

MASTER SYLLABUS

Nashville State Community College Educational Psychology PSYC 2100

Instructor:

Times:

Classroom:

Office/Office Hours:

Phone:

Email:

Course Description:

A study and application of the principles of growth and development, learning theory, and assessment techniques in the classroom setting. Motivating and facilitating learning processes in school setting will be emphasized. Field experiences in an approved classroom setting are part of the course. **Prerequisite(s):** English: Level 2 placement, Reading: Level 2 placement. **Note:** *This course is the same as EDUC 2110.*

Credits: 3

Course Outcomes:

Upon successful completion of the course the student will be able to:

- Explain how learners' intellectual capacities, language, personal characteristics, moral reasoning and socialization develop over time and how this information will impact the teacher candidate's future teaching. (TN STD.I. A).
- Describe how intelligence, culture, socioeconomic status, exceptionalities, and gender affect learning and how this information will impact the teacher candidate's future teaching. (TN STC. III.A).
- Explain learning from behaviorist, social cognitive, and cognitive perspectives.
- Describe and develop a variety of instructional strategies and communicative strategies (verbal and non-verbal) in both teacher-directed and learner-directed formats for diverse learners. (TN STD, VI.A, C).
- Apply computers and related technologies to support instructions, interdisciplinary teaching and learning. (TN STD. B. 1, 2).
- Discuss individual differences and the different approaches children use to learn. (TN STD. III. A, VI)

Required Text:

Please see bookstore link for textbook information.

Tennessee Department of Education, Professional Education Matrix Standards:

The following standards are addressed in this course:

Standard 2: Student Learning and Development:

A. Candidates understand how all students learn and develop.

Standard 3: Diverse Learners:

A. Candidates understand how students differ in their approaches to learning.

Standard 4: Communication:

A. Understand effective verbal and non-verbal and media communication techniques and use them to support all student learning.

C. Understand how cultural and gender differences can affect communication in the classroom.

Standard 9: Reflective Practitioner

Evaluate the effects of their choices and actions on others ...and actively seek out opportunities to grow professionally

Standard 11: Technology

B. 1. Use access to the internet for capturing and incorporating information.

Major Content Areas:

1. Overview of Educational Psychology (including basic research methods commonly used.)
2. Learning, Cognition and Memory
3. Learning in Context
4. Higher-level Cognitive Processes
5. Cognitive Development
6. Motivation and Affect
7. Personal and Social Development
8. Instructional Strategies
9. Classroom Management and Strategies
10. Assessment

IDEA Course Evaluation Objectives:

These objectives will be evaluated through student feedback on Course Evaluations.

- **Objective 1:** Gaining factual knowledge (terminology, classifications, methods, trends)
- **Objective 3:** Learning to *apply* course material (to improve thinking, problem solving, and decisions)
- **Objective 4:** Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- **Objective 11:** Learning to analyze and critically evaluate ideas, arguments and points of view.

Grading, Examinations and Papers:

Grading Policy:

Grading Scale:

Attendance/Withdrawal Policy:

Absences in excess of the total number of class hours in one week may result in a drop in a letter grade.

Failure to attend class will result in a final course grade of “FA” or “FN”

- FA – Failure – attendance related (last date of attendance required)
- FN – Failure – never attended class

It is the student’s responsibility to check D2L and MyNSCC email on a regular basis. These are the official communication channels between the college and students. Students are responsible for the information communicated through those channels. D2L contains specific course information and MyNSCC contains information important for other purposes.

Nashville State Community College has implemented an Early Warning System to notify students via e-mail about academic problems such as poor classroom attendance, poor performance on assignments/tests, poor communication skills, late/missing assignments, and/or lack of classroom participation. *Please note that Early Warning Alerts do not affect a student’s academic standing.*

Accommodations:

Nashville State complies with the Americans with Disabilities Act. Consult with the office of Student Disability Services. If you need any accommodation(s) for this class, notify the instructor by the second class meeting.

Classroom Misconduct and Procedures:

Nashville State Community College has a zero tolerance policy for disruptive conduct in the classroom. Students whose behavior disrupts the classroom will be subject to disciplinary sanctions. The instructor has primary responsibility for control over classroom behavior and maintenance of academic integrity. He/she can order temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct which violates the general rules and regulations of the College. Disruptive behavior in the classroom may be defined as, but is not limited to, behavior that obstructs or disrupts the learning environment (e.g., offensive language, harassment of students and professors, repeated outbursts from a student which disrupt the flow of instruction or prevents concentration on the subject taught, failure to cooperate in maintaining classroom decorum, etc.), the continued use of any electronic or other noise or light emitting device which disturbs others (e.g., disturbing noises from beepers, cell phones, palm pilots, lap-top computers, games, etc.). Each student should refer to the current Nashville State Student Handbook for guidelines for student conduct.

Academic Dishonesty:

Any form of academic dishonesty, cheating, plagiarizing, or other academic misconduct is prohibited. "Plagiarism may result from: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your works" (A Writer's Reference, 331). Academic dishonesty may be defined as, but is not limited to, intentionally trying to deceive by claiming credit for the work of another person, using information from a web page or source without citing the reference, fraudulently using someone else's work on an exam, paper, or assignment, recycling your own work from another course, purchasing papers or materials from another source and presenting them as your own, attempting to obtain exams/materials/assignments in advance of the date of administration by the instructor, impersonating someone else in a testing situation, providing confidential test information to someone else, submitting the same assignment in two different classes without requesting both instructors' permission, allowing someone else to copy or use your work, using someone else's work to complete your own, altering documents, transcripts or grades, and forging a faculty/staff member's signature.

In addition to other possible disciplinary sanctions that may be imposed through regular college procedures as a result of academic dishonesty, the instructor has the authority to assign an "F" or a "Zero" for the exercise, paper or examination, or to assign an "F" for the course.

If a student believes that he/she has been erroneously accused of academic dishonesty and if his/her final grade has been lowered as a result, the student may appeal the case through the appropriate college grade appeal procedures.

NOTE:

This syllabus is a master syllabus. Specific course requirements are subject to revision at the discretion of the individual instructor. A course syllabus will be provided the first day of class.