CASPER COLLEGE COURSE SYLLABUS
Educational Psychology- EDFD 2100 N1

Semester/Year: Spring 2015

Lecture Hours: 3 (online)   Lab Hours: 0   Credit Hours: 3

Instructor's Name: Thomas (Thom) DeVoogd:

Instructor's Contact Information   Office Phone: Email: tdevoogd@caspercollege.edu
                                          (307) 268-2226, 258-3919
                                          (text only)

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: Video lecture, online discussions, online 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

  Total Points - 220
    Chapter Maps (10 pts each, 30 total)
    Chapter Journal/Project Entries – you choose (10 pts each, 20 total)
    Midterm Exam (15 pts)
    Clockwatchers Chapter Journal Entries -5 Points each (7 total, 35 points)
    Clockwatchers Test -15 Points
    2 Revised Lesson Plan Using 6 Cs – 10 pts each (20 total)
     Blooms Project- Create a method for using Bloom's Taxonomy in the classroom to be shared with class- 10 Pts

    Weekly Online Postings (5 points per week, 2 entries per week, 75 total pts)

Scoring Rubric for Discussion Posting

All students are required to post a response to each week's discussion question(s) and respond to classmates in a timely manner. Full discussion credit for each week's discussion will be graded according to the following rubric:

Points	0	1	3	4	5
	No posting made	*Posts only one time during the week *Posts answer or thoughts to topic (1 post made)	*Posts more than once during the week *Posts answer or thoughts to topic (2 posts minimum)	* Posts more than once during the week *Posts answer or thoughts to topic (2 posts minimum)	* Posts early, mid and late in the week *Posts answer or thoughts to topic (3 posts minimum) *Responds to others posting in a thoughtful manner

	*Responds to others posting in a shallow manner (e.g. I agree, you go girl); Poor grammar, punctuation and syntax were used	*Responds to others posting in a thoughtful manner; Correct grammar, punctuation and good syntax were used	*Responds to others posting in a thoughtful manner *Asks questions, poses additional thoughts for group to think about; Correct grammar, punctuation and good syntax were used	*Asks questions, poses additional thoughts for group to think about *Moves the discussion to a deeper level through response posting. *What is added changes the discussion significantly;* Correct grammar, punctuation and good syntax were used

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: April 16

Class Policies:

Online CLASS ATTENDANCE IS REQUIRED.

Attendance though out the entire week (early, mid and later) is very important for several reasons:

1)   In order to learn and understand assignments, students must be online frequently, this is a participatory class. Your posting should help others and that can only happen if you spread your posts out over the course of the week.

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 online , 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 online etiquette expected

    1. Don't push your own agenda too hard or too fast online—especially in social media. Bad manners.

    2. Manage conflict warmly, openly and directly. Even bad situations can turn good when you gracefully manage unhappy people.

    3. Build a sense of community and generously celebrate others over yourself.

    4. Maintain a consistent presence - keep your online presence updated and respond quickly to email.

    5. Share helpful content across channels.

    6. Email thoughtfully. Never respond when angry.

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.

Tentative Schedule

Week of	Topics to be prepared for	Assignments due
1 January 19	Introductions Syllabus	
2 January 26	Chapter 1	
3 February 2		Mind Map 1
4 February 9	Chapter 2	
5 February 16		Mind Map 2
6 February 23	Chapter 4	
7 March 2		Mind Map 4
8 March 9 Mid-term Exams	Tuesday -Midterm Thursday Clockwatchers Chapters 1-4	Midterm Exam
March 16-20	Spring	Break
9 March 23	Clockwatchers Chapter 5-8	
10 March 30	Presentations	

11 April 6	Quiz on Chapters	Quiz on Chapters
12 April 13	Chapter 8 Instructional Strategies	
13 April 20		Mind Map 8 Clock Watchers Lesson Application Due (A Revision of Plan, Do, Study Act)
14 April 27	Chapter	
15 May 4	Chapter 10 Assessment Strategies	Mind Map
May 11-14		Mind Map 10