

**Educational Psychology
Western Kentucky University
Glasgow Campus
Tuesday 5:00 pm-8:00 pm**

INSTRUCTOR

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Office hours are made by appointment only

COURSE TITLE

Subject: Psychology, Course Number: 310, Credit Hours: 3

PREREQUISITES

PSY 100 or PSYS 100 and one of the following: EDU 250 OR MGE 275 OR AGRI 250 OR SMED 101 OR SMED 301 OR IECE 321 or permission of instructor

COURSE DESCRIPTION

A required educational psychology course for students seeking teacher certification. Educational psychology is designed to give the student a thorough understanding of the theories and principles of psychology as applied to teaching and learning. The students will demonstrate knowledge, understanding, and application of theories and principles of development, learning, memory, motivation, individual differences, instruction, classroom management, and measurement and evaluation. PSY 310 may not be counted toward the psychology major or minor.

COURSE RATIONALE

This course is designed to give the student a thorough understanding of the theories and principles of psychology, as applied to teaching and learning.

EXPECTATIONS

Requirements: Students are expected to arrive to class prepared and ready to learn with materials and readings completed. Participation *and* discussion are a large part of this course. Please attempt to engage in all activities. Students must have daily access to a computer capable of browsing the web, sending e-mail, and creating word documents.

REQUIRED TEXTBOOK

Woolfolk, A. (2018). *Educational Psychology (14th edition)*. Boston, MA: Pearson.

READINGS

You are responsible for assigned readings prior to class. Discussions, activities, and evaluations will be based on those readings and will enhance your learning.

COURSE OBJECTIVES

By the end of this course, students will be able to:

1. Discuss the nature of effective teaching (Kentucky NTS 5).
2. Explore scientific research methodology and its impact on teaching (Kentucky NTS 5).
3. Distinguish among various forms of development and their impact on teaching and learning (Kentucky NTS 1, 3).
4. Evaluate the influence of individual differences on teaching and learning (Kentucky NTS 2, 3).
5. Apply behavioral theories of learning to the classroom (Kentucky NTS 3).
6. Apply cognitive theories of learning to the classroom (Kentucky NTS 3).
7. Discuss key theories and ideas concerning human motivation (Kentucky NTS 5).
8. Examine and discuss various techniques of classroom management (Kentucky NTS 1, 2, 4).
9. Debate the strengths and weaknesses of standardized testing (Kentucky NTS 4).
10. Discuss key issues related to classroom assessment (Kentucky NTS 4).

BLACKBOARD (Bb)

Please familiarize yourself with Blackboard and the components of the course site. Be able to navigate to all information and submit all responses that are necessary. Make sure that your account is set up to receive email from Blackboard. <https://blackboard.wku.edu/webapps/portal/frameset.jsp>

GRADING SCALE

Exam (4x100)	400	50.63%
In Class Activities	100	12.67%
Quiz (4x10)	40	5.06%
Class Participation	50	6.33%
Hot Topics in Education Presentation	100	12.66%
<u>Literature Review Paper</u>	<u>100</u>	<u>12.66%</u>
Total	790 points	≈100.00%

PAPER AND PRESENTATION

An individual paper and presentation will be required of each student. Papers will resemble a literature review style, with in depth research into a topic that you are interested in learning more about in education. Presentation ideas should be hot topics that are “up and coming” in education. Information from the presentation should ideally be something that you would want to share with your future employer. Independent research is key in completing these two assignments. Paper requirements: no more than two direct quotes total, each direct quote will be one sentence each, do not just reorder words, and no self-plagiarizing. Presentation requirements: do not read off of slides, only five bullets per slide, and one sentence each per bullet.

EXAMS

I strongly encourage you not to miss an exam. If you do miss an exam, you will need to provide documentation that establishes your reason for missing. Make-up exams for those with documented excuses (for example: illnesses, accidents, tragedies, etc.) should be scheduled with the professor ASAP. No makeup exams will be given after the scheduled day, except in the case of documented emergencies. Excuses will need to be provided prior to the exam due date/time.

QUIZ

Informal quizzes will be given at the beginning of class to check for understanding. They cannot be made up if you are not present during the time the quiz is administered.

COURSE POLICIES

- Come to class on time, every time.
- Come to class prepared (paper, pencil, textbook, etc.).
- Come to class ready to engage.
- Be respectful.
- Check your email and Blackboard for announcements. Make sure both work.
- Cellular phones and paging devices are to be turned off during class times unless extenuating circumstances exist and arrangements have been made with the instructor prior to the beginning of the class.
- Recording of classroom lectures is prohibited unless advance written permission is obtained from the class instructor. Students who require recording or other adaptations of lectures as a reasonable accommodation for a disability should contact the Office for Student Disability Services in advance of the lecture in order to obtain permission for the recording. In the event permission to record classroom lectures is granted, the professor may notify all students, speakers, and other lecture attendees in advance that recording may occur.
- Professional language will only be tolerated. Respect opinions and experiences of others and be respectful of diversity (including but not limited to gender identity, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective and other background characteristics).
- Early dismissal, late dismissal, or missing class **MUST** be discussed with the professor prior.
 - Attendance is mandatory: Many points are provided through in-class activities and class participation. If a student misses class, it will be difficult to have acceptable grades.
 - *In-class work, such as group and individual activities, must be made up (follow the late assignment schedule) to receive credit.*
 - Students entering class after official start time, or leaving early before class is dismissed, will be reminded the first time.
 - *Class participation points will be deducted for all absences and tardies/early dismissals (after the initial reminder).*
- Please do not bring guests to class with you (children, friends, family).

