

# CASPER COLLEGE COURSE SYLLABUS

## Educational Psychology- EDFD 2100 Section 01

Semester/Year: Fall 2015

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Class Time: 1-2:15

Days: Monday/ Wednesday

Room: LH 163

Instructor's Name: Thomas (Thom) DeVoogd:

Instructor's Contact Information

Office Phone:  
(307) 268-2226, 258-3919  
(text only)

Email: tdevoogd@caspercollege.edu

Office Hours: Monday 12-1, 2:30-4:30  
Tuesday 10:45-12, 2:15-3  
Thursday 10:45-11:45

### Course Description

Educational Psychology focuses on how psychological theory and concepts can be understood and inform effective classroom practices. Topics include cognitive and social development, theories of motivation and learning, classroom management, individual and group differences and student assessment. This course is required for those pursuing an education degree but it is not necessary that one be in that degree program.

**Statement of Prerequisites:** EDFD 2020 and Psychology 1000 both with a grade of C or better

**GOAL:** The purpose of Educational Psychology is to provide an overview of the field of educational psychology, its theoretical bases, classroom application and its effect on youth.

### COURSE OUTCOMES:

1. understand research methodology/design and write a scholarly research design/literature review as well as exhibit information literacy;
2. understand and apply learning styles to the learning experience;
3. utilize psychology theory for classroom problem solution in the learning environment.
4. develop learning style based curriculum, lesson plan and objectives in a hierarchical method as applied to Bloom's taxonomy for detail Lesson Plans
5. understand the model of effective teaching and the power of the teacher for educational excellence;
6. address democracy, diversity, culture, motivation in the school setting;
7. develop assertive/critical thinking skills in a college classroom setting;
8. use the classroom text and the internet as important course resources.
9. improve classroom communication/writing/presentation/internet skills;
10. critically assess teaching styles for an effective classroom experience;
11. become collaborative/active learners in an education setting;
12. establish materials for development of a portfolio on the Standards for the Teaching Profession;
13. develop a teaching/learning "tool" for classroom use.

**Class outcomes and program outcomes are aligned with INTASC Standards 1-10.** Initial competency of these standards are the first steps to becoming a professional educator. Attendance in class is the first step to becoming a

professional educator. Any absences will affect your knowledge, understanding, and application of principles of education. In order for you to be successful in this course and in the teaching profession you must:

- Demonstrate a work ethic through your prompt and regular attendance
- Generate quality performance in your work through participation in all class activities, discussions, and assignments.
- Apply knowledge through discussions and in-class activities to develop higher level thinking.
- Learn to develop into a reflective practitioner.
- Communicate with course instructor, and other professionals in consistent and appropriate ways.
- Complete all assignments, reflect on feedback, and readily apply to future studies.

Casper College General Education Outcomes

1. Demonstrate effective oral and written communication
2. Solve problems using critical thinking and creativity
3. Demonstrate knowledge of diverse cultures and historical perspectives
4. Use appropriate technology and information to conduct research
5. Describe the value of personal, civic, and social responsibilities

**Methodology:** lecture; discussions, guest speakers, group work. Your feedback is valuable as the instructor uses course evaluations in determining course methodology.

**Evaluation Criteria:**

**Grading:** Total evaluation will be based on the following grading scale:

- 93 - 100% A
- 85 - 92% B
- 77 - 84% C
- 69 - 76% D
- < 68% and below F

100 Total Points

Chapter Maps (6 pts each, 30 total)

Midterm Exam (5)

Clockwatchers Chapter Presentation -5 Points

Clockwatchers Quiz -15 Points

2 Revised Lesson Plan Using 6 Cs – 10 pts each (20 total)

Final Exam 15

Dispositions 10 (attendance, work ethic, engagement, effort to work with others)

**Required Text, Readings, and Materials:**

Essentials of Educational Psychology, Fourth Edition by Jeanne Ellis Ormrod. Pearson Education 2015, ISBN 13:978-0-13-136727-2.

Clock Watchers, Quate, Mc DerMott, Heinemann, 2009

Handouts and articles provided by instructor

Last Date to Change to Audit Status or to Withdraw with a W Grade: See CC handbook

Class Policies:

CLASS ATTENDANCE IS REQUIRED.

Attendance is very important for several reasons:

- 1) In order to learn and understand assignments, students must be present, this is a participatory class.
- 2) At the college level, students' professional preparation, responsibility, and work ethic are evidence through prompt and regular attendance. You are a professional in the first steps of teaching. The profession does not start when you get a job, it begins with teacher training. This class will be a good indicator as to whether or not you have the dedication and academic maturity to continue pursuing this as your lifelong profession. Teachers do not skip work without arrangement; you are now a teacher.
- 3) Quality performance is also evidence through student's participation in all class activities and assignments. If a student is not in class, he/she cannot participate.

Late work will not be accepted without PRIOR approval from instructor. Even with approval, assignment grade may be reduced one letter grade. Students should contact the instructor by phone, voice mail, or email prior to absence. If a paper is due, your absence does not excuse the submission. Also, participating in extra curricular activities or school sponsored activities does not excuse an assignment. No late papers will be accepted during finals week. Students are not allowed to make up class participation points and group activity points when absent.

Professional classroom expectations for:

1. Group work
2. Audience behaviors
3. Cell phone/computer use
4. Other issue affecting fellow students' learning experience will be determined during initial class meetings reflecting democratic, constructivist practice.

Student Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

Chain of Command: If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

Academic Dishonesty: (Cheating & Plagiarism) Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.

Official Means of Communication: Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly. This is also, where you will find course evaluation links during course evaluation periods.

ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college's Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, [bheuer@caspercollege.edu](mailto:bheuer@caspercollege.edu). The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

### Tentative Schedule

Week of	Topics to be prepared for	Assignments due
1 August 24, 26	Introductions Syllabus	
2 August 31 September 2	Chapter 1	
3 September 7 Labor Day September 9		Mind Map for 1
4 September 14, 16	Chapter 2	
5 September 21, 23		Mind Map for 2
6 September 28, 30	Chapter 4	
7 October 5, 7		Mind Map for 4 (use Cris strategies for others)
8 October 12, 14 Mid-term Exams	Tuesday -Midterm Thursday <u>Clockwatchers</u> Foreword and Chapter 1-4	Midterm Exam
	Spring	Break
9 October 19 (break) October 21	Clockwatchers Chapter 5-8 Group-work for Presenters	
10 October 26, 28	Presentations	
11 November 2, 4	Presentations and Quiz on Chapters	Presentations Quiz on Chapters
12 November 9, 11	Chapter 8 Instructional Strategies	
13 November 16, 18		Mind Map for 8 Clock Watchers Lesson Application Due (A Revision of Plan, Do, Study Act)
14	Chapter	

November 23 November 25 Thanksgiving break		
15 November 30 December 2	Chapter 10 Assessment Strategies	Mind Map
December 7, 9		Mind Map 10
December 14, 16 Final Exams		