General Information:

Instructor: Dr. Jon Star
Office: 513C Erickson
Phone: 353-9285
E-mail: jonstar@msu.edu
Office hours: Monday, Wednesday, and Friday, by appointment
Course meeting time: Monday and Wednesday, 3:00 pm to 4:20 pm
Course meeting location: 118 Berkey Hall

Required Texts

1) Santrock, John W. (2004). Educational psychology (2nd edition), published by McGraw Hill. This text is available at all campus bookstores. **Note that it is NOT the same text used in the other sections of TE150.**

2) A very small (but required) coursepack (that is only used for this section of TE150) is available at the College Store (4790 S. Hagadorn Road, 333-0505). The cost of the coursepack is $20.72 plus tax.

Course Description

This course has been designed to expose pre-service mathematics teachers to basic psychological principles, concepts, and theories related to student learning. My aim is that by the end of the semester, you will have developed deeper understandings of how learning occurs in school settings.

Format of Course

The general format of the course will be flexible, with a combination of small and large group discussions, group collaborative activities, and lectures. I expect high levels of student participation and activity. Most of the course activities are designed to get you actively engaged with the course material. You will be reading, writing, presenting, debating, and questioning. In this course, you will not be able to sit passively and receive the course content; course activities are designed to get you to think deeply. More specifically, for each week of the class (and described in more depth below), you will be expected to (a) complete the assigned readings; and (b) complete a very short (one page, usually) writing/reflection assignment, when assigned. In addition, there may be occasional quizzes over the readings. There will be 2 course papers (described more below). And you will be occasionally leading class discussions yourself.

Use of ANGEL course management system

This course will make extensive use of MSU’s ANGEL course management system. ANGEL can be accessed from any computer connected to the Internet with a PILOT ID. You will be expected to submit ALL course assignments via ANGEL. In addition, resources for completing some course
assignments are on ANGEL, such as videos, assessments, and class bulletin boards. Also, given that course announcements will often be made over ANGEL, students are expected to log in to ANGEL at least every couple of days. A quick link to ANGEL is available from MSU’s homepage at www.msu.edu, or you can go directly to the ANGEL site at www.angel.msu.edu.

Reflection Assignments

You will have a written “Reflection Assignment” due for most weeks of the class. Reflection Assignments will involve writing about a page about a topic (see below for the list of topics). Sometimes you will be writing a reaction to something that you’ve read or that we’ve talked about in a prior class; at other times, you will be asked to give an opinion on a topic that we will be talking about in a future class. As the name suggests, Reflection Assignments are intended as a vehicle for reflection about what you are reading, thinking about, and learning. More specifically, the purposes of these assignments are: to allow students to synthesize and summarize the theoretical material from the weekly readings; to encourage students to apply and interpret the theoretical material from the readings to the lives and issues of teachers and teaching; and to assess whether students have completed the readings for each week.

Reflection Assignment topics are posted below and also available via ANGEL. Reflection Assignments will be graded (see Grading below) on how well you can incorporate, comment on, and utilize the content (class readings and discussions) that the assignment draws upon. In addition, these assignments will be assessed on promptness, spelling, length, and grammar.

Do not attempt a Reflection Assignment until you have completed the readings for a particular week. Each assignment is designed to make use what you are reading, and it is extremely unlikely that you would be able to write an acceptable reflection without first doing the readings.

No late papers will be accepted after the beginning of the class period on the due date of a Reflection Assignment.

More specifically: Reflection Assignments should be

- word-processed,
- single-spaced,
- 12-point Times or Times New Roman font,
- 1” margins all around, and
- about a page (at least 500 words).

The Mini-Teach

As a way to give you experience in front of a classroom and also to assist in the development of your understanding of the course content, you will be required to do one “Mini-Teach” at some point in the semester. The Mini-Teach will involve giving the class a short presentation (10 minutes) on a topic that we’ll be reading about in this course. You will know your topic and the date of your presentation well in advance (you will have considerable choice as to the day and the topic).

