PROFESSOR: Warren J. Blumenfeld  OFFICE PHONE: 515-294-5931
OFFICE: Lagomarcino N128  HOME PHONE: 515-232-8230
EMAIL: wblumen@iastate.edu  EMAIL: nkoehler@iastate.edu
OFFICE HOURS: By appointment.  Phone: 515-233-2775

COURSE DESCRIPTION
CI/Psychology 333 is a 3-credit course with the following prerequisites: CI 201, Psych 230, or HDFS 102, and application to the teacher education program or major in psychology. Educational Psychology is a required course in the professional sequence of the teacher education program, and contains foundational components of a professional educator’s knowledge base. In this course, we apply psychological and neurological principles and paradigms of learning, development, identity, perception, motivation, affect, exceptionality, student diversity, classroom management practices, and classroom assessment to contemporary educational practice. Topics include theories of intelligence and learning, cognitive and affective development, moral development, identity development, individual differences, exceptionality, group dynamics, classroom management, classroom assessment, and research on teaching effectiveness. This course will enable students to demonstrate competencies for Iowa teacher licensure performance standards in the areas of Student Learning (#1) and Assessment (#7).

COURSE OBJECTIVES
In this course, students will demonstrate an understanding of:
• Terminology, definitions, classifications, and methodologies used in the field of educational psychology and its application to teaching at the middle and high school levels,
• Contemporary psychological, neurological, and educational theories and theorists, principles, and concepts and their application to the instructional process, including cognitive development, and the role of motivation in learning,
• Group process, classroom management methods, and classroom assessment,
• Identity development and learner diversity including issues of biological sex/gender, race, culture, socioeconomic class, sexual and gender identity, linguistic background, exceptionality, and issues of equity in education,
• Present-day classroom environments and current issues faced by teachers and administrators,

REQUIRED READINGS

Additional handouts and on-line readings will be assigned.
COURSE REQUIREMENTS
Requirements include regular class attendance, active participation in discussions, and preparation of all readings and homework assignments by the due dates. Examinations will consist of objective, short answer, and short essay items, and will be taken toward the beginning of a class period.

10 points  Letter to a Former Teacher (Due January 24)
20 points  Assessment Paper Assignment (Due April 18)
50 points  Examination 1 (February 14)
50 points  Examination 2 (March 21)
50 points  Final Examination (May 2, 7:00-9:00 p.m.)

180 points total

GRADING

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>169-180</td>
<td>A</td>
</tr>
<tr>
<td>156-161</td>
<td>B+</td>
</tr>
<tr>
<td>138-143</td>
<td>C+</td>
</tr>
<tr>
<td>120-125</td>
<td>D+</td>
</tr>
<tr>
<td>107 &amp; Below</td>
<td>F</td>
</tr>
</tbody>
</table>

IN-CLASS EXAMINATIONS

There will be three in-class examinations: two during the semester (Examination 1 on February 14, and Examination 2 on March 21) and one final examination (May 2, 7:00-9:00). Examinations 1 and 2 will cover material outlined in your Semester Agenda (pages 8-9 on this course syllabus). The final examination will cover material we discussed on the topic of assessment and school bullying (see Semester Agenda, page 9 on this course syllabus). Each of these exams will consist of objective, short answer, and short essay items. Each exam is worth a possible 50 points.

CLASS ATTENDANCE AND PARTICIPATION

Actor/Writer/Director Woody Allen once said that a large percentage of success in life is attributable to showing up. Class attendance and participation are important elements of the course, and you cannot participate if you are absent. Therefore, while attendance will not be kept, you are expected to attend every class session and arrive on time unless a compelling reason requires that you be absent.

Also, being absent is not an excuse for not turning in an assignment, or for getting the notes or information from another student or students who attended the class you may have missed. **It is suggested that during the first class or two, you find a classmate to work with if you are absent during the course. It is also suggest that you form study groups to go over course readings and lectures.** Missed exams constitute a special situation that will result in additional assignments determined by the professor, as well as a lowered point value.

Academic Support: Students are urged to make an appointment to meet with the professor or the teaching assistant to discuss topics raised in class or seek help with or clarification of assignments, study skills, academic, or other matters. For academic support, contact the Academic Success Center, 1076 Student Services Building, 294-6624 (voice), or 294-6635 (TTY) or the Writing Center, 300 Carver Hall, 294-5411, writectr@iastate.edu.

