

**Dakota College at Bottineau  
Spring 2012 Course Syllabus  
Online**

**Course Prefix/Number/Title:**

EDUC260 Educational Psychology (3 credits)

**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?

**Pre-Requisites:**

EDUC250 Introduction to Education

**Course Objectives:**

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

**Instructor:**

Tanya R. Mooney, M.Ed.

**Office:**

Thatcher Hall-New Edition, Room 2213, Dakota College at Bottineau

**Office Hours:**

The instructor will be available to all students on Monday-Friday from 8 am – Noon. Students access the instructor's online "office" via the chat course tool, introduced during the first week of class.

**Email:**

Use Moodle email only. These keeps YOUR emails from getting mixed in with non-course emails. The instructor checks course email once a day, Monday-Friday, excluding holidays and will respond daily. A response can be expected within a day. However, if a message is sent on Friday afternoon, a response should not be expected until Monday. Please plan accordingly.

## Lecture/Lab Schedule:

**Online.** Instructor will check the course at a minimum of once per day, Monday-Friday, excluding holidays. Students are required to check the course a minimum of three times per week (7 day period).

## Textbook(s):

Ormrod, Jeanne Ellis. (2011) 7<sup>th</sup> Ed. *Educational Psychology: Developing Learners*. Upper Saddle River, NJ: Pearson-Merrill Prentice Hall.

## Course Requirements:

**Attendance.** This is a three credit course. *Online students must sign in to the online course a minimum of three days a week. If more than two absences occur, the course grade is affected.*

**Case Study Discussion Forums .** Fourteen case studies are required. Students will provide their response to the questions posed within the case study in the weekly Discussion Forums. The case study reflection should be about one to two paragraphs long. **Classmates will respond to at least two of their peers' comments.** Student responses made in the Discussion Forum should be thoughtful and specific to the previous comment. "Good Job" or "I agree" are not acceptable responses. Please respond to your peers writings in a thoughtful and reflective manner.

**Research Project.** A minimum 4 page research paper is required. The paper should be double spaced, 12 font and follow APA format. Students will choose from the following topics:

- Classroom Assessment Practices
- Differentiated Instruction
- Instructional Strategies that are used in the classroom
- Piaget's Theory of Cognitive Development
- Vygotsky's Theory of Cognitive Development
- Behaviorist theories
- Cognitive Psychology theories
- Social Cognitive theories
- Student Diversity in the classroom
- Learning Styles

The paper must have at least three references excluding the textbooks. One reference must be a book, the others must come from scholarly journal articles (Dakota College at Bottineau's library website has several databases in which to search for scholarly journals).

**Students will choose their topic by the end of the second week of class.**

**Grades.** Grades are earned through points and converted to a percentage. Percentages are calculated by dividing total points earned by the total points:

A = 90-100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

F = 0 – 59%

Assignment	Points Possible
Case Studies (15 @ 10 pts ea)	150 pts
Chapter Reviews (15 @ 10 pts ea)	150 pts
Exams (3 @ 50 pts ea)	150 pts
Research Paper (4-5 pages)	150 pts
<b>Total Points Possible</b>	<b>600 pts</b>

## Tentative Course Outline

(Items in bold require work to be posted in the Moodle environment)

### Week 1: (January 9<sup>th</sup>-15<sup>th</sup>)

- \_\_\_ Introduction to EDUC 260
- \_\_\_ Review syllabus and text
- \_\_\_ **Complete Syllabus Quiz**
- \_\_\_ Intro to Pronto
- \_\_\_ **Post “Introduction” as this week’s Case Study**
- \_\_\_ Begin reading Chapter One in text

### Week 2: (January 16<sup>th</sup>-22<sup>nd</sup>)

- \_\_\_ Review Chapter One and PPT: *Teaching and Educational Psychology*
- \_\_\_ **Chapter One Case Study: Picture Yourself**
- \_\_\_ **Chapter One Review**
- \_\_\_ Begin reading Chapter 2: *Cognitive and Linguistic Development*
- \_\_\_ Choose Research Paper topic

