CASPER COLLEGE COURSE SYLLABUS
Educational Psychology- EDFD 2100 01

Semester/Year: Spring 2017

Lecture Hours: 3          Lab Hours: 0          Credit Hours: 3

Instructor’s Name: Thomas (Thom) DeVoogd:

Office Phone: (307) 268-2226, 258-3919
(307) 268-2226, 258-3919
(take only)
Email: tdevoogd@caspercollege.edu
Remind: Number, 81010
Text: @6ecc32

Office Hours: Office Hours:
Tuesday 10:45-11:45, 7-8 PM
Thursday 10:45-11:45
Friday 8-11

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

25% of total grade  
Chapter Content (Articles, Quizzes, Mind Maps, Semantic Maps, or other forms of organizers)

25% of total grade  
Midterm 40%  
Final 60%

25% of total grade  
Content application (projects, lesson plans, presentations)

25% of total grade  
Online posting (grades based on 10 pts each)

Required Text, Readings, and Materials:


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 college website)

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.
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. 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.

**Harassment and discrimination:** Casper College seeks to provide an environment that is free of bias, discrimination and harassment. If you have been the victim of sexual harassment/gender or sex discrimination/sexual misconduct/assault, we encourage you to report this. If you report this to an employee, she or he must notify our college's Title IX Coordinator, Linda Toohey, Associate Vice President for Student Services, 125 College Drive, GW 412, Casper, WY 82601; (307) 268-2667; linda.toohey@caspercollege.edu about the basic facts of the incident. Employee concerns should be directed to the Human Resources Director. For more information about your options, please go to: caspercollege.edu/nondiscrimination
## Tentative Schedule

<table>
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<th>Week</th>
<th>Activity/Topics to be prepared</th>
<th>Assignments due</th>
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<tr>
<td>January 17, 19</td>
<td>- Syllabus</td>
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<tr>
<td>Week 1</td>
<td>- Creating Community</td>
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<td></td>
<td>Read chapter 1 - Ormrod</td>
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<td>January 24, 26</td>
<td>Discuss Chapter 1</td>
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<td>Week 2</td>
<td>- Read Chapter 2 - Ormrod</td>
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<tr>
<td>January 31</td>
<td>- Discuss Chapter 2</td>
<td>Due, 2: Semantic for Chapter 1 Quiz on 1</td>
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<td>February 2</td>
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<td>Week 3</td>
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<tr>
<td>February 7, 9</td>
<td>- Read Chapter 4 - Ormrod</td>
<td>Due, 16: Mind Map Chapter 2 Quiz on Chapter 2</td>
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<td>Week 4</td>
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<td>February 21, 23</td>
<td>Discuss 4</td>
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<td>Week 6</td>
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<td>February 28</td>
<td>Midterm Review</td>
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<td>March 2</td>
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<td>Week 7</td>
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<td>March 7, 9</td>
<td>Mid-term Exams</td>
<td>Due: Content for Chapter 4, Quiz on 4</td>
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<td>Week 8</td>
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<td>March 13-17</td>
<td>Spring</td>
<td>Break</td>
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<tr>
<td>March 20, 22</td>
<td>Read chapters 1-3</td>
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<td>Week 9</td>
<td>Clock Watchers</td>
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<tr>
<td>March 27, 29</td>
<td>Read chapters 4-7</td>
<td>Due: Clock Watchers Content Quiz on 1-3</td>
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<td>Week 10</td>
<td>Clock Watchers</td>
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<td>April 3, 5</td>
<td>Article on 6Cs</td>
<td>Due: Clock Watchers Content Quiz on 4-7 Application of the 6 Cs</td>
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<td>Week 11</td>
<td>Read Chapter 6 - Ormrod</td>
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<td>April 10, 12</td>
<td>Chapter 6 Ormrod</td>
<td>Chapter 8 Content</td>
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<td>Week 12</td>
<td>Read chapter 7/9 - Ormrod</td>
<td>Chapter 8 Quiz</td>
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<td>April 17, 19</td>
<td>Chapter 7/9</td>
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<td>Week 13</td>
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<td>April 24, 26</td>
<td>Chapters 7/10 Ormrod</td>
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<td>Week 14</td>
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<td>May 1, 3</td>
<td>Finals Review</td>
<td>Due: Content on 7/8 (Quiz included in exam)</td>
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<td>Week 15</td>
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<td>May 8-11</td>
<td>Final Exam</td>
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<td>Final Exams</td>
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