Students with Special Needs: **If you have any documented disability that requires any form of accommodation, please talk with your professor as soon as possible so he can attempt to accommodate you quickly and effectively.** Iowa State University follows the Americans with Disabilities Act. If you feel you have a disability that requires accommodation, you will need to obtain a Student Academic Accommodation Request (SAAR) from the Disability Resource Office, Room 1076, Main Floor, Student Services Building, 294-6624 (voice), or 294-6635 (TTY). For academic support, you may also contact the Academic Success Center at 1076 Student Services Building, 294-6624 (voice), or 294-6635 (TTY).
This is an exciting course, and its effectiveness rests on your willingness to engage rigorously with the material, take risks in the classroom, and openly participate in class. I recognize that everyone has different comfort levels with large groups, and different learning styles, cultural backgrounds, and needs. Because of this, I will use a variety of formats (including lecture, large and small group discussions, “fish bowls,” movement activities, dialogues, learning teams, debates, in-class assignments, etc.) to create class discussion and participation. In addition to participation, this class also relies on active listening skills. One of the most valuable aspects of the class is the information we share with each other.

**ACADEMIC DISHONESTY:** Students are expected to complete their own work. Cheating, plagiarism, in fact, any type of academic dishonesty of any kind will not be tolerated and will be addressed in a manner consistent with University policies that are described in the ISU student handbook and on the University Web Site: [http://www.iastate.edu/~catalog/](http://www.iastate.edu/~catalog/), 2003-2005 catalog, policies link, and academic dishonesty on page 38 of the PDF document.

**CLASSROOM GUIDELINES**

Though this is a lecture-style course, discussion is encouraged and valued. Therefore, to ensure a cooperative classroom environment, I ask that the following guidelines be followed:

- **Anonymity** —this means that though it is hoped that issues that are raised in class will be discussed with others outside of the classroom, to ensure that information of a personal nature that people share in class will not spread around campus, I ask that students’ names and other identifying characteristics not be used.
- **All questions and opinions are appropriate to share.**
- **Respect for all ideas, with no attacks or blame** —if the occasion arises, though, students can and I hope do respectfully challenge one another’s opinions.
- **Speak from personal experience, avoid generalizations, and do not attempt to speak for others.**
- **Share airtime** —take turns speaking.
- **Active Listening** —when you do not have the floor, give the person who is speaking your full attention. Listen respectfully with no interruptions.
- **“Try On…” ideas that you might automatically reject** —wear the ideas for a while to see if they fit before you place them back on the rack.
- **Take care of personal needs** —for example, go to the restroom without asking permission; try to participate in all classroom activities, but if an activity is just not your “cup of tea,” sit that out.
- **Please no eating or gum chewing in class. Beverages are allowed.** Thank you.

**ASSIGNMENTS**

Lecture content in many cases will differ from material covered in assigned readings. Students are responsible for completing assigned reading, and you will be assessed on lecture and reading content, as well as on content in class discussions.

All reading assignments are due on the date assigned. Assignments are listed and the date they are due at the back of this syllabus on the “Semester Agenda.” I expect that you will come to class prepared and having done all of the assigned readings. **Please bring the appropriate book(s) and/or articles to class on the day(s) we discuss them.** Please note that due to time constraints, not every topic we read in the books and handouts will be discussed in our class sessions, but assessment will cover the scope of the materials discussed and/or assigned. In other words, you will be responsible for all materials assigned.

**A. LETTER TO A FORMER TEACHER**

In his acceptance speech at the 1993 Academy Awards, after receiving the award for Best Actor in the film “Philadelphia,” Tom Hanks acknowledged Mr. Farnsworth, his high school Theater Arts teacher, a man who made the greatest impact on Hanks’s career by inspiring him to work to his fullest potential.

(Letter to a Former Teacher Assignment, Continued on Next Page)
Throughout our educational careers, we have had a great many teachers. For most of us, however, we can remember a treasured few who have made a significant and lasting positive impact on our lives.

The purpose of this assignment is for you to reflect on what you consider to be the qualities of good teaching. In this assignment, you will choose one teacher who has made a real difference in your life. Write a letter to this teacher (P-12), which you may chose to send if you wish, giving specific reasons or examples why and how this person has impacted your life and the changes or life directions you have made because of this person’s influence. This letter is due on Wednesday, January 24. It is worth a possible 10 points.

