GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
EDUCATIONAL PSYCHOLOGY

EDEP 821
Socio-Cultural Processes in Learning, Instruction, and Motivation
Spring 2010
Wednesday 4:30pm-7:10pm
Robinson A205

PROFESSOR
Name: Jeff Gorrell, PhD
Office phone: (703) 993-6019
Office location: West 2102
Office hours: Wed. 2pm-4:30pm, or by appointment
Email address: jgorrell@gmu.edu

COURSE DESCRIPTION:
This course examines the processes by which social, cultural, and linguistic variables influence human behavior. It focuses on differences within and between cultural groups related to students' learning and achievement in educational settings.   Prerequisites: EDUC800, EDUC805, EDLE802 and EDRS 810

NATURE OF COURSE DELIVERY
This course will be taught using discussion as the primary mode. For covering the subject the course is technology-enhanced using Blackboard. Students are responsible for any information posted on the course site. The Blackboard site for the class can be accessed at: http://blackboard.gmu.edu.

REQUIRED TEXT

Elliot, A. J., & Dweck, C. S. (2005). *Handbook of competence and motivation.* New York: Guilford Press.

A list of additional required readings is provided at the end of this document. They may be obtained through the University Library E-Reserves site. To use it, go to http://furbo.gmu.edu/OSCRweb/ and click on "search electronic reserves" near the top of the page. The password to open that site is "motivation."

LEARNER OUTCOMES
This course is designed to enable students to:
- understand major psychological theories of racial/ethnic identity development and their applications to human development
- understand theories of socialization and culture
- discuss how individual and cultural factors form the underpinnings of individual differences in behaviors, beliefs, and attitudes
- use existing theories to develop optimal instruction that addresses socio-cultural and linguistic differences
- discuss the role of parents, peers, and school on student academic achievement
- understand the effects of race, ethnicity, SES, and culture on students academic achievement
- Develop and reinforce their critical thinking, oral, and writing skills.

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION
- Principle 1: The Nature of Learning Process
- Principle 2: Goals of the Learning Process
- Principle 3: Construction of Knowledge
- Principle 4: Strategic Thinking
- Principle 5: Thinking about Thinking
- Principle 6: Context of Learning
- Principle 7: Motivational and Emotional Influences on Learning
- Principle 8: Intrinsic Motivation to Learn
- Principle 9: Effects of Motivation on Effort
- Principle 11: Social Influences on Learning
- Principle 13: Learning and Diversity

For more information please see:
American Psychological Association (1997). Learner-Centered Psychological Principles*:*
    Guidelines for the Teaching of Educational Psychology in Teacher Education Programs.
    Retrieved October 14, 2002 from http://www.apa.org

COURSE REQUIREMENTS
It is expected that each student will:
1. Read all assigned materials for the course
2. Attend each class session
3. Participate in classroom activities that reflect critical reading of materials
4. Critique and or discuss assigned articles in class
5. Lead class discussion where appropriate
6. Write and present a "theory of action" profile of a non-profit organization devoted to improving school achievement
7. Write a research proposal and present in a poster session

Attendance and Participation (20%)
Because of the importance of lecture and classroom discussions to students' total learning experience, each student is expected to come to class on time and participate in class discussions and activities. Additionally, assigned readings are to be completed before class. Attendance, punctuality, preparation, and active contribution to small and large group activities are essential. These elements of behavior reflect the professional attitude implied in the course goals and will account for 10% of the course grade. In the event students miss a class, the professor should be notified, preferably in advance, and the student is responsible for any assignments and materials passed out or discussed that day. (See rubric for attendance and participation in Appendix A).

Critical Questions and Discussion Leadership (10%)
To facilitate the class discussion, students are expected to post at least 5 critical questions about the content over the course of the semester. The 5 critical questions should be reflective of *different* class meetings. Questions are to be posted in Blackboard by **5pm** the **Sunday** prior to the class in the appropriate discussion board. Critical questions may be related to issues discussed in article abstracts.

Students are also expected to be active participates in leading discussion in class by focusing some of the evenings discussion on a critical question that the student has posted.

