



On-Campus Course Syllabus

EDU 205 L1

Educational Research & Psychology

Spring 2023

Class Information

Day and Time: Thursdays @ 4:45 pm – 7:15 pm

Room Number: E209

Contact Information

Instructor Name: Karen Y. Gosby

Instructor Email: kgosby@criswell.edu

Instructor Phone: 214.796.0965

Instructor Office Hours: [By appointment only](#)

Course Description and Prerequisites

Provides a philosophical and theological framework for effective teaching. The seven elements of the Discippler's Model serve to bridge the gap between the Christian's belief and current, research-based educational theories. (This course satisfies for a Social/Behavioral Science course.)

Course Objectives

1. Apply the major tenets of modern cognitive theorists' research to child development.
2. Discuss the most effective, research-based instructional strategies and their applications in the EC-6th grade classroom.
3. Articulate the importance of students' cultural background as it plies to cognitive, social, and emotional growth.
4. Use assessment information in making decisions and planning programs.
5. Interpret the behaviors and learning achievement of students within the framework of their overall human development.

Required Textbooks

Yount, W., Created to Learn, B & H Academic Publishing, Nashville, TN, 2010, ISBN 978.080544727.9

Course Requirements and Assignments

Late Work Classroom Policy: Work is due at the beginning of class on the date designated unless otherwise stated by the professor. Late work will not be accepted.

1. **Weekly Article:** Each week you will select an article on a topic of your choice. The topic may be one of special interest to you relating to education. Or, you may choose a topic that informs your researcher

presentation. You will read the articles and their abstracts and be prepared to discuss them in class each week.

DUE: 2/2, 2/9, 2/16, 2/23; 3/2, 3/9, 3/30; 4/6, 4/13, 4/20 **POINTS:** 10 points (1 point per article)

2. **Researcher Presentation:** Each student will select a theorist from the textbook to explain to his/her peers. Presentations must include a one-page handout for each student, a 5-10 slide PowerPoint, a 5-10 minute oral explanation for the major tenets of the researcher's theories, and a 2-3 page research paper of the theorist's work.

DUE: 2/9/23

POINTS: 10 Points

3. **Video Responses:** You will be assigned the following TED videos to view:

- Changing Education's Paradigms: <https://youtu.be/zDzFcDGpL4U>
- Ramsey Musallam: 3 Rules to Spark Learning: <https://youtu.be/YsYHqfk0X2A>
- How to Escape Education's Death Valley: <https://youtu.be/wX78iKhInsc>
- How to Fix a Broken School?: <https://youtu.be/Xe2nlti47kA>

After you have viewed the videos you will write a 1-2 page response following the guiding questions that will be provided to you by the professor.

DUE: 2/16, 2/23, 3/2, 3/9

POINTS: 5 points / 20 points total

4. **Multiple Intelligences Concept Unit:** You will select a developmentally appropriate concept for a group of EC-6th grade students. You will then plan 27 different learning activities supported by TEKS (3 activities for each of the 9 intelligences proposed by Gardner). These activities are to be typed, detailed enough to be easily taught by a colleague, and explained to your peers in class.

DUE: 3/9/23

POINTS: 15 points

5. **Christ as Motivator:** As the Master Teacher, Jesus was the expert on human motivation. Chapter 13 enumerates five (5) views of motivation that support optimal engagement in learning situations. You are to complete Bible study to find scriptural examples of how Christ modeled knowledge of these same learner needs and teaching skills. Your examples are to be typed and in a "T" chart form and discussed with your peers.

DUE: 4/6/23

POINTS: 10 points

6. **Teaching Scenario:** You will be given a scenario of a grade level concept to be taught. You are to design ten (10) short lesson plans that would teach that concept from the learning theory of each of the researchers that have been studied throughout this course. You will briefly explain your teaching ideas on the day of the final exam.

DUE: 5/11/23

POINTS: 20 points

7. **Tests**

DUE: 3/2, 4/13, 5/11

POINTS: 5 points each; 15 points total

Course/Classroom Policies and Information

Texas Educator Standards:

Pedagogy and Professional Responsibilities EC-12 Standard I

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Pedagogy and Professional Responsibilities EC-12 Standard II

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.

Pedagogy and Professional Responsibilities EC-12 Standard III

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.