B. ASSESSMENT PAPER ASSIGNMENT

The purpose of this assignment is to assist you in gaining experience developing a classroom assessment. For this assignment, you will develop assessment questions pertaining to the Popham chapters on assessment that we have covered in class. Your task is to develop test items of varying types that will assess knowledge of material covered thus far.

The guidelines for developing your assessment are as follows:

1. Choose ONE of the following course topics on assessment: Assessment of Learning (Popham, Chapters 1-5), or Teacher-Developed Tests (Popham, Chapters 6-9).

2. Develop a minimum of 15 original selected-response items of varying types (multiple choice, binary choice, multiple-binary choice, matching) to assess the topic. Be sure to have different question types and follow the guidelines for item development. Include an answer key.

3. Develop a minimum of 8 original constructed-response questions of varying types (fill-in, short answer, and essay). Indicate how you plan to score the items (holistic or analytic, and provide a scoring key and/or rubric). Use Popham’s guidelines in developing your items and scoring procedures.

4. Organize your test into a format that you would give to students (i.e., include directions, format questions appropriately, make sure it is free of typos and mechanical errors, etc.).

5. Write a brief (1.5-2.5 page) reflection in which you analyze the pros and cons of EACH different item type. Did you have any difficulties generating items? How well do you feel your items contribute to the test’s validity, reliability, feasibility, absence of bias? What are sources of error you might encounter? What types of items do you see yourself using in your future efforts in developing classroom assessments? Why? Make sure you address all elements of the reflection completely.

This assignment is worth a possible 20 points towards your final grade. Your points will be based on the items you develop, evidence that you have followed Popham’s guidelines for test development and scoring, and the quality of your reflection. The point breakdown is as follows:

- Selected-Response questions: 7 points
- Constructed-Response questions: 7 points
- Reflection: 6 points

Some of the assessment questions you develop may be used on the course final examination.

** You may work cooperatively with ONE partner on this assignment. If you choose to do this, you must hand in TOGETHER the test and scoring guidelines containing the required elements, along with TWO SEPARATE reflections containing the required elements (completed independently but turned in and stapled together along with your assessment). I would recommend you each develop some Selected-Response items and some Constructed-Response items to gain practice with item development and to better prepare you for writing your reflection. You and your partner will receive the same scores on the test items and scoring procedures, and separate scores on the reflection.

This assignment is due Wednesday, April 18.

---

CRITICAL CONSCIOUSNESS:
REFLECTING, THINKING, OBSERVING, READING,
RESEARCHING, & WRITING THROUGH A CRITICAL LENS
by Warren J. Blumenfeld

In this class, you are expected to think critically/reflectively/creatively to the concepts, topics, issues presented, and to class discussions, readings, videos, and written assignments. This class, therefore, may be calling on you to think or respond somewhat differently than in some of your other courses. I will, therefore, require that you justify and backup your thoughts and “opinions.” Opinions without justification are just that—opinions—and you can expect to have points deducted without providing critical thinking (which includes rationale/justification). In this course, you will be expected to think “outside of the box.”

According to Dr. Stephen Brookfield, critical thinking involves three inter-related phases:
1. Discovering the assumptions that guide our decisions, actions, and choices. (What do I think and why do I think of it the way I do?),
2. Checking the accuracy of these assumptions by exploring as many different perspectives, viewpoints, and sources as possible. (Talking with others, taking courses, reading, researching, etc.),
3. Taking informed decisions that are based on these researched assumptions. (Informed decisions are based on evidence we can trust, can be explained to others, and have a good chance of achieving the effects we want).

