

# COURSE SYLLABUS

<b>Course Title:</b>	Educational Psychology		<b>Date submitted:</b>	Fall 2017 (AAC: 17-53)
<b>Department:</b>	Social Sciences			
<b>Curriculum:</b>	Psychology			
<b>Course Descriptors:</b> Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	<b>Course Code:</b> (eg. ACC 101)	PSY*220	<b>Prerequisites:</b>	
	<b>Course Type:</b>	D/L	C- or better in both Composition (ENG*101) and General Psychology I (PSY*111)	
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: Internship M: Seminar P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/Clinical/Lab Z: Combined Lecture/Studio			
	<b>Elective Type:</b>	G/LAS/SS		
	AH: Art History E: English FA: Fine Arts FL: Foreign Language G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences M: Math S: Science SS: Social Science			
	<b>Credit Hours:</b>	3	<b>Corequisites:</b>	
	<b>Developmental:</b> (yes/no)	No	None	
	Lecture:	3		
	Clinical:	0		
	Lab:	0		
Studio:	0			
<b>Contact Hours:</b>	Other: 0			
	TOTAL: 3	<b>Other Requirements:</b>		
<b>Class Maximum:</b>	35	None		
<b>Semesters Offered:</b>	F/Sp/Su			
<b>Catalog Course Description:</b>	Focuses on the theories of learning and teaching as well as their practical applications in the classroom. Topics include cognitive and social development, intelligence and ability, motivation and assessment. While not exclusively designed only for future teachers, the connection between theory and practice will be explored using a variety of learner styles in a variety of settings.			
<b>Topical Outline:</b> List course content in outline format.	1. Human Development: A Framework for Teaching <ul style="list-style-type: none"> <li>A. General Principles of Development</li> <li>B. Piaget's Theory of Cognitive Development</li> <li>C. Vygotsky's Socio-Cultural Perspective</li> <li>D. The Development of Language</li> <li>E. Personal, Social, and Emotional Development</li> <li>F. Socialization: The Home and the School</li> </ul> 2. Individual Variations			

	<ul style="list-style-type: none"> <li>A. What is Meant by Intelligence?</li> <li>B. Ability Differences and Grouping</li> <li>C. Learning Styles and Preferences</li> <li>D. Emotional or Behavioral Disorders</li> <li>E. Learning Disabilities</li> <li>F. Social Class differences</li> <li>G. Ethnic and Racial Differences</li> <li>H. Gender Differences</li> </ul> <ul style="list-style-type: none"> <li>3. Learning: Theory and Practice                             <ul style="list-style-type: none"> <li>A. Conditioning</li> <li>B. Social Learning Theory</li> <li>C. Cognitive Theories of Learning</li> <li>D. Problem-Solving</li> <li>E. Behavioral Theories of Learning</li> </ul> </li> <li>4. Motivation, Management, and Teaching                             <ul style="list-style-type: none"> <li>A. Goals and Motivation</li> <li>B. Attribution and Self-Efficacy</li> <li>C. Creating Learning Environments</li> <li>D. Characteristics of Effective Teachers</li> </ul> </li> <li>5. Assessing Student Learning                             <ul style="list-style-type: none"> <li>A. Measurement and Evaluation</li> <li>B. Interpreting Test Scores</li> <li>C. Types of Standardized Tests</li> <li>D. Issues in Standardized Testing</li> <li>E. Innovations in Assessment</li> </ul> </li> </ul>
<p><b>Outcomes:</b> Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p>	<p><b>Upon successful completion of this course, the student will be able to do the following:</b></p> <p><b>COURSE:</b></p> <ul style="list-style-type: none"> <li>1. identify the key components of effective teaching</li> <li>2. name at least two theories of cognitive development</li> <li>3. explain the way that self-concept and morality develops</li> <li>4. outline how socialization impacts on the development of self</li> <li>5. identify what is meant by intelligence and recognize individual differences in intelligence and ability</li> <li>6. discuss individual differences in learners related to racial, ethnic, and gender factors</li> <li>7. explain how students learn, ways to motivate and ways to assess student learning</li> </ul>
	<p><b>PROGRAM:</b> <i>(Numbering reflects Program Outcomes as they appear in the college catalog)</i></p> <p>N/A</p>
	<p><b>COMPETENCIES FULFILLED:</b></p> <p><b>Social Phenomena</b> - Students will develop an increased understanding of the influences that shape a person's, or group's attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means.</p> <p><b>Demonstrates:</b> Accurately and sufficiently explains factors that influence and shape a person's or</p>

	<p>group's attitudes, beliefs, decisions, and actions.</p> <p><b>Does Not Demonstrate:</b> Inaccurately or insufficiently explains factors that influence and shape a person's or group's attitudes, beliefs, decisions, and actions.</p> <p><b>Ethical Dimensions (embedded)</b> - Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social and political problems.</p> <p><b>Demonstrates:</b> Identifies and reflects critically on ethical issues presented in classroom instruction or in assigned co-curricular or civic activities and/or professional internships and practica.</p> <p><b>Does Not Demonstrate:</b> Does not sufficiently identify or reflect critically on ethical issues presented in classroom instruction or in assigned co-curricular or civic activities and/or professional internships and practica.</p>
<p><b>Evaluation:</b> List how the above outcomes will be assessed.</p>	<p><b>Assessment will be based on the following criteria:</b></p> <p>examinations papers quizzes oral presentations group projects.</p>
<p><b>Instructional Resources:</b> List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p><b>Required:</b> None</p> <p><b>Desired:</b></p>
<p><b>Textbook(s)</b></p>	<p>Refer to current academic year printout</p>