You’ll need to think very carefully about how you’ll spend your 10 minutes. You may choose any format you’d like for your presentation, including lecturing, running a discussion, and playing a game. You can use any type of audiovisual aids you would like, including handouts, overhead projector transparencies, Powerpoint presentations, and videotapes. (If you have technological needs, these need to be arranged with Dr. Star well in advance.)
However you choose to orchestrate your 10 minutes, your primary aim is that the class learns. You will be presenting on a topic that everyone will have read about before class (they will have done the same readings as you). Your task is to find out to what extent everyone understood your topic from the readings and then build upon that understanding. Your presentation should be clear, organized, and interesting, but above all else, it should lead to better understanding of your topic among the rest of the class.

Following your presentation, you will be responsible for responding to any audience questions that may arise. After a period of question and answer, your classmates will evaluate you, giving you a numerical rating and also providing you with more general feedback.

(Depending on how many people are in the class, you may be asked to do your Mini-Teach in pairs. If this activity is done in pairs, both members of your team should be involved in the design and planning of your presentation; both of you should be physically present for the presentation, and both should play some speaking role in the presentation itself. Both members of your team will receive the same grade for the Mini-Teach.)

You will know the day of your presentation well in advance. If you are absent for your presentation, it is your responsibility to speak with Dr. Star to arrange a day for a make-up. Except under extraordinary circumstances, you will be expected to make up your Mini-Teach within two weeks of the original day that it was scheduled. You may be asked to switch topics for your make-up Mini-Teach. Missed presentations not made up in a timely manner will earn a grade of 0.

Course Requirements and Grading

1) Reflection Assignments (see above), collectively worth 15% of your grade. These assignments will be graded on the standard 4-point MSU grading scale, particularly: 1.0 = unacceptable, 2.0 = marginally acceptable, 3.0 = acceptable, and 4.0 = excellent. All reflection assignments that are missing or late will be given a 0.

2) ANGEL on-line assignments (see above), collectively worth 10% of your grade. These assignments will be graded on the standard 4-point MSU grading scale, particularly: 1.0 = unacceptable, 2.0 = marginally acceptable, 3.0 = acceptable, and 4.0 = excellent. All reflection assignments that are missing or late will be given a 0.

3) Class participation, worth 15% of your grade. Class participation will be graded each class on the standard 4-point MSU grading scale, where 0 = unexcused absence from class, 1.5 = unacceptable participation, 3.0 = acceptable participation, and 4.0 = quality participation, all as defined below. In calculating the overall class participation grade at the end of the term, I will drop each student’s one lowest participation grade.

Quality participation is characterized by:
• active, enthusiastic participation and active listening in class discussions and activities
• demonstrating your understanding of class readings by using psychological concepts to help explain or justify comments
• asking thoughtful questions
• responding to other students’ comments in a responsible and constructive manner
• leadership and active participation in small group activities, helping keep the group on task
• relating concepts from class to your experiences as a teacher and as a learner
Acceptable participation is characterized by:
• reasonable participation and reasonably active listening in discussion and activities
• demonstrating some knowledge of class readings in comments
• asking clarification questions about readings and concepts

Unacceptable participation is characterized by:
• physical presence in class but cognitive absence (e.g., reading a newspaper)
• non-constructive responses to the comments of other students
• no real attempt to complete tasks in a reasonable or thoughtful way
• no participation in group activities or actual attempts to distract others
• tardiness to class

4) The Mini-Teach (see above), worth 10% of your grade. You will be graded using a numerical rubric by your classmates and Dr. Star. Your score on the Mini-Teach will be the average of the marks you receive from all graders.

5) Two course papers, each worth 25% of the final grade. These papers will give you an opportunity to apply the psychological ideas from class readings and discussions to issues of teaching and learning and to your personal experiences in the classroom. Paper guidelines are given below in this syllabus and will also be discussed extensively in class. Students may find it helpful to have a conversation (in person or via E-mail) with Dr. Star prior to writing each paper to discuss their topic and/or paper outline.