Some questions you may want to ask yourself during class discussions, when reading course assignments, when watching course videos, and when researching and writing your papers:
• Consider the person(s) choice of words.
• What are the points being made, and what is the overall message?
• What are behind the points and behind the message?
• What is in the mind of the writer of the piece or the character(s) in the video? To know this, you must suspend, for a time, your reactions to the person(s). You must attempt to walk in their shoes, to perceive the world and the people around them as they would perceive—in other words, you must be able to develop empathy. From where comes their motivations, their behaviors, their actions?
• What underlying assumptions are made by the person(s) delivering the message?
• What is the person(s) underlying philosophical/political/behavioral perspective?
• What are the person(s) social identities, and do these impact their perspective(s)?
• Pull out each point, analyze it from various perspectives, determine how each point fits with other points being presented, put the individual points back together into the whole, determine whether the points are consistent or contradictory, unified or disjointed, etc.
• What are the words the person(s) set off in quotations/underlining/bolding? What is the overall effect?
• What is the impact of the message on the receiver? What impression does the message have on you? Again, justify your answer.
• What are the possible repercussions of this message?
• What was one or more points that either you did not know previously or that particularly surprised you?
• Have you read or heard something like this elsewhere? Connect it to previous readings, author(s), vide(s), or theory(ies).
• Are there any points with which you agree? Why? Fully justify your critique?
• What was left out or questions you have that were not answered? Ask “critical questions”!
• Are there any points with which you take issue or with which you disagree? Why? Fully justify your critique!
• Are there any outside sources you can reference to back you up? If so, refer to them?
• What ideas, concepts, issues and/or theories that were covered connected in some way(s) to your personal experiences? How? In what way(s)? Explain and fully analyze.

---

2 Department of Curriculum and Instruction, Iowa State University, Ames, IA 50011; wblumen@iastate.edu
3 Distinguished Professor, University of St. Thomas, Minneapolis, MN.
4 This summary of Brookfield’s three phases of critical thinking was compiled by Sue Crull, Iowa State University.
Students will read a number of book chapters and articles, and view some videos throughout the semester. During selected class sessions, you will discuss the assigned readings in small in-class reading/video groups, and share highlights of your small group discussions with the rest of the class. The readings and videos will be discussed frequently in class, and your involvement will be factored into your final participation grade.

We will divide into reading/video groups. The reading/video groups will remain the same throughout the semester, so you may choose also to work together outside of class if you want. Your reading/video group will work as a team.

Each reading/video group will have a facilitator on a rotating basis. Group facilitators will come to class prepared to pose engaging discussion questions to their group members. Good discussion questions are those that provoke thoughtful, critical, and interesting discussion about the readings and/or videos. Discussion questions that ask a group simply to find answers within the text or video, or are short answers — yes/no, true/false questions — do not encourage good discussion. If you have any concerns regarding how to facilitate discussion in your group, you may want to check-in with your professor well in advance of the day you are to facilitate. If you are absent on the day you are to facilitate, it is your responsibility to contact another member of your reading/video group to fill in for you.

Each reading/video group will also choose a “recorder” on a rotating basis to keep notes of group discussions. The recorder will report to the large group following small group discussions.

Very often, I will pose guiding questions to be discussed in the reading/video groups for specific readings and videos. In addition, examples of general questions group facilitators may consider include:

- What in the reading or video was particularly interesting, what surprised you, or what was new information to you?
- What are some things that you agree with or identify with? Explain how and why.
- What are some things you disagree with? Explain how and why.
- In what ways might the information in the reading or video be useful to you?
- How does the reading or video illustrate a concept, theory, or issue related to the focus of this course?
- What questions do you still have that the reading or video did not address?

Be creative in facilitating your small group discussions.
In this course, Performance Indicators are required for Competency #1: **Student Learning**, and for Competency #7: **Assessment**. The specific DPIs and scoring criteria for this course are indicated below:

**DPI for Competency #1: Student Learning:** *Demonstrate an understanding of how students learn and develop by providing learning opportunities that support intellectual, career, social, and personal development.* Examination 1 and Examination 2 will serve as the DPI for this competency. Together, these examinations cover content related to the unit theme, Understanding Students. Topics include development, learning theories, motivation, problem solving, exceptionality, and student diversity. The format of the exams (objective, short answer, and essay) requires students to recognize, apply, and produce knowledge in order to demonstrate mastery of content.

**Standard 1: Course Activities Used for DPI Evaluation Scoring Criteria**

Examination 1 (50 points possible) plus Examination 2 (50 points possible) = 100 points possible

**Acceptable:** Scores of 73% or higher  
**Marginally Acceptable:** Scores of 60-72%  
**Unacceptable:** Scores below 59%

**DPI for Competency #7: Assessment:** *Use formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the learner.* The Assessment Paper Assignment as well as the Final Examination cover the assessment portion of the course, and require students to demonstrate an understanding of the issues, uses, and interpretations of various forms of informal and formal assessment.

