1. **COURSE TITLE\*:**  Educational Psychology
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:**  PSYC 2241
3. **PREREQUISITE(S)\*:** PSYC 1110 or EDUC 1000 **COREQUISITE(S)\*:**
4. **COURSE TIME/LOCATION: (*Course Syllabus – Individual Instructor Specific*)**

Online

1. **CREDIT HOURS\*:** 3  **LECTURE HOURS\*:**  3

 **LABORATORY HOURS\*: (contact hours)** 0 **OBSERVATION HOURS\*:** 0

1. **FACULTY CONTACT INFORMATION: *(Course Syllabus – Individual Instructor Specific)***
2. **COURSE DESCRIPTION\*:**

This course deals with the major theories of human development and learning, motivation, instructional strategies, assessment, and examines similarities and differences in learners.

1. **LEARNING OUTCOMES\*:**

After completion of this course, the student should be able to demonstrate knowledge of:

1. Major theories of development and learning
2. Differences in the way students learn
3. The role of language in learning and the cultural influences on the development of language
4. Areas of exceptionality in students’ learning
5. Major theories and concepts in motivation and their relation to classroom instruction
6. Factors in students’ school, home, community, and culture that may influence development, learning, and motivation

**TAG Learning Outcomes:** Candidates are expected to:

T1. Recognize the importance of diversity in individuals and communities (e.g. language, socioeconomics status, exceptionalities, etc.) to better understand students.

T2. Recognize that all students can learn.

T3. Explain major theories of human development (including cognitive, social, emotional, and moral development across the lifespan) in the context of