### Week 3: (January 23<sup>rd</sup>-29<sup>th</sup>)

- \_\_\_ Review Chapter Two and PPT: *Cognitive and Linguistic Development*
- \_\_\_ **Chapter Two Case Study Due: Apple Tarts**
- \_\_\_ **Chapter Two Review**
- \_\_\_ Begin reading Chapter Three: *Personal and Social Development*

### Week 4: (January 30<sup>th</sup>-February 5<sup>th</sup>)

- \_\_\_ Review Chapter Three and PPT : *Personal and Social Development*
- \_\_\_ **Chapter Three Case Study Due: Hidden Treasure**
- \_\_\_ **Chapter Three Review**
- \_\_\_ Begin reading Chapter Four: *Group Differences*

### Week 5: (February 6<sup>th</sup>-12<sup>th</sup>)

- \_\_\_ Review Chapter Four and PPT : *Group Differences*
- \_\_\_ **Chapter Four Case Study Due: Why Jack Wasn’t in School**
- \_\_\_ **Chapter Four Review**
- \_\_\_ Begin reading Chapter Five: *Individual Differences and Special Educational Needs*

### Week 6: (February 13<sup>th</sup>-19<sup>th</sup>) Happy Valentine’s Day!

- \_\_\_ Read Chapter Five and PPT : *Individual Differences and Special Educational Needs*
- \_\_\_ **Chapter Five Case Study Due: Tim**
- \_\_\_ **Chapter Five Review**
- \_\_\_ Review Chapters 1-5

**Week 7:** (February 20<sup>th</sup>-26<sup>th</sup>)

\_\_\_ **First Open Book Exam on Chapters 1-5**

\_\_\_ Begin reading Chapter Six: *Learning and Cognitive Processes*

**Week 8:** (February 27<sup>th</sup>-March 4<sup>th</sup>) **Midterm grades submitted March 2<sup>nd</sup>.**

\_\_\_ Review Chapter Six and PPT : *Learning and Cognitive Processes*

\_\_\_ **Chapter Six Case Study Due: Bones**

\_\_\_ **Chapter Six Review**

\_\_\_ Begin reading Chapter Seven: *Knowledge Construction*

**Week 9:** (March 5<sup>th</sup>-11<sup>th</sup>)

\_\_\_ Review Chapter Seven and PPT: *Knowledge Construction*

\_\_\_ **Chapter Seven Case Study Due: The New World**

\_\_\_ **Chapter Seven Reivew**

\_\_\_ Begin reading Chapter Eight: *Complex Cognitive Processes*

**March 12-18: No class~Spring Break!**

**Week 10:** (March 19<sup>th</sup>-25<sup>th</sup>)

\_\_\_ **Rough draft of research paper is due, submit electronically.**

\_\_\_ Review Chapter Eight and PPT : *Complex Cognitive Processes*

\_\_\_ **Chapter Eight Case Study Due: Taking Over**

\_\_\_ **Chapter Eight Review**

\_\_\_ Begin reading Chapter Nine: *Behaviorist Views of Learning*

**Week 11:** (March 26<sup>th</sup>-April 1<sup>st</sup>)

\_\_\_ Review Chapter Nine and PPT: *Behaviorist Views of Learning*

\_\_\_ **Chapter Nine Case Study Due: The Attention Getter**

\_\_\_ **Chapter Nine Review**

\_\_\_ Begin reading Chapter Ten: *Social Cognitive Views of Learning*

**Week 12:** (April 2<sup>nd</sup>-8<sup>th</sup>)

\_\_\_ Read Chapter Ten and PPT : *Social Cognitive Views of Learning*

\_\_\_ **Chapter Ten Case Study Due: Parlez-Vous Francois?**

\_\_\_ **Chapter Ten Review**

\_\_\_ Begin reading Chapter Eleven: *Motivation and Affect*

\_\_\_ Review Chapters 6-11

**Week 13:** (April 9<sup>th</sup>-15<sup>th</sup>)

- \_\_\_ Review Chapter Eleven and PPT: *Motivation and Affect*
- \_\_\_ **Chapter Eleven Case Study Due: Passing Algebra**
- \_\_\_ **Chapter Eleven Review**
- \_\_\_ **Second Open Book Exam on Chapters 6-11**