Meeting with Dr. Star outside of class

I would very much enjoy meeting with each of you outside of class, either when problems or questions arise or just to chat. Some thoughts about how this can happen this term. (1) E-mail is the best way to get in touch with me (jonstar@msu.edu). Please use e-mail to schedule meetings, begin conversations in anticipation of meetings, etc. (2) I am typically on campus only on Mondays, Wednesdays, and Fridays, arriving by 9 am. It is difficult for me to meet you on Tuesdays and Thursdays.

An official word about academic honesty

Students are strongly encouraged to discuss the course material, papers, writing assignments, and projects with their peers, both in and out of class. However, it is expected that all submitted work, including oral presentations, will be completed by students individually and will be the result of each students’ own individual thoughts and ideas, unless otherwise indicated (by citation, other than course readings). Students are encouraged to refer to MSU’s General Student Regulations (excepts below) or to see me with any questions or concerns about plagiarism or improper working together.

“The principles of truth and honesty are fundamental to the educational process and the academic integrity of the University; therefore, no student shall: (1.01) claim or submit the academic work of another as one’s own. (1.02) procure, provide, accept or use any materials containing questions or answers to any examination or assignment without proper authorization. (1.03) complete or attempt to complete any assignment or examination for another individual without proper authorization. (1.04) allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization. (1.05) alter, tamper with, appropriate, destroy or otherwise interfere
with the research, resources, or other academic work of another person. (1.06) fabricate or falsify data or results.” (From MSU’s General Student Regulations, Protection of Scholarship and Grades)

**Keys to being successful in this course**

- Come to class, and arrive on time!
- Do the readings and all assignments!
- Engage with the course material!
- Participate in class!
- Submit all assignments on time!
- Talk to Dr. Star outside of class if you have questions, comments, or concerns.
Summary of due dates for course writing assignments
(Note that all written assignments should be submitted via ANGEL)

Reflection Assignments:
(All assignments are due on the date indicated, before the start of class)
Reflection #1: Piaget and Vygotsky ----------------------------- due Wednesday, 9/3
Reflection #2: Praise, Self-Esteem, and Erickson’s Stages -------- due Monday, 9/8
Reflection #3: On tracking in math ----------------------------- due Monday, 9/15
Reflection #4: Issues of gender in math learning -------------- due Monday, 9/22
Reflection #5: Praise and reinforcement ---------------------- due Monday, 9/29
Reflection #6: On the role of mnemonics in math learning ------- due Wednesday, 10/8
Reflection #7: Understanding math concepts ------------------ due Monday, 10/13
Reflection #8: Understanding the math reforms -------------- due Monday, 10/27
Reflection #9: On homework in math class ------------------ due Monday, 11/3
Reflection #10: Motivating the unmotivated in math class ------- due Monday, 11/10
Reflection #11: The first day of school ---------------------- due Monday, 11/17

Text-based ANGEL assignments:
w1 Log onto ANGEL and respond to announcement................... due Wednesday, 8/27
w2 Watch ch. 2 video 1 and 2 and answer questions................... due Wednesday, 9/3
w3 Watch ch. 3 video 2; answer ch. 2 short-answer quiz............. due Wednesday, 9/10
w4 Answer ch. 4 application exercises.................................. due Wednesday, 9/17
w5 Answer ch. 6 essay quiz questions 1 and 5.......................... due Wednesday, 9/24
w6 Watch ch. 7 video 2 and answer questions; and
ch. 7 essay quiz question 4.................................................. due Wednesday, 10/1
w7 none
w8 Answer ch. 9 essay quiz questions 3 and 5.......................... due Wednesday, 10/15
w9 Watch ch. 10 video 1 and answer question; and
ch. 10 essay quiz question 5.................................................. due Wednesday, 10/22
w10 none
w11 Answer ch. 12 essay quiz question 4................................. due Wednesday, 11/5
w12 Answer ch. 13 essay quiz question 2................................. due Wednesday, 11/12
w13 Answer ch. 14 essay quiz question 3................................. due Wednesday, 11/19
w14 none
w15 none