**Standard 7: Course Activities Used for DPI Evaluation Scoring Criteria**

Assessment Paper Assignment (20 points possible) plus Final Examination (50 points possible) = 70 points possible

**Acceptable:** Scores of 73% or higher  
**Marginally Acceptable:** Scores of 60-72%  
**Unacceptable:** Scores below 59%

Note: Scores ending in decimal points of .5 or higher will be rounded to the next highest whole number with regard to DPI designation, **NOT** with regard to overall class point total (until all points have been accumulated).
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING</th>
<th>ASSIGNMENT DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>W. 1-10</td>
<td>Introduction to Course and to Educational Psychology; Group Development in the Classroom, and Types of Educator Power</td>
<td>Course Syllabus, Class Handouts: “Connecting the Dots” Activity, &amp; “Five Stages of Group Development”; &amp; Five Types of Educator Power (class lecture)</td>
<td>Solve: “Connecting the Dots” Activity</td>
</tr>
<tr>
<td>W. 1-31</td>
<td>Exceptionality</td>
<td>Woolfolk: Chapter 4, pp. 127-154; “Civil Rights &amp; Education Legislation” (WebCT)</td>
<td></td>
</tr>
<tr>
<td>W. 2-7</td>
<td>Personal-Social Development: Gender in Education &amp; Moral Development</td>
<td>Woolfolk: Chapter 3, pp. 92-103; &amp; On-Line: <a href="http://www.stolaf.edu/people/huff/classes/handbook/Gilligan.html">http://www.stolaf.edu/people/huff/classes/handbook/Gilligan.html</a>; &amp; Chapter 5, pp. 176-182; Video: “Brain Differences between Females &amp; Males?”</td>
<td>In-Class “Female/Male Dialogue”</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignments</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>W. 2-14</td>
<td>Examination 1; &amp; Cognitive Development; Social Learning Theory; &amp; Constructivism</td>
<td>Woolfolk: Chapter 2 &amp; Chapter 9</td>
<td></td>
</tr>
<tr>
<td>W. 2-21</td>
<td>Motivation &amp; Learning; Multiple Intelligences &amp; Emotional Intelligence</td>
<td>Woolfolk: Chapter 10; Woolfolk: Chapter 4, pages 108-121; &amp; Gardner <a href="http://www.infed.org/thinkers/gardner.htm">http://www.infed.org/thinkers/gardner.htm</a>;</td>
<td></td>
</tr>
<tr>
<td>W. 2-28</td>
<td>Behaviorism</td>
<td>Woolfolk: Chapter 6; &amp; Chapter 7, pages 248-250</td>
<td></td>
</tr>
<tr>
<td>W. 3-7</td>
<td>Learning Environments &amp; Classroom Management</td>
<td>Woolfolk: Chapter 12; &amp; Chapter 13; &amp; Bruner: <a href="http://www.infed.org/thinkers/bruner.htm">http://www.infed.org/thinkers/bruner.htm</a>;</td>
<td></td>
</tr>
<tr>
<td>W 3-14</td>
<td>Spring Break</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>W. 3-21</td>
<td>Examination 2</td>
<td>EXAMINATION 2</td>
<td></td>
</tr>
<tr>
<td>W. 3-28</td>
<td>Assessment of Learning</td>
<td>Woolfolk: Chapter 15; Popham: Chapters 1 &amp; 5</td>
<td></td>
</tr>
<tr>
<td>W. 4-4</td>
<td>Assessment of Learning</td>
<td>Popham: Chapters 2, 3, 4, 6</td>
<td></td>
</tr>
<tr>
<td>W. 4-11</td>
<td>Assessment of Learning</td>
<td>Popham: Chapters 7, 8, 9, 11, 12</td>
<td></td>
</tr>
<tr>
<td>W. 4-18</td>
<td>Assessment of Learning: Standardized Testing</td>
<td>Woolfolk: Chapter 14; &amp; Popham: Chapter 13; &amp; Prepare for Class Debate on Pros and Cons of Standardized Testing</td>
<td></td>
</tr>
<tr>
<td>W. 4-25</td>
<td>School Bullying</td>
<td>“Bullying &amp; Harassment Prevention,” on WebCT; PowerPoint: “Cyberbullying”</td>
<td></td>
</tr>
<tr>
<td>W. 5-2</td>
<td>Final Examination</td>
<td>FINAL EXAMINATION 7:00-9:00</td>
<td></td>
</tr>
</tbody>
</table>

*Semester Agenda is subject to change.*