Theory of Action Profile (20%)

Each student is required to prepare a detailed profile of a major non-profit organization that devotes itself to improving school achievement related to children or adolescents. The profile will be a brief (3-5 pages) overview of the organization, a below-the-surface profile of the organization, and an explanation of the apparent theory of action espoused or demonstrated by the organization. We will talk about this assignment early in the4 semester, giving each student time to develop her or his profile, which will be presented about half-way through the semester.

Research Proposal and Presentation (40% Written Research Proposal; 10% Poster Presentation)

Each student will write a research proposal that focuses on at least one socio-cultural process or topic associated with the organization that the student profiles (see assignment described above) and which could benefit from more research. Proposals should assume that there is a reasonably good budget for carrying out the study. Key elements of the proposal are the following:
1. Problem Statement: What is the problem the study will look at and why it is important to the mission of this organization?
2. Research question(s)/hypotheses
3. Conceptual Framework: What theory of action underlies or shapes your research study?
4. Methodology: Participants, measures, procedures and design of the research study
5. Discussion: Potential results, limitations, and future research

The research proposal will be submitted as a final term paper, and it will be presented in a poster session at the end of the semester following APA presentation guidelines. Research papers must adhere to the APA Publication Manual Guidelines. Additional guidelines and rubrics for the research proposal and poster presentation will be provided.

Course Evaluation

The requirements for this class will be weighted in the following manner:

Attendance and Participation	20%
Critical Questions and Discussion Leadership	10%
Organization Profile	20%
Research Proposal	50%

Your final grade for this class will be based on the following:

A+ = 98 – 100%	A = 93 – 97.99%	A- = 90 – 92.99%
B+ = 88 – 89.99%	B = 83 – 87.99%	B- = 80 – 82.99%
C = 70 – 79.99%	F < 70%	

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

All students must abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Please note that:
  - "Plagiarism encompasses the following:
    1. Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.
    2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment."
    (From Mason Honor Code online at
    http://mason.gmu.edu/~montecin/plagiarism.htm)
  - Paraphrasing involves taking someone else's ideas and putting them in your own words. When you paraphrase, you need to cite the source.
  - When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.
  - Electronic tools (e.g., TurnItIn.com) may be used to detect plagiarism if necessary.
  - Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.

- Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

ADDITONAL CLASS POLICIES

Paper Format

Papers not following this format may be automatically reduced by up to a letter grade.

- 1 inch margins on all sides, double-spaced, 12-point Times New Roman font.
- Separate title page including the following: title, name, date, professor, course number.
- All papers should be proofread for spelling, grammar, and clarity errors.
- APA format.

Turning in Assignments

Assignments are due at the start of class on the assigned due date. My preference is to receive the assignment by email attachment, but hand-delivered assignments are perfectly fine. If an assignment must be turned in late or outside of class, students should make arrangements with me in advance. Late assignments will be marked down by half a letter grade for each day the assignment is late.

TENTATIVE COURSE SCHEDULE

DATE	TOPIC/LEARNING EXPERIENCE	READING & ASSIGNMENTS
Wednesday 1/20	Review syllabus Introduction and Overview	Smith, M. K. (2001)
Wednesday 1/27	Models of Differences I	Martin (2007) Holloway (1988) Hufton, Elliot, & Illshin (2002)
Wednesday 2/3	Models of Differences II	HCM: Hyde & Durik (2005) HCM: Graham & Hudley (2005) Ryan & Ryan (2005) Van Laar (2000)
Wednesday 2/10	Social/Cultural Contexts and Development: SES, Communities	HCM: Brooks-Gunn, Linver, & Fauth (2005) Jeynes (2002) Sirin (2005)
Wednesday 2/17	Social/Cultural Contexts and Development: Parents	HCM: Pomerantz, Grolnick, & Price (2005) Entwisle & Alexander (2000) Lee & Bowen (2006) Steinberg, Dornbush, & Brown (1992)
Wednesday 2/24	Social/Cultural Contexts and Development: Peers	HCM: Wentzel (2005) Ryan (2000) *Read **1** of the following:* Wentzel, Barry, & Caldwell (2004) Buhs, Ladd, & Herald (2006)
Wednesday 3/3	Social/Cultural Contexts and Development: Schools	Felner, Steitsinger, Brand, Burns, & Bolton (2007) Borgman & Overman (2004) Riehl (2000) *Read **1** of the following:* Okagaki (2001) Gallimore & Goldenberg (2001)
Wednesday 3/10	Spring Break	
Wednesday 3/17	New Thinking about Thinking and Emotion	HCM: Sternberg