Course Papers:
(All assignments are due on the date indicated, before the start of class)
Paper #1: Connecting personal experience w/theory .............. due Monday, 10/20
Paper #2: Research synthesis................................................ outline due Wednesday, 10/29
.......................................................... paper due Wednesday, 12/3
Descriptions of Reflection Assignments

Reflection Assignment #1: Piaget and Vygotsky

This week’s reading discusses the theories of Piaget and Vygotsky in some depth, so this writing assignment is intended to get you thinking about the differences between the views of cognitive development of these two men. Think back to your childhood, and consider one of the following skills that you learned in your early life:

(a) how to tie your shoes
(b) how to ride a bike
(c) how to whistle

Try to imagine yourself learning this skill. For one of these skills (and in about a page), write a brief description of (a) how Piaget’s theory would help to explain how you were able to learn the skill; and (b) how Vygotsky’s theory would help to explain how you were able to learn the skill.

Reflection Assignment #2: Praise, Self-Esteem, and Erickson’s Stages

This writing assignment is intended to get you to think carefully about the effect of praise on self-esteem, particularly from the perspective of Erickson’s stages of psychosocial development. In this week’s coursepack reading by Carol Dweck, she writes about a series of research studies she conducted with 5th grade students on the effects of praise on self-esteem. In about a page, answer the following questions: Which of Erickson’s stages of psychosocial development do you think these students were in? How would Erickson’s stages help explain Dweck’s results about praise? Who do you agree with more - Dweck or Sylwester?

Reflection Assignment #3: On tracking in math

Tracking is a particularly important issue for math teachers to understand and to develop reasoned opinions about. For this writing assignment, briefly summarize the main points of the two opposing sides in the Taking Sides articles on tracking that are in this week’s reading assignment. Are any of these points particularly relevant (or particularly irrelevant) when considering tracking in mathematics class? How do you feel about tracking in math classes? Do you feel different depending on whether one considers math classes in elementary school, middle school, or high school?

Reflection Assignment #4: Issues of gender in math learning

The latter half of Chapter 5 in your text, as well as the coursepack article, are concerned with issues of gender – a particularly important topic for math educators. In both readings, several strategies are identified for reducing gender bias in the classroom. To what extent have issues of gender played a role in your mathematics learning? Do you recall noticing whether any of your teachers used particular strategies to reduce gender bias? Of the many strategies identified, which do you think you will find most useful in making your mathematics instruction more gender-aware?

Reflection Assignment #5: Praise and reinforcement

In the coursepack readings for this week, Chance (article #4) and Kohn (article #5) disagree about the role of praise in classrooms. What are the main points of disagreement between these two authors? How is their disagreement related to reinforcement, which is one of the central ideas of behaviorist theories of learning (see Chapter 7 in your text)? Is praise always a secondary reinforcer, or can you imagine ways that a teacher could use praise that would not serve as reinforcement?

Reflection Assignment #6: On the role of mnemonics in math learning

Another critical area of concern for mathematics teachers concerns the respective roles of memorization and understanding in learning math. This week’s coursepack readings present opposing points of view about mnemonics. For this writing assignment, begin by explaining why Yodai mnemonics (coursepack readings #6 and #7) “work”, using the cognitive theory of how knowledge is encoded in...
memory (discussed in the text, Chapter 8). Why is Kilpatrick against the use of Yodai mnemonics? Would you considering using Yodai mnemonics in your math classroom? Why or why not?

