



Course Syllabus

Keep this syllabus for reference throughout the semester

Course Title: Educational Psychology	Instructor: Kaley Mills
Course Prefix/Number: EDUC 260	
Class Location: ONLINE	Office Hours: *Phone calls can be scheduled with the instructor as needed*
Lecture/Lab Schedule: ONLINE	Instructor Contact Information: <i>Email: kaley.mills@dakotacollege.edu</i> Emails will be checked daily, but times may vary due to instructor's full time teaching job.
Credits: 3	
Pre-/Co-requisites: None	
<u>A course week begins Mondays and ends Sundays at midnight. Assignments will be posted Mondays through a course message and are due the following Sunday at midnight.</u>	

Course Objectives:

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

- Understand teaching as an evidence based practice
- Differentiate and explain the main points of theories of cognitive development
- Describe the implications of moral and prosocial development over the course of childhood and adolescence
- Apply knowledge to identify effective strategies for working with diverse populations
- Explain how to adapt instruction and classroom practice for the unique strengths and limitations of students with special needs.
- Explain the learning and cognitive processes as it relates to memory
- Describe behavioral strategies including reinforcement, punishment, modeling, self-efficacy, self-regulation, and motivation
- Discuss instructional strategies for use in the classroom including task analysis, identifying goals, cooperative learning, peer tutoring, and reciprocal teaching.
- Identify how they will set up a productive learning environment
- Identify classroom assessment strategies and their purposes

Course Description:

This course will provide the student with knowledge about the field of educational psychology including development and diversity, learning and motivation, and classroom strategies. The course will explore how these concepts apply to effective teaching practices in the classroom.

Required Textbooks and Materials:

All materials are provided in the course.



Grades: Grades are earned through points and converted into a percentage. Drop quizzes may not be made up. **There will be a one week grace period to make up any missed exams or assignments (at the discretion of the professor).** Any missed exam/work not made up within that allotted time will be given a zero. **Late work is accepted with a 10% deduction, a few late grades can drop the course grade drastically so please submit work on time.** Percentages are calculated by dividing the total points earned by the total points possible. Grading is based on a standard college curve, where students earn a grade based upon the percentage of total points possible. It is the responsibility of the student to schedule make-up work during a date and time mutually convenient for the student and the instructor.

Grades are assigned to percentages as follows:

Percent	Grade	
90-100%	A	Target
80-89%	B	Acceptable-high
70-79%	C	Acceptable-low
61-70%	D	Unacceptable
0-59%	F	Unacceptable

Course Assignments:

Description of Assignment/Assessment	Points Possible	Points Received
Building Block (BB) 15 BBs x 10 pts	150	
Participation: Students are required to participate in the course each week. This includes logging in to the course 3 times a week. Students will engage in "Building Blocks" to develop a person stance on important issues or concepts they learned from the week's reading/objective. Participation is earned based on number of substantive posts over the two-week topic (7 topics x 20 pts = 140 pts)	140	
Mini Experiments: 3 Experiments x 25 pts	75	
Midterm and Final exam: 2 x 100 pts.	200	
Journal Article Selection	10	
Journal Article Critique	75	
Total Points Possible & Received:	650	/650

Academic and Institution Policies:

Academic Integrity: The academic community is operated on the basis of honesty, integrity and fair play. It is expected that all students, as members of the college community, adhere to the highest levels of academic integrity.

Which Means:

- Students are responsible for submitting their own work. Students work **MUST NOT** be plagiarized.
- Students must not cooperate on oral or written exams or quizzes or work together on other assignments unless it has been authorized by the instructor.

Violations of academic principles such as cheating, plagiarism and other academic improprieties will be handled using the guidelines outlined in the Student Handbook.

Quality of Work:

At the college level of learning, it is expected that all work be submitted free of spelling, grammar and punctuation errors. Participation in the course work 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.

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

Goal: Employ industry-specific skills in preparation for workplace readiness.

Objective: Students will demonstrate effective oral and written communication skills. A common rubric is used to ensure reliability and validity of data collected.

Relationship to Campus Focus:

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 education 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 instruction techniques.

Classroom Policies:

- Please follow respectful etiquette regarding cell phones and related technology. If you must take a call (for an emergency), please take the call in the hallway. If these technologies are used in the classroom and become a disruption to the class, the student will be asked to leave the class.
- Be respectful of other students, technicians, instructors and guests.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, 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. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.

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.

For Students with Disabilities and Special Needs:

Please inform the instructor within the first week of classes in any assistance is required due to disabilities or special needs.