		Other To Be Assigned
Wednesday 3/24	Social/Cultural Contexts and Development: Teachers	Hughes & Kwok (2007) Hauser-Cram, Sirin, & Stipek (2003) Turner et al. (2002) Fives & Alexander (2004)
Wednesday 3/31	Social and Cultural Context in Learning, Instruction, and Motivation: Emotion and Cognition	HCM: Plaut & Markus (2005) Other To Be Assigned
Wednesday 4/7	Social and Cultural Context in Learning, Instruction, and Motivation Academic Achievement: Cultural Competence	HCM: Aronson & Steele (2005) HCM: Chiu & Hong
Wednesday 4/14	Cultural Differences and Instruction	Weinsten, Tomlinson-Clarke, & Curran (2004) Hudley, Graham, & Taylor (2007) Henze (2001)
Wednesday 4/21	Academic Achievement: Immigrants Social Comparison	Fuligni (1997) McBrien (2005) HCM: Wheeler & Suls
Wednesday 4/28	Conclusions and Presentations	

Reading List

Borgman, G. D., & Overman, L. T. (2004). Academic resilience in mathematics among poor and minority students. *The Elementary School Journal, 104*(3), 177-195.

Bronfenbrenner, U. (1994). Ecological models of human development. In T. Husen & T. N. Postlethwaite (Eds.), *International encyclopedia of education* (2nd ed., Vol. 3) (1643-1647). Oxford: Pergamon.

Buhs, E. S., Ladd, G. W., & Herald, S. L. (2006). Peer exclusion and victimization: Processes that mediate the relation between peer group rejection and children's classroom engagement and achievement? *Journal of Educational Psychology, 98,* 1-13.

Entwisle, D. R., & Alexander, K., L (2000). Diversity in family structure: Effects on schooling. In D. H. Demo, K. R. Allen, & M. A. Fine (Eds.), *Handbook of family diversity* (pp. 316-337). New York: Oxford University Press.

Felner, R. D., Seitsinger, A. M., Brand, S., Burns, A., & Bolton, N. (2007). Creating small learning communities: Lessons from the project on high-performing learning communities about "what works" in creating productive, developmentally enhancing, learning contexts. *Educational Psychologist, 42*(4), 209-221.

Fives, H., & Alexander, P. A. (2004). How schools shape teacher efficacy and commitment: Another piece of the achievement puzzle. In D.M. McInerney & S. Van Etten (Eds.), *Research on sociocultural influences on motivation and learning: Big theories revisited* (pp. 139-164). Vol. 4. Greenwich, CT: Information Age Press.

Fuligni, A. J. (1997). The academic achievement of adolescents from immigrant families: The roles of family background, attitudes, and behavior. *Child Development, 68,* 351-363.

Gallimore, R., & Goldenberg, C. (2001). Analyzing cultural models and settings to connect minority achievement and school improvement research. *Educational Psychologist, 36*(1), 45-56.

Hauser-Cram, P., Sirin, S. R., & Stipek, D. (2003). When teachers' and parents' values differ:

Teachers' ratings of academic competence in children from low-income families. *Journal of Educational Psychology, 95*(4), 813-820.

Henze, R. (2001). Segregated classroom, integrated intent. *Journal of Education for Students Placed At Risk, 6*(1 & 2), 133-155.

Holloway, S. D. (1988). Concepts of ability and effort in Japan and the United States. *Review of Educational Research*, 58, 327-345.

Hudley, C., Graham, S., & Taylor, A. (2007). Reducing aggressive behavior and increasing motivation in school: The evolution of an intervention to strengthen school adjustment. *Educational Psychologist, 42*(4), 251-260.

Hufton, N., Elliott, J., & Illushin, L. (2002). Educational motivation and engagement: Qualitative accounts from three countries. *British Educational Research Journal*, *28*(2), 265-289.