**Week 14:** (April 16<sup>th</sup>-22<sup>nd</sup>) **Earth Day Events**

- \_\_\_ Read and discuss Chapter Twelve and PPT : *Instructional Strategies*
- \_\_\_ **Chapter Twelve Case Study Due: Oregon Trail**
- \_\_\_ **Chapter Twelve Review**
- \_\_\_ **Complete the “Task Analysis” Activity**
- \_\_\_ Begin reading Chapter Thirteen: *Creating a Productive Learning Environment*

**Week 15:** (April 23<sup>rd</sup>-29<sup>th</sup>)

- \_\_\_ Read and discuss Chapter Thirteen and PPT: *Creating a Productive Learning Environment*
- \_\_\_ **Chapter Thirteen Case Study Due: A Contagious Situation**
- \_\_\_ **Chapter Thirteen Review**
- \_\_\_ Begin reading Chapter Fourteen: *Classroom Assessment Strategies*

**Week 16:** (April 30<sup>th</sup>-May 6<sup>th</sup>)

- \_\_\_ Read Chapter Fourteen and PPT : *Classroom Assessment Strategies*
- \_\_\_ Read Chapter Fifteen and Power Point : *Summarizing Students' Achievement and Abilities*
- \_\_\_ **Chapter Fourteen Case Study Due: The Math Test**

or

- \_\_\_ **Chapter Fifteen Case Study Due: B in History**
- \_\_\_ Review Chapters 12-15

**Finals Week:** (May 7<sup>th</sup>-11<sup>th</sup>)

- \_\_\_ **Research Paper due midnight, May 7th.**
- \_\_\_ **Third Open Book Exam on Chapters 12-15 (Due Wednesday, May 9<sup>th</sup>, midnight)**

## Education & Human Services Objectives

3. Acquire and apply methods and strategies based on professional industry standards.
4. Embrace the role of experts in education and human services professions.

## Relationship to Campus Theme:

This course explores the DCB campus theme—nature, technology, and beyond—through intentional case studies of how the world around us affects learning. The purpose of the Education and Human Development Discipline is to educate students for careers as para-educators, teachers, early childhood professionals, and adult caregivers.

## Classroom Policies:

**Weekly Course Access (Online Students Mandatory):** It is essential to build culture and community in the online environment in order that students collaborate together to build a network of learners. To foster and develop this community, COMMUNICATION is ESSENTIAL. Since the course is a three-credit course, it is reasonable to ask students to log in to the course a minimum of three times each week. A student is expected to access the course three **separate** days (of the student's choice according to their schedule and check the following:

- Course News
- Coffe'E' Chat
- Discussions
- Course Email

**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. Discussions and information must be thought-out, in-depth, and incorporate new vocabulary and concepts learned during the course.

## Academic Integrity:

The academic community is operated on the basis of honesty, integrity and fair play. Occasionally, this trust is violated when cheating occurs, either inadvertently or deliberately. This Code will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

1. The primary responsibility of the students, faculty and administration is to create an atmosphere where the honesty of individuals will not be questioned.
  - a. Faculty members are responsible for providing guidelines concerning cheating and plagiarism at the beginning of each course, and should use precautionary measures and security in cases where cheating is likely to occur.
  - b. Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred.

View the [Plagiarism Tutorial-Pearson Education](#) to learn more about plagiarism, citing sources, etc.

### **Academic Integrity:**

*Webster's Encyclopedic Unabridged Dictionary* defines plagiarism as: "The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one's original work."

There will be *zero tolerance* of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter is investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. Furthermore, the matter is then reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party.

### **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.