EDU/PSY 284 Educational Psychology

Course Master Syllabus

Course Information

Catalog Description: This course surveys the principles of psychology as applied to the classroom and emphasizes how learning processes are affected by environmental, experimental, and developmental factors.

Prerequisite(s): PSY 101 - Introduction to Psychology
ENG 140 - English Composition I

Corequisite(s): None

Credits: 3

Hours: 3

Required Text(s): Snowman, J. & McCown, R. (2015). *Psychology applied to teaching* (14th ed.). Cengage.

Supplemental Materials:

Instructor Information

Instructor's Name:

Contact Information:

Office Hours:

Program Goals

1. Examine the historical, philosophical, and curricular foundations of education to understand their impact on teaching, learning, and educational policy.
2. Analyze cognitive, social, and emotional development from childhood through adolescence and apply this understanding to support learners with various needs and differing abilities.

3. Identify and differentiate various teaching models, instructional strategies, and classroom management techniques, while considering established theoretical frameworks.
4. Explore major psychological theories of learning and development, including factors such as motivation, intelligence, learning differences, and social-emotional influences and apply them to real-world educational settings.
5. Examine the governance, legal, and financial structures of public education and their influence on equity, access, and student success.

Class Core Competencies

The following core competencies are embedded in this curriculum:

- Communicate effectively in both speech and writing
- Use scientific method of inquiry, through the acquisition of scientific knowledge
- Use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens
- Understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance
- Understand the importance of a global perspective and culturally diverse peoples
- Address an information need by locating, evaluating and effectively using information.

Class Learning Assessment

Student Learning Outcomes	Suggested Means of Assessment
Students will be able to discuss, compare, and contrast cognitive, constructivist and behaviorist models of teaching and learning, as well as their applications in classroom management.	Quizzes, observation assignment, in-class discussion, pre/post test
Students will be able to identify strategies for enhancing students' abilities to use complex cognitive skills.	Quizzes, observation assignment, in-class discussion, pre/post test

Student Learning Outcomes	Suggested Means of Assessment
Students will be able to discuss and examine relevant research in relation to educational psychology concepts and effective learning/teaching using APA format.	Research paper
Students will be able to identify diversity in terms of differences in learning styles, intelligence, cultures, and gender as well as specific abilities and disabilities, that a modern classroom might need to accommodate.	Quizzes, observation assignment, in-class discussion, pre/post test
Students will be able to describe classroom management strategies that facilitate learning and prevent or deal with misbehavior.	Quizzes, observation assignment, in-class discussion, pre/post test
Students will be able to recognize and evaluate aspects of assessments	Quizzes, observation assignment, in-class project, pre/post test
Students will be able to develop and refine skills of time management, organization, responsibility, group cooperation, and professionalism.	In-class group work processing

Grading System

Letter Grade	Percentage Range
A	90 to 100 percent
B Plus (B+)	87 to 89.9 percent
B	80 to 86.9 percent
C Plus (C+)	77 to 79.9 percent
C	70 to 76.9 percent
D	60 to 69.9 percent
F	Below 60 percent

College Information

Disability Services
Disability Services Webpage

Statement and Policy on Cheating, Plagiarism, and Academic Conduct
Academic Conduct Policy (Policy 304) [PDF]

Students are required to perform all the work specified by the instructor and are responsible for the content and integrity of all academic work submitted. A violation of academic integrity will occur if a student: (1) knowingly represents work of others as one's own, (2) uses or obtains unauthorized assistance in any academic work, (3) gives fraudulent assistance to another student, or (4) furnishes false information or other misuse of college documents.

Unauthorized use of Artificial Intelligence (AI) is prohibited unless the instructor explicitly permits it in the syllabus or assignments. If tools such as ChatGPT are permitted by an instructor to be used for an assignment, they should be used with caution and with proper citation. In all such cases, you may only use the specific tools identified as acceptable and you must adhere to the College's standards for attribution, validation, and transparency.

In cases of suspected violation of academic integrity, the incident is to be reported to the Office of Academics. A student found guilty of violating the rule of academic integrity by the Vice President of Academics will be considered to have failed in personal obligation to the College; such failure will be subject to disciplinary action by the College. Unless otherwise notified, the instructor will allow students who are pending disciplinary action to attend class.

Tutoring and Testing at the Instructional Support Center (ISC)
- Instructional Support Center (ISC) Webpage

WCCC Library Services
- WCCC Library Website

Citation Styles and Formatting

Work submitted for any Warren County Community College course must conform to the required formatting and citation style that are specified by the instructor. The Library and Instructional Support Center can assist students with formatting and citations for assignments and papers.

WCCC Attendance Expectations

The College expects students to attend and participate in all classes. This involves sharing discussions and lectures in class, as well as interacting with other students. Grades are based on the quality of work students complete in meeting the requirements for a particular course, as stated in the course syllabus and catalog description. Attendance, among other factors, may be an additional criterion for assigning grades. Students should realize that they are responsible for all class meetings and that work missed because of absences may affect their grades. Attendance in online classes is determined by the completion of assignments/ tests. Students who have not completed any assignments or tests will be considered non-attending and receive an NF grade in online classes.

Class Attendance Expectations

Topical Outline

- Teachers, teaching, and educational psychology
- Development: general principles of emotional, social and moral
- Piaget's Theory of Cognitive Development
- Vygotsky's Sociocultural Perspective
- Implication of Piaget and Vygotsky for teachers
- Individual differences: intelligence, cognitive processing, learning styles & motivation
- Diversity, equality & inclusion: ability and gender in today's classroom
- Behavioral explanations of learning: contiguity, classical conditioning, and operant conditioning
- Applied behavior analysis
- Observational learning and cognitive behavior modification
- Theories: information processing, social cognitive
- Assessment: characteristics and approaches

Grading Methods

Assignment	Points/Percentage

Assignment	Points/Percentage

Class Itinerary

Week / Unit	Topic	Readings/Assignments