Hughes, J., & Kwok, O. (2007). Influence of student-teacher and parent-teacher relationships on lower achieving readers' engagement and achievement in the primary grades. *Journal of Educational Psychology*, *99*(1), 39-51.

Jeynes, W. H. (2002). The challenge of controlling for SES in social science and education research. *Educational Psychology Review, 14*(2), 205-221.

Lee, J-S., & Bowen, N. K. (2006). Parent involvement, cultural capital, and achievement gap among elementary school children. *American Educational Research Journal, 43,* 193-218.

Martin, J. (2007). The selves of educational psychology: Conceptions, contexts, and critical considerations. *Educational Psychologist, 42,* 79-89.

McBrien, J. (2005). Educational needs and barriers for refugee students in the United States: A review of the literature. *Review of Educational Research*, *75*(3), 329-364.

Okagaki, L. (2001). Triarchic model of minority children's school achievement. *Educational Psychologist, 36*(1), 9-20.

Riehl, C. J. (2000). The principal's role in creating inclusive schools for diverse students: A review of normative, empirical, and critical literature on the practice of educational administration. *Review of Educational Research, 70*(1), 55-81.

Ryan, A. M. (2000). Peer groups as a context for the socialization of adolescents' motivation, engagement, and achievement in school. *Educational Psychologist, 35,* 101-111.

Ryan, K. E., & Ryan, A. M. (2005). Psychological processes underlying stereotype threat and standardized math test performance. *Educational Psychologist, 40,* 53-63.

Sirin, S. (2005). Socioeconomic status and academic achievement: A meta-analytic review of research. *Review of Educational Research*, *75*(3), 417-453.

Smith, M. K. (2001) 'Chris Argyris: theories of action, double-loop learning and organizational learning', *the encyclopedia of informal education*, http://www.infed.org/thinkers/argyris.htm. Last update: September 07, 2009

Steinberg, L., Dornbush, S. M., & Brown, B. B. (1992). Ethnic differences in adolescent achievement: An ecological perspective. *American Psychologist, 47,* 723-729.

Turner, J. C., Midgley, C., Meyer, D. K., Gheen, M., Anderman, E. M., Kang, Y., & Patrick, H. (2002). The classroom environment and students' reports of avoidance strategies in mathematics: A multimethod study. *Journal of Educational Psychology*, *94*(1), 88-106.

Van Laar, C. (2000). The paradox of low academic achievement but high self-esteem in African American Students: An attributional account. *Educational Psychology Review, 12*(1), 33-62.

Weinstein, C. S., Tomlinson-Clarke, S., & Curran, M. (2004). Toward a conception of culturally responsive classroom management. *Journal of Teacher Education, 55*(1), 25-38.

Wentzel, K., R., Barry, C. M., & Caldwell, K. A. (2004). Friendships in middle school: Influences on motivation and school adjustment. *Journal of Educational Psychology, 96,* 195-203.

Appendix
Attendance & Participation Rubric (20%)

Student participation is imperative to student learning and a successful class. The following rubric outlines how student participation scores will be determined in this course. All students are expected to demonstrate specific characteristics and actions throughout the semester. The quality and quantity of these actions will determine the points assigned for participation.

Students are expected to:

- Be punctual, present (in mind and body), and well prepared for class.

- Participate fully in class activities and assignments – take an active part in small and large group discussions (without dominating the conversations) and pay attention to class lectures.

- Make insightful comments, which are informed by required readings and demonstrate reflection on those readings. Specifically, students should come to class with questions, comments, and thoughts on the current readings.

- Treat class activities, group discussions, and class discussions as important components of the course, showing respect for fellow classmates and the course material.

Each of these criteria will be assessed on a 5-point scale.

5 = Student *consistently* demonstrated the criterion throughout the semester.

4 = Student *frequently* demonstrated the criterion throughout the semester.

3 = Student *intermittently* demonstrated the criterion throughout the semester.

2 = Student *rarely* demonstrated the criterion throughout the semester.

1 = Student *did not* demonstrate the criterion throughout the semester.

Your participation grade will be calculated as the sum of points for each criterion.

Criterion	Score
a)	
b)	
c)	
d)	
TOTAL	