey: Pearson Education, Inc. -Readings assigned from Class Leaders 	<p>-Critical Incident Report Two due by midnight, September 23, on Black Board</p>

<p>Week 7 September 30 -October 4</p>		<p>Field Visit Two</p>	
<p>Week 8 October 7 - 11</p>	<p>Complex Cognitive Processes and Motivation in Learning and Teaching</p> <p>- SP: Metacognition: Choice of theorists</p> <p>- SP: Motivation: Choice of theorists</p>	<p>-Excerpts from: Woolfolk, A. (2011). <i>Educational Psychology</i>. Upper Saddle River, New Jersey: Pearson Education, Inc.</p> <p>-Readings assigned from Class Leaders</p>	<p>-Critical Incident Report Three due by midnight, October 7, on Black Board</p>
<p>Week 9 October 14 - 18</p> <p>*October 18 Course withdrawal deadline</p>		<p>FALL BREAK</p> 	
<p>Week 10 October 21- 25</p>		<p>Field Visit Three</p>	
<p>Week 11 October 28 - November 1</p>	<p>Social/Emotional Development</p> <p>- SP: Social and Emotional Development: Erikson and Kohlberg</p>		<p>-Critical Incident Report Four due by midnight, October 28, on Black Board</p>

	<ul style="list-style-type: none"> - <u>SP</u>: Identity Development: Choice of Theorists which emphasize racial-ethnic identity - <u>SP</u>: Social and Emotional Development: Bandura 		
<p>Week 12 November 4 - 8</p> <p>*November 6 - Election Day</p>		Field Visit Four	
<p>Week 13 November 11 - 15</p>	<p>Social/Emotional Development - Ties to Physical Development</p> <ul style="list-style-type: none"> - <u>SP</u>: Classroom Climate and Behavioral Issues: Choice of theorists - <u>SP</u>: Physical Health related to education: choice of theorists - <u>SP</u>: Mental Health related to education: choice of theorists 		

Week 14 November 18 - 22		Field Visit Five	
Week 15 November 25-29 *Thanksgiving Break: Nov 27 - December 1		Planning Session	-Critical Incident Report Five due by midnight, November 25, on Black Board
Final Exam	-Date for final field day (with exam) TBA		- Learner Support Report due by midnight, December 4, on VIA

Assessment of Learning Outcomes and Standards

<i>Unit Standards/Elements</i>	<i>Student Learning Outcome - Course Content (SLO-C) Student Learning Outcome - Field Work (SLO-F)</i>	<i>Content Assessment (CA) Field Assessment (FA) *Key Assessment</i>
Standard 1: Diverse needs of Learners: The teacher candidate plans and implements differentiated instructional strategies for diverse learners (including, but not limited to, English language learners, learners who are living in poverty, learners with disabilities, gifted and talented learners, and other exceptional needs in general education settings) to achieve learning outcomes.		
1.3 EDUC 601 students design and implement an approach or strategy	SLO-1 EDUC 601 students research a discipline specific teaching	*Learner Support Report (CA & FA)

with a diverse student (challenged by poverty).	approach appropriate to the needs of students challenged by poverty. (CA)	Article Analysis and Presentation Midterm/Final
	SLO-2 EDUC 601 students implement and analyze an teaching activity with a student challenged by poverty (FA)	

Standard 2: The teacher candidate creates a positive, safe, and caring environment that promotes learning through active engagement and respect for individual differences.

2.1 The teacher candidate identifies factors that promote a positive, safe, and caring environment.	SLO-3 EDUC 601 students analyzes project effect on student engagement	*Learner Support Report (CA & FA)
	SLO-4 EDUC 601 students use their understanding of major theories of development and learning to analyze contexts of learning	*Learner Support Report (CA & FA) Midterm/Final
	SLO-5 EDUC 601 students use self-reflection to analyze personal assumptions relevant to learners challenged by poverty	*Learner Support Report (CA & FA) Field Observation Reports

Standard 5: Instruction and Learner Engagement: The teacher candidate uses developmental and pedagogical content

knowledge to independently and collaboratively plan and implement learning experiences that are relevant, appropriately challenging, and aligned with curriculum goals and standards.

<p>5.1 The teacher candidate utilizes knowledge of pedagogical content and developmental science domains (language/literacy, cognitive, social/emotional, physical, moral) to plan and implement learner-centered lessons aligned with curriculum goals and standards</p>	<p>SLO-6 EDUC 601 Students collaborate to implement a pedagogically relevant individual or small group engagement activity with students challenged by poverty</p>	<p>*Learner Support Report (CA & FA)</p>
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