Reflection Assignment #7: Understanding math concepts
Using the definition and discussion of concepts in your text, identify a concept that would be taught in a high school math class. What does it mean for a student to understand the concept you have chosen? Based on the text and coursepack readings, what strategies could you use to encourage students to develop flexible rather than rote knowledge of this concept?

Reflection #8: Understanding the math reforms
Your readings this week have to do with constructivism, math curriculum, and the math “wars”. Based on your readings, what are the math wars all about? Have you had any personal experience or contact with reform mathematics curriculum and instruction? What is the difference between constructivist mathematics instruction and “good” mathematics instruction? What are some of the potential negatives of constructivist teaching?

Reflection Assignment #9: On homework in math class
This writing assignment asks you to think carefully about homework. Begin by summarizing the main points (for and against) that you read about in the coursepack reading on homework (#15). Then read carefully about teacher-centered and student-centered instructional approaches in your text. Write a paragraph about how homework can be effectively used (assigned, gone over, and graded) that is consistent with each of these approaches. For example, how can homework be assigned, gone over, and graded in a way that is consistent with teacher-centered instructional strategies?

Reflection Assignment #10: Motivating the unmotivated in math class
Mathematics is a subject that many middle and high school students feel anxious about. This anxiety, accompanied by lack of success, can lead for some to disengagement and learned helplessness. Drawing from the different aspects of motivation discussed in Chapter 13, what can mathematics teachers do to try to combat students’ anxiety and feelings of learned helplessness, and, more generally, to make students more motivated to learn math? Make your suggestions as specific as possible, and clearly connect your suggestions to concepts and theories discussed in the text.

Reflection Assignment #11: The first day of school
Put together a preliminary outline of your very first day of class for an Algebra II class (for 10th and 11th graders). Assume that you do not have to spend any time on school-level logistics and administrative tasks, such as passing out textbooks or filling out paperwork. In your class plan, be sure to include the following.
· What are the first words that you’ll say to the class?
· What classroom rules and procedures will you use? How will you introduce students to them?
· Will you assign students to seats? If so, how?
· How will the seats in your classroom be arranged?
· Will you be doing any “content” or activity on the first day? If so, what?
For each of these, be sure to indicate WHY you are doing what you describe. Make particular connections to the material related to the material in Chapter 14.
Description of Course Papers

Paper #1: Connecting personal experience with theory
due Monday, 10/20, before class begins

The goal of this paper is for you to connect some aspects of your own personal learning this semester with the theory that you’ve learned thus far in TE150. Pick a topic that we have talked about or that you have read about this semester in this course. Then write about this topic in the context of any incident, class, or classes that you have participated in this semester at MSU. Write a paper that is 3 full pages in length (single-spaced) in which you bring a theoretical perspective to bear on your observations and reflections.

“a topic that we have talked about...“: This refers to any topics discussed in Chapters 1-9 in the text, coursepack readings #1-8, reflection assignments #1-7, or any class up to and including Wednesday, 10/15.

“any incident, class, or classes that you have participated in “: You can choose something as specific as a 5-minute segment of one class that you were in or as broad as the teaching style of one of your college instructors. It is recommended that you write about only one course; also, it is recommended that you do not write about your experiences in TE150.

“a theoretical perspective to bear on your observations”: Again, you have a lot of flexibility in how you go about connecting your observations to theory. It is important that you DO NOT merely describe what you observed -- this paper is not to be a journal entry. Of course you will need to include some description of what you are writing about. But your paper should explicitly explore theory throughout, so use your observations to give examples, provide context, and to make concrete any abstract or theoretical points that you are making.

You are strongly encouraged to start early on this paper and to arrange to meet with Dr. Star outside of class to discuss your ideas and your progress. No late papers will be accepted. If you feel that there are extraordinary extenuating circumstances that prevent you from turning in your paper on time, contact Dr. Star at least 24 hours before the paper is due to discuss the possibility of an extension. Please review the section of this syllabus on course policies concerning plagiarism. Please see below for information about how this paper will be graded.

