TEP Conceptual Framework
The conceptual framework identified by Southern Illinois University Carbondale's College of Education and Human Services illustrates the professional community's commitment to preparing reflective educational leaders at both the undergraduate and graduate level. Reflective educational leaders not only practice reflective thinking but also become practitioners of reflective action, engaging in informed reflection during and after interactions with their students. Thus, this course will develop skills and competencies related to the major tenets of SIU’s Teacher Education Program:

Reflective educational leaders are ethical and reflective practitioners who exhibit professional engagement by providing leadership in the learning community and serving as advocates for students, parents or guardians, and the profession. Course Objective: 2

Reflective educational leaders understand the vast array of literacies students need to function in today's modern society. This includes knowledge of reading, writing, and aural communication within the content area as well as media, scientific and quantitative literacy. Course Objectives: 3, 6

Reflective educational leaders understand the diverse characteristics and abilities of all students and how these students develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. Using these experiences they create instructional opportunities to maximize student learning. Course Objectives: 1, 4

Course Relationship to the Conceptual Framework
EDUC 303 supports the Conceptual Framework by developing reflective educational leaders in the tenets of ‘Engagement’ as ethical and reflective practitioners, ‘Literacies’ as they include knowledge of reading, writing, and aural communication within the content area, and ‘Identities’ in their understanding of the many diversities and experiences of all students in order to create instructional opportunities to maximize student learning.
Course Description:
EDUC 512, Doctoral Seminar in Behavioral and Cognitive Foundations of Education: This seminar is one of two course options for all students pursuing a doctoral degree in Education. The seminar focuses on the critical examination of the psychological basis of pedagogical theory; a review of behavior, cognitive and motivational theories; and a preliminary assessment of empirical research related to psychology of instruction. Restricted to admission to the Ph.D. program in education.

The course will use the Desire to Learn (D2L): Logon at https://online.siu.edu with your campus network ID. Students are required to be enrolled in the course on D2L.

COURSE OBJECTIVES:
1. Understand that human learning is the product of interactions among student characteristics, teachers, learning tasks, and educational settings.
2. Explain why any conclusion one draws from educational research should be considered temporary and qualified as to learner characteristics, circumstance, task, and outcome.
3. Explore the psychology of human learning as a scientific discipline that is concerned with understanding and improving how students acquire a variety of capabilities through formal instruction.
4. Use the foundation of research and contemporary theories to understand and articulate human learning and to draw out implications for enhancing learning and instruction.
5. Discuss the extent to which research findings support the theory from which they were generated.
6. Develop competency in scholarly communication, including speaking and writing in a professional style.

Course responsibility and grading:
1) Class participation, including submitting questions as assigned (30%)
2) Written and oral assignments (50%)
   a. Learning theory paper (10%)
   b. Book presentation: as assigned (15%)
   c. Research paper and annotated bibliography (25%)
3) Final exam on learning theories related to education (20%)

1) Participation: In this seminar class, students are expected to attend regularly and take part in discussions. Unless otherwise specified, each student is to submit two discussion questions by email to rowebb@siu.edu, at least one hour prior to each class, on the assigned readings for that day. Participation points depend, in large part, on attendance and prompt submission of discussion questions. Additional assignments may be required to make up for absences. Quizzes, either announced or unannounced, may be used to assess students on the weekly reading assignments.

2) Written and oral assignments will be further detailed in class.
Learning theory paper: Compare and contrast behavioral and cognitive approaches to learning
Book presentation: Each student will read, and, either individually or with other student(s), do a presentation to the rest of the class on an assigned book or articles.
Research paper (a review of literature, to be submitted to turnitin.com as well as via hard copy) and annotated bibliography. Each student should see the instructor by appointment at least once to discuss the topic of his/her paper.

3) There will be a take-home final exam on material from the class. Each student will be asked to submit an essay question for possible use on the exam. Students may cite sources for their answers, but this is not required. If used, sources should be cited APA style, and the full reference included.
Written Assignment Format

All written assignments will use the current APA style format for crediting sources. To avoid charges of plagiarism, including self-plagiarism, carefully cite sources used in the preparation of all written assignments. In this class, only the research paper, and its annotated bibliography, require the use of cited sources. A title page is needed only for the research paper. Use APA format for citations and heading levels. Other aspects of APA manuscript standards, such as abstracts, are not required.

All assignments are to be double spaced, with no extra spacing between paragraphs. The preferred font is Times New Roman, size 12 or 13. Papers should be left, and not right, justified.

World Wide Web sites:

Plagiarism reference sites:
http://libguides.lib.siu.edu/plagiarism
http://owl.english.purdue.edu/handouts/research/r_plagiar.html

Emergency Response Statement

SIU is committed to providing a safe and healthy environment for study and work. Some health and safety circumstances are beyond our control, therefore, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus and on the SIU website:
http://emergency.siu.edu/ and http://emergency.siu.edu/check/index.html

Also review the Emergency Response Checklist: http://emergency.siu.edu/check/emergency_response_checklist.pdf. You will need to know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.
Week 1: January 20
Syllabus & introductions.

Week 2: January 27


Week 3: February 3

Week 4: February 10

Week 5: February 17


**Week 6: February 24**


**Week 7: March 2**


**Week 8: March 9:**


**March 16: No Class; Spring Break**

**Week 9: March 23** Learning theory paper due
Week 10: March 30


Week 11: April 6


Week 12: April 13  
**Annotated bibliography due**


Week 13: April 20  Exam question due
Report: Winne & Greene articles:


Week 14: April 27  Research paper due


Week 15: May 4  Final exam due


Week 16: Finals Week  May 11
Discussion of research papers.
Presentations: As scheduled. Evaluation of the presentations will be by appointment.

March 23: Learning theory paper. Write a short paper, comparing and contrasting behavioral and cognitive approaches to learning. It should be about 5 pages, typed double spaced, using the APA method of citing references, if needed. Sources beyond the class readings are not required. Describe the basics of each approach, comparing how learning is viewed from each perspective (e.g. speed of learning, motivational aspects, how complex learning is handled, etc.), and describe implications for teaching from each viewpoint. How can the different methodologies be used and reconciled by teachers?

March 9 – April 13: Research topic. Make at least one appointment and meet with the professor individually to discuss the topic of your research paper.

April 13: Annotated bibliography. Using the sources for your research paper (below), submit an annotated bibliography, using APA format. Write a paragraph describing each of your sources, and send it to the instructor by email. If you wish feedback on the APA formatting of your references, also submit a hard copy. Please read descriptions of annotated bibliographies on these websites and follow the guidelines found there: http://olinuris.library.cornell.edu/ref/research/skill28.htm & http://owl.english.purdue.edu/owl/resource/614/01/

April 20: Exam question. Each student should submit at least one essay question for the final exam to the instructor by email.

April 27: Research paper. Write a short review of research literature (8 page minimum for the body of the paper, excluding title and reference pages), connecting an application of learning theory (behavioral, cognitive, social cognitive, constructivist, etc.) to a topic of the student’s choice. The topic should be a narrowly defined project or topic within the student’s discipline, and cite research beyond sources used in class. You should cite at least eight sources from peer-reviewed research journals, or books, using APA format. The paper must be turned into turnitin.com by the due date, in addition to the hard copy. With permission of the instructor, two or more students may work together on a paper, with more stringent requirements (longer paper, more references).

May 4: Final exam due


**Books for Book Reports**


**Articles for Reports** (counts as one book)