LATE ASSIGNMENTS

Points will be deducted from assignments that are not handed in on the time and due date. There are not many assignments to turn in for this course; therefore, I expect your respect in turning them in on-time. Assignments will not be accepted at all beyond one week of the due date.

Example due date: Tuesday at 5:15pm = 1 minute to 24 hours (Tuesday 5:16pm-Wednesday 5:15pm) past deadline = an immediate 10% point deduction. 24 hours and 1 minute to 48 hours (Wednesday 5:16pm-Thursday 5:15pm) past the deadline = an immediate 20% point deduction. 48 hours and 1 minute to 72 hours (Thursday 5:16pm-Friday 5:15pm) past the deadline = an immediate 30% point deduction. 72 hours and 1 minute to 96 hours (Friday 5:16pm-Saturday 5:15pm) past the deadline = an immediate 40% point deduction. 96 hours and 1 minute to 120 hours (Saturday 5:16pm-Sunday 5:15pm) past the deadline = and immediate 50% point

deduction. 120 hours and 1 minute to 144 hours (Sunday 5:16pm-Monday 5:15pm) past the deadline = an immediate 60% point deduction. 144 hours and 1 minute to 192 hours (Monday 5:16pm-Tuesday 5:15pm) past deadline = 70% point deduction. 168 hours and 1 minute (2nd Tuesday 5:16pm) past the deadline = an immediately zero credit. Please make sure your uploaded work opens and that you use appropriate formats for Blackboard. *Files that do not open will not be considered for grading.*

CHEATING/PLAGIARIZING

Anyone caught cheating or plagiarizing (taking the work or an idea of someone else and passing it off as one's own, "cutting and pasting" responses) will receive a zero for that assignment. If the same student is caught again, the student will receive an "F" for the course. To discourage cheating, during exams, no one will be allowed to wear hats, sunglasses, or use any electronic devices. For more information on this issue, see the "Academic Requirements and Regulations" section of the WKU undergraduate catalog.

STUDENT ASSISTANCE/TUTORING

Should you require academic assistance with this course, or any other General Education Course, there are several places that can provide help. The Learning Center, located in the Downing Student Union, DSU 2141, has tutors in most major undergraduate subjects and course levels throughout the week—they can also direct you to one of many tutoring and assistance centers across campus. To make an appointment, or request a tutor for a specific class, call (270)745-5065 or stop by DSU 2141. Log on to TLC's web site at <http://www.wku.edu/tlc> for tutoring for students at a distance. TLC hours: Monday-Thursday, 8:00am-9:00pm, Friday 8:00am-4:00pm, and Sunday 4:00pm-9:00pm.

STUDENTS WITH DISABILITIES

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

TITLE IX/DISCRIMINATION & HARASSMENT

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf. Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

*The professor reserves the right to make changes, additions, or deletions to any part of this syllabus. Any changes will be noted in class.

WEEK: DATE	TOPIC	CHAPTER (read before class)	ASSIGNMENT/CLASS ACTIVITY
1: 08/28	<i>Introduction to Educational Psychology</i>	1	Introductions Syllabus review Lecture
2: 09/4	<i>Cognitive Development; The Self, Social, and Moral Development</i>	2	Quiz Chapter 1 Discuss presentations: Sign-up sheet Lecture
3: 09/11	<i>The Self, Social, and Moral Development</i>	3	Discuss paper and plagiarism Lecture Review for Exam 1
4: 09/18	Ch: 1, 2, 3		Exam 1
5: 09/25	<i>Learner Differences and Learning Needs</i>	4	Begin presentations Review Exam 1 Lecture
6: 10/02	Research for Paper and Presentation		No Class
7: 10/09	<i>Behavioral Views of Learning</i>	7	Quiz Chapter 4 Lecture
8: 10/16	<i>Cognitive Views of Learning</i>	8	Lecture Review for Exam 2
9: 10/23	Ch: 4, 7, 8		Exam 2
10: 10/30	<i>Complex Cognitive Processes</i>	9	Paper Due by 5:15pm on Blackboard Review Exam 2 Lecture
11: 11/06	<i>Social Cognitive Views of Learning and Motivation</i>	11	Quiz Chapter 9 Lecture
12: 11/13	<i>Motivation in Learning and Teaching</i>	12	Lecture Review for Exam 3
13: 11/20	Ch: 9, 11, 12		Exam 3
14: 11/27	<i>Creating Learning Environments; Teaching Every Student</i>	13	Review Exam 3 Lecture
15: 12/04	<i>Classroom Assessment, Grading, and Standardized Testing</i>	15	Quiz Chapter 13 Lecture Review for Final
16: 12/11	Ch: 13, 15 and cumulative material		Final