

Course Syllabus

Keep this syllabus for reference throughout the semester

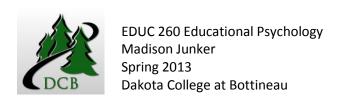
Course Title: Educational Psychology	Instructor: Madison Junker
Course Prefix/Number: EDUC 260	Office: Th1109
Class Location: NSC 105	Office Hours: As needed
Lecture/Lab Schedule: TuTh 2:00-3:15	Instructor Contact Information: Phone: 701-228-5604
Credits: 3	Email: madison.junker@dakotacollege.edu
Pre-/Co-requisites: EDUC 250 Introduction to Education	

Course Description: EDUC 260 is intended to provide the student with knowledge about the field of educational psychology and particularly how those ideas apply to effective teaching practices in the classroom. The course will focus on the following essential questions: How should the development of children and adolescents influence our classrooms and teaching practices? How do people learn? How do cognitive, motivational, environmental and cultural factors influence learning?

Relationship to Campus Theme: The purpose of the Education and Human Development Discipline is to educate students for careers as paraeducators, teachers, early childhood professionals and adult caregivers. The discipline provides coursework which transitions to higher degrees and work-related skills. Programs must prepare professionals based on industry standards and provide an educational continuum for degree advancement. Dakota College at Bottineau is committed to a hands-on learning environment and uses field experiences in educational settings as common instructional techniques.

Goals/Objectives: Upon completion of this course, students will be able to:

- Discuss authorities and theories in the fields of educational psychology
- Explain the relationship between theories and educational practice
- Analyze and reflect upon classroom interactions and structures
- Employ ideas from the field of educational psychology to design appropriate education experiences



Student Outcomes:

The student will demonstrate knowledge of the:	CEC Standard	Evidence/Criteria
Effects an exceptional condition(s) can have on an	SEP2K1	In-class activities; Mini-
individual's life		experiments; Reflections;
		Critique; Midterm; Final
Rationale for assessment	SEP8K1	Mini-experiments; Final
Common concerns of families of individuals with	SEP10K1	In-class activities; Midterm
exceptional learning needs		
The student will have the ability to:	CEC Standard	Evidence/Criteria
Use universal precautions and assist in maintaining a	SEP5S2	Mini-experiments; Final
safe, healthy learning		
Use strategies as directed, in a variety of settings, to	SEP5S4	Mini-experiments; Midterm
assist in the development of social skills		

CEC Standards SEP9S7-SEP9S13 are embedded in all coursework and practicum.

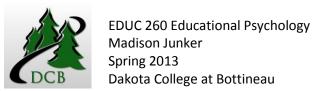
Required Textbooks and Materials:

Ormrod, J. (2011). *Educational psychology: Developing learners* (7th ed.). Upper Saddle River, NJ:

Pearson-Merrill Prentice Hall.

Course Requirements:

Description of Assignment/Assessment	Points Possible
Do Now/Exit Slip: Students are expected to participate in various in-class activities,	5 points x 14
designed to facilitate the learning process. These activities may not be made up in the	classes = 70
event of absenteeism unless documentation is provided showing a medical or other	points
emergency.	
Mini-Experiments: Students will conduct 3 mini-experiments to apply class concepts	20 points x 3 =
to real-life situations. Through this activity, students will also be introduced to basic	60 points
elements of empirical research. Experiments will conclude with a report.	
Reflections on Class Content: Students will choose to assess, critique and reflect upon	20 points x 2 =
two specific topics, class discussions or lectures in an effort to make connections	40 points
between ideas. The goal of this assignment is to demonstrate critical thinking and	
insights with regards to course material. Students will complete two reflections during	
the course.	
Research Critique: This paper gives students the opportunity to expand their	30 points
knowledge of course material and gain a perspective on educational issues. Students	
will select a journal article to summarize, analyze and discuss.	
Midterm: The midterm will cover material from the first half of the course and will	50 points
include material from assigned readings, lectures and class discussions.	
Final: The final will cover material from the second half of the course and will include	50 points
material from assigned readings, lectures and class discussions.	
Total Points Possible & Received:	300 points



Madison Junker Spring 2013 Dakota College at Bottineau

Grades: Grades are earned through points and converted into a percentage. Percentages are calculated by dividing the total points earned by the total points possible. Grades are assigned to percentages as follows:

Percent	Grade		
90-100%	А	Target	
80-89%	В	Acceptable-high	
70-79%	С	Acceptable-low	
61-70%	D	Unacceptable	
0-59%	F	Unacceptable	

Academic and Institution Policies:

Academic Integrity

The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that students are responsible for submitting their own work. Student work must not be plagiarized. Students must not cooperate on oral or written examinations or work together one valuated assignments without authorization. Students should have high ethical standards and conduct themselves in an appropriate manner.

View the *Plagiarism Tutorial-Pearson Education* to learn more about plagiarism, citing sources, etc.

Confidentiality

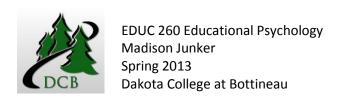
The experiences or problems shared by classmates during meeting time are not to be discussed outside of class. This is preparation for those going into a helping field where confidentiality is stressed in the CEC Standards for Professional Practice.

Disabilities and Special Needs

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. If you have a disability for which you need an accommodation, contact the Learning Center to request disability support services. Phone: (701)228-5477; Toll-free: 1(888)918-5623

Quality of Work

At the college level of learning, it is expected that all work submitted is free of spelling, grammar and punctuation errors. Participation in the course is expected and taken into account when determining course grades. Discussion and information must be thought-out, in-depth and incorporate new vocabulary and concepts learned during the course.



Tentative Course Outline (Subject to Change)

Week	Discussion Topic and Activities	Readings	Assignments/ Assessments
January 8 th & 10 th	Welcome & Introduction to Educational		
	Psychology		
January 15 th & 17 th	Cognitive and Linguistic Development	Chapter 2	
January 22 nd & 24 th	Personal and Social Development	Chapter 3	Mini-Experiment #1
January 29 th & 31 st	Group Differences	Chapter 4	
February 5 th & 7 th	Individual Differences and Special Needs	Chapter 5	
February 12 th & 14 th	Learning and Cognitive Processes	Chapter 6	
February 19 th & 21 st	Knowledge Construction	Chapter 7	Mini-Experiment #2
February 26 th & 28 th	Complex Cognitive Processes	Chapter 8	Reflection #1
March 5 th & 7 th	Midterm		
	Spring Break		
March 19 th & 21 st	Behaviorist Views of Learning	Chapter 9	
March 26 th & 28 th	Social Cognitive Views of Learning	Chapter 10	
April 2 nd & 4 th	Motivation and Affect	Chapter 11	Mini-Experiment #3
April 9 th & 11 th	Instructional Strategies	Chapter 12	
April 16 th & 18 th	Creating a Productive Learning	Chapter 13	Research Critique
	Environment		
April 23 rd & 25 th	Classroom Assessment Strategies	Chapter 14	Reflection #2
April 30 th & May 2 nd	Final		