Technology Applications Standard V

All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of the current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

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|----|--------|------------------------------------|
| | | |
| A | 93-100 | 4.0 grade points per semester hour |
| A- | 90-92 | 3.7 grade points per semester hour |
| B+ | 87-89 | 3.3 grade points per semester hour |
| B | 83-86 | 3.0 grade points per semester hour |
| B- | 80-82 | 2.7 grade points per semester hour |
| C+ | 77-79 | 2.3 grade points per semester hour |
| C | 73-76 | 2.0 grade points per semester hour |
| C- | 70-72 | 1.7 grade points per semester hour |
| D+ | 67-69 | 1.3 grade points per semester hour |
| D | 63-66 | 1.0 grade point per semester hour |
| D- | 60-62 | 0.7 grade points per semester hour |
| F | 0-59 | 0.0 grade points per semester hour |

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before

submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at

library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

| DATE | TOPIC | READING ASSIGNMENT | ASSIGNMENTS DUE |
|---------|---|--------------------|---|
| 1/19/23 | Syllabus Explanation | | |
| | The Discippler’s Model | Chapter 1 | |
| 1/26/23 | Review Chapter 1 | | |
| | Knowing, Science, and the Christian Teacher | Chapter 2 | |
| 2/2/23 | Review Chapter 2 | | Article 1 |
| | How We Develop as Persons | Chapter 3 | |
| | HW: Researcher Presentation | | |
| 2/9/23 | Review Chapter 3 | | Article 2 |
| | Watch Video: Changing Education’s Paradigm | | Researcher Presentation |
| | How We Develop as Thinkers | Chapter 4 | |
| 2/16/23 | Review Chapter 4 | | Article 3 |
| | Watch Video: 3 Rules to Spark Learning | | Video Response: Changing Education’s Paradigm |
| | How We Develop as Moral Decision-Makers | Chapter 5 | |
| 2/23/23 | Review Chapter 5 | | Article 4 |
| | Watch Video: How to Escape Education’s Death Valley | | Video Response: 3 Rules to Spark Learning |
| | Study Chapters 1-5 | | |
| | Traditional Behavioral Learning | Chapter 6 | |
| 3/2/23 | Review Chapter 6 | | Article 5 |

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| | Watch Video: How to Fix a Broken School? | | Video Response: How to Escape Education's Death Valley |
| | Social Behavioral Learning | Chapter 7 | Test 1: Chapters 1-5 |
| 3/9/23 | Review Chapter 7 | | Article 6 |
| | Cognitive Learning I | Chapter 8 | Video Response: How to Fix a Broken School? |
| | Cognitive Learning II | Chapter 9 | Multiple Intelligences Unit |
| 3/16/23 | SPRING BREAK | | |
| 3/23/23 | Review Chapters 8 & 9 | | |
| | Humanistic Learning | Chapter 10 | |
| 3/30/23 | Review Chapter 10 | | Article 7 |
| | Christian Teacher's Triad | Chapter 11 | |
| | Instructional Taxonomies | Chapter 12 | |
| 4/6/23 | Review Chapters 11 & 12 | | Article 8 |
| | Study Chapters 6-12 | | Christ as Motivator |
| | Provoking the Desire to Learn | Chapter 13 | |
| 4/13/23 | Review Chapter 13 | | Article 9 |
| | The Teacher & Classroom Climate | Chapter 14 | Test 2: Chapters 6-12 |
| 4/20/23 | Review Chapter 14 | | Article 10 |
| | Measurement as Motivation | Chapter 15 | |
| 4/27/23 | Review Chapter 15 | | |
| | Mind Over Matter | Chapter 16 | |
| 5/4/23 | Review Chapter 16 | | |
| | Study Chapters 13-16 | | |
| 5/11/23 | Final Project | | Teaching Scenario |
| | | | Test 3: Chapters 13-16 |

Selected Bibliography

Edgerton & Kauchak, *Educational Psychology: Windows on Classrooms*, 10/E, Pearson Publishing, New York, NY, 2014. ISBN-10: 0134041011

Ormond, *Essentials of Educational Psychology: Big Ideas to Guide Effective Teaching*, 4/E, Pearson Publishing, New York, NY, 2014. ISBN-10: 0133830837

Slavin., *Educational Psychology: Theory and Practice*, 11/E, Pearson Publishing, New York, NY, 2014, ISBN-10: 0133830853

Woolfolk., *Educational Psychology*, 13/E, Pearson Publishing, New York, NY, 2014. ISBN-10: 0134013522