Also note that formatting guidelines for Reflection Assignments also apply to course papers. In particular, this paper should be word-processed, single-spaced, 12-point Times or Times New Roman font, and 1” margins all around.
Paper #2: Research synthesis
outline due Wednesday, 10/29; paper due Wednesday, 12/3.

The goal of this paper is for you to dive more deeply into an Educational Psychology topic of your choosing by reading and reporting on empirical research articles. Pick a topic that we have talked about or that you have read about in this TE150 course. Then find 2 empirical articles from research journals that examine this topic (both articles explore the same topic) but from different points of view. Write a paper that is 3 full pages in length (single-spaced) in which you compare and contrast these two articles.

“a topic we have talked about...”: This refers to any topics discussed anywhere in the textbook, any of the coursepack readings, any of the reflection assignments, or during any class period.

“empirical”: An empirical research article is one which has data, which means that a researcher conducted a study or experiment, collected data and then analyzed this data, and then interpreted the data to reach some conclusion. Such articles typically have sections for Method, Results, and Discussion. “Data” does not necessarily mean numbers; data can include words (as in interviews). Qualitative and quantitative studies are both fine. Review articles (or articles in which an author exclusively discusses the research of others) are NOT empirical articles. You are encouraged to meet with Dr. Star if you have any questions as to whether an article is or is not empirical. Also, you are required to select your topic and your two articles and submit them with your final paper outline on 10/29.

“research journals”: There are a lot of research journals in education, educational psychology, and psychology more generally. Rather than give you a list of 50 journals, I’d encourage you to do some searching in the library and see what you can find. If you have trouble finding empirical articles around your topic, let me know and I’ll help you find some.

“different points of view”: Articles with different points of view may mean that the authors had similar research questions but reached very different answers. Or, two articles could be studying the same topic but using very different methods or types of analyses, resulting in somewhat (but perhaps not completely different) conclusions.

“compare and contrast”: I’m giving you considerable flexibility in how to compare and contrast your articles, because how you do so will depend a lot on which topic and which articles you happen to choose. DO NOT merely summarize the method or conclusion of the 2 articles - this is NOT a “book report” paper. A brief summary is appropriate, but devote more of your time to an analysis of the articles which goes beyond what each individual author wrote about. You’ve selected the articles because they have different points of view. How do these different points of view succeed or fail in answering the questions that the authors want to answer? Which point of view is more convincing, and why? Comparing and contrasting is really what this paper is all about, so give considerable thought to what you want to say in your 3 full, single-spaced pages.

You are strongly encouraged to start early on this paper and to arrange to meet with Dr. Star outside of class to discuss your ideas and your progress. No late papers will be accepted. If you feel that there are extraordinary extenuating circumstances that prevent you from turning in your paper on time, contact Dr. Star at least 24 hours before the paper is due to discuss the possibility of an extension. Please review the section of this syllabus on course policies concerning plagiarism. Please see below for information about how this paper will be graded. Also note that formatting guidelines for Reflection Assignments also apply to course papers. In particular, this paper should be word-processed, single-spaced, 12-point Times or Times New Roman font, and 1” margins all around.
Grading of both course papers

You will be graded on the following aspects of your paper:

- The degree to which you **adhere to the guidelines of the assignment**. As discussed above, the first paper should avoid sounding like a journal, and the second paper should steer clear of being like a book report.

- The **thoroughness, completeness, and accuracy** of the theories that you choose to discuss. I expect to see evidence that you have attended class sessions and read course material as you employ in your papers the terminology, theories, and concepts discussed in TE150. It is certainly appropriate to draw from other relevant sources as well, although you are not required to do so.

- **Narrative flow** of your papers, in addition to spelling, grammar, and adherence to assigned paper formats (e.g., length). Please make your paper reader-friendly. Use an appropriate, consistent format for citations and bibliography. I will take into consideration clarity, organization, and logical progression of ideas.

Again, note that formatting guidelines for Reflection Assignments also apply to course papers. In particular, all papers should be:
- word-processed,
- **single-spaced**,  
- 12-point Times or Times New Roman font,
- 1” margins all around

See the section on **Grading** (above) for more information about how much papers are worth in a student’s overall course grade.

Note that papers should be submitted via ANGEL.
## Mini-Teach topics

**Week beginning Monday 9/8:**

- Erickson’s theory (Monday, 9/8)
- Kohlberg’s theory (Wednesday, 9/10)

**Week beginning Monday 9/15**

- Gardner’s theory (Monday, 9/15)
- 5-factor theory of personality (Wednesday, 9/17)

**Week beginning Monday 9/22**

- IDEA and LRE (Wednesday, 9/24)

**Week beginning Monday 9/29**

- Classical and operant conditioning (Monday, 9/29)
- Reinforcement and punishment (Monday, 9/29)

**Week beginning Monday 10/6**

- Encoding (learning) declarative knowledge (Wednesday 10/8)
- Retrieval of knowledge and forgetting (Wednesday 10/8)

**Week beginning Monday 10/13**

- Problem-solving (Monday 10/13)
- Transfer (Wednesday 10/15)

**Week beginning Monday 10/20**

- Cooperative learning approaches (Monday, 10/20)
## Anticipated Schedule of Classes and Topics

<table>
<thead>
<tr>
<th>Week</th>
<th>Classes</th>
<th>Topics</th>
<th>Text readings</th>
<th>Other assignments</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Monday 8/25</td>
<td>Introduction to Course</td>
<td>Ch. 1</td>
<td>Log onto ANGEL and respond to announcement prompt</td>
<td>none</td>
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<tr>
<td></td>
<td>Wednesday 8/27</td>
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<tr>
<td>Week 2</td>
<td>Monday 9/1</td>
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<td>NO CLASS - LABOR DAY</td>
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<td></td>
<td>Wednesday 9/3</td>
<td>Cognitive Development</td>
<td>Ch. 2</td>
<td>Watch Chapter 2: videoclip 1 and 2 on CD and answer questions; Write reflection assignment #1</td>
<td>Videoclip questions; Reflection #1</td>
</tr>
<tr>
<td></td>
<td>Wednesday 9/10</td>
<td>Social Development – Self-esteem, identity and morals</td>
<td>(none)</td>
<td>Watch Chapter 3 video 2 on CD; Take Chapter 2 short-answer quiz and submit</td>
<td>Chapter 2 short-answer quiz submission</td>
</tr>
<tr>
<td>Week 3</td>
<td>Monday 9/8</td>
<td>Social Development – Theories</td>
<td>Ch.3</td>
<td>Read Coursepack #1</td>
<td>Write Reflection #2</td>
</tr>
<tr>
<td></td>
<td>Wednesday 9/10</td>
<td>Social Development – Self-esteem, identity and morals</td>
<td>(none)</td>
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<tr>
<td>Week 4</td>
<td>Monday 9/15</td>
<td>Individual Differences – Intelligence</td>
<td>Ch.4</td>
<td>Coursepack #2</td>
<td>Reflection #3</td>
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<td></td>
<td>Wednesday 9/17</td>
<td>Individual Differences - Personality</td>
<td>(none)</td>
<td>Take Chapter 4 application exercises on CD and submit</td>
<td>Chapter 4 Application exercises</td>
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<td>Week 5</td>
<td>Monday 9/22</td>
<td>Diversity – Gender differences</td>
<td>Ch.5</td>
<td>Coursepack #3</td>
<td>Reflection #4</td>
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<td>Wednesday 9/24</td>
<td>Special Education</td>
<td>Ch.6</td>
<td>Complete Chapter 6 essay quiz questions 1 and 5 on the web and submit</td>
<td>Chapter 6 essay quiz questions 1 and 5</td>
</tr>
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<td>Week 6</td>
<td>Monday 9/29</td>
<td>Behaviorism and social cognition</td>
<td>Ch.7</td>
<td>Coursepack #4 Coursepack #5</td>
<td>Reflection #5</td>
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<td></td>
<td>Wednesday 10/1</td>
<td></td>
<td></td>
<td>Watch Chapter 7 videoclip 2 on CD. Answer videoclip 2 questions and Chapter 7 essay quiz question 4 and submit.</td>
<td>Videoclip questions and essay question 4</td>
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<td>Week 7</td>
<td>Monday 10/6</td>
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<td>NO CLASS – JEWISH HOLIDAY</td>
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<td></td>
<td>Wednesday 10/8</td>
<td>Information processing</td>
<td>Ch.8</td>
<td>Coursepack #6 Coursepack #7</td>
<td>Reflection #6</td>
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<td>Week 8</td>
<td>Monday 10/13</td>
<td>Complex Cognition – Understanding and Problem-solving</td>
<td>Ch.9</td>
<td>Coursepack #8</td>
<td>Reflection #7</td>
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<td></td>
<td>Wednesday 10/15</td>
<td></td>
<td>(none)</td>
<td>Complete Chapter 9 essay quiz questions 3 and 5 on the web and submit</td>
<td>Chapter 9 essay quiz questions 3 and 5</td>
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<tr>
<td>Week 9</td>
<td>Monday 10/20</td>
<td>Social constructivism</td>
<td>Ch.10</td>
<td>none</td>
<td>First paper due</td>
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<td>Wednesday 10/22</td>
<td>(none)</td>
<td>Watch Chapter 10 videoclip 1 on CD. Answer videoclip 1 questions and Chapter 10 essay quiz question 5 on the web and submit</td>
<td></td>
<td>Videoclip questions and essay question 5</td>
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<td>Week 10</td>
<td>Monday 10/27</td>
<td>Constructivism and the math reforms</td>
<td>Ch.11 (pp. 354-359)</td>
<td>Coursepack #9, 10, 11, 12, 13, 14</td>
<td>Reflection #8</td>
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<td>Wednesday 10/29</td>
<td>(none)</td>
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<td>Final paper outline due</td>
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<td>Week 11</td>
<td>Monday 11/3</td>
<td>Instruction and Technology</td>
<td>Ch.12</td>
<td>Coursepack #15</td>
<td>Reflection #9</td>
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<td>Wednesday 11/5</td>
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<td>Complete Chapter 12 essay quiz question 4 on the web and submit</td>
<td></td>
<td>Essay question 4</td>
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<td>Week 12</td>
<td>Monday 11/10</td>
<td>Motivation</td>
<td>Ch.13</td>
<td>Coursepack #16</td>
<td>Reflection #10</td>
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<td>Wednesday 11/12</td>
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<td>Complete Chapter 13 essay quiz question 2 on the web and submit</td>
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<td>Essay question 2</td>
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<td>Week 13</td>
<td>Monday 11/17</td>
<td>Classroom Management</td>
<td>Ch.14</td>
<td>Coursepack #17 and 18</td>
<td>Reflection #11</td>
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<tr>
<td>Wednesday 11/19</td>
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<td>Complete Chapter 14 essay quiz question 3 on the web and submit</td>
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<td>Essay question 3</td>
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<td>Week 14</td>
<td>Monday 11/24</td>
<td>Standardized Testing</td>
<td>Ch.15</td>
<td>Coursepack #19</td>
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<td>Wednesday 11/26</td>
<td>(none)</td>
<td>Coursepack #17 and 18</td>
<td></td>
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<td>Week 15</td>
<td>Monday 12/1</td>
<td>Putting it all together</td>
<td>Ch.16 (pp. 545-551)</td>
<td>(none)</td>
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<tr>
<td>Wednesday 12/3</td>
<td>(none)</td>
<td>(none)</td>
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<td>FINAL PAPER DUE</td>
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