CULTURAL ISSUES IN EDUCATIONAL PSYCHOLOGY
PSY 640-900

INSTRUCTOR INFORMATION:
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PREREQUISITES:
PSY 500, PSY 540, PSY 681 or the equivalent

REQUIRED TEXT:

*****NOTE: MAKE SURE IT’S THE SECOND EDITION!!*****

Other readings will be posted online under COURSE MATERIALS in BlackBoard.

COURSE DESCRIPTION:
This course covers research and theory on culture and its relationships with and applications to areas of educational psychology including development, cognition, assessment and school achievement, motivation, and individual differences.

COURSE REQUIREMENTS:
Required course activities include online class participation, timely completion of required readings, and papers and/or course projects. Students will be asked to investigate a specific components of culture issues and share their findings.

OVERALL COURSE OBJECTIVES:
The students in this course will

- Explain the characteristics, definition, and components of theories of culture from the perspective of educational psychology.
- Describe the need to study culture and its influence on practice, theory, and research.
- Compare and contrast the relationships between culture and specific areas of educational psychology such as learning and cognition, development, assessment, motivation, individual differences, and school achievement.
• Outline a specific approach for dealing with issues of culture in your own teaching and justify that approach based on course readings and reflections.

GENERAL OUTLINE OF COURSE CONTENT:
NOTE: A detailed schedule will be posted online in the course website

Week 1 Read the Forward, Prefaces, and Chapter 1
Participate in online discussion

Week 2 Read Chapter 2 and additional posted material
Participate in online discussion

Week 3 Read Chapter 3 and additional posted material
Participate in online discussion
ASSIGNMENT 1 DUE

Week 4 Read Chapter 4 and additional posted material
Participate in online discussion

Week 5 Read Chapter 5 and additional posted material
Participate in online discussion
ASSIGNMENT 2 DUE

Week 6 Read Chapter 6 and additional posted material
Participate in online discussion

Week 7 Read Chapter 7 and additional posted material
Participate in online discussion

Week 8 Read Chapter 8
Participate in online discussion
ASSIGNMENT 3 DUE

METHOD OF EVALUATION:
This course will be evaluated with letter grades based on your ONLINE PARTICIPATION and a series of THREE WRITTEN PAPERS. The scale below is based on total percentages:

A  100 – 93  A-  90 – 92
B+  89 – 87  B  86 – 83  B-  80 – 82
C+  79 – 77  C  76 – 73  C-  70 – 72
D  69 – 60  F  59 or below
ON-LINE PARTICIPATION: 80 points (10 points per week for 8 weeks)

******On-line participation is 50% of your course grade******

Each week on Sunday or early Monday, I will be posting discussion starters from the readings on the DISCUSSION BOARD. It is recommended that you log into the website early in the week to look at these starters and then every day to read and respond. If you can manage to log in every day, you will get MUCH more out of the discussion. Think about these discussions as a face-to-face class.

Your job to read the material for each week and make at least THREE postings each week on these DISCUSSIONS. Postings should be thoughtful and substantial (i.e. not simple “I agree” or other minor types of responses). Your responses can include (but are not limited to) any of the following: responses to other people's comments, direct responses to the questions, raising a new question or issue, or providing a relevant website or an example from previous experiences or that fits with the topic. Postings should include page numbers in the text where appropriate.

There will always be an area for SPECIFIC QUESTIONS every week, so don’t hesitate to ask. There is NO SUCH THING as a dumb question!! If you have a question, chances are someone else does too, so ask away!!!

Rubric for weekly online participation:
10 points – More than 3 substantial postings
9 points – 3 substantial postings
8 points – minor postings and 1 - 2 substantial postings
7 points – 1 or 2 substantial postings
6 points – 1 substantial posting
5 points – minor postings

Each set of discussions will be open for several weeks. I will be closing discussions as we go through the class, but if you miss a week, you should have 1 - 2 weeks to catch up. Catching up is really hard though, so try not to get very far behind.

3 ASSIGNMENT/REFLECTION PAPERS: 60 points total (20 points each)

******Assignments are 50% of your course grade******

Specific instructions and options for each assignment will be posted under the
ASSIGNMENTS link on the Course Menu. They will be graded based on the following rubric:

19 - 20 points ------ EXCEEDS EXPECTATIONS
Meets requirements of M, but goes beyond them
Exceptional clarity of explanations
Thoughtful and critical discussion of issues
Analysis is elaborative or generalizes beyond the basics
Innovative and/or very well justified ideas
Evidence of really thinking through concepts

15 - 18 points ------ MEETS EXPECTATIONS
Demonstrates good knowledge and thorough reading of material
Shows evidence of reflection on the course material
Writing is clear, generally understandable
Descriptions and analyses are adequate

14 points or below ----- REDO
Does not meet M requirements
Descriptions and analyses are superficial, in error, or incomplete
Lacks evidence of reflection
Does not show basic understanding of the principles and theories of Ed. Psych.
Described solutions or ideas not adequately justified

NOTE: If you are not happy with your grade on any of these short papers, you will have until the last Friday of class to redo it.

HONOR CODE:
The UNC Honor Code is as follows. “All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.” [http://www.unco.edu/dos/honor_code.htm]

INCLUSIVITY STATEMENT:
The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and
demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.

(See http://www.unco.edu/hr/AAEO_TitleIX.htm). Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity (http://www.unco.edu/cebs/diversity).

ACCOMMODATIONS STATEMENT:
Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or see http://www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

RELEVANT STANDARDS:
There are no professional or accreditation processes or standards for the field of educational psychology and no license or certification is delivered upon completion of this program. This course is designed to be consistent with the Diversity Framework for the College of Education and Behavioral Sciences and with the following standards set by NCATE, the National Council for Accreditation of Teacher Education (see www.ncate.org):

STANDARD 1 – CANDIDATE SKILLS, KNOWLEDGE, AND DISPOSITIONS
Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

STANDARD 4 – DIVERSITY
The unit [UNC] designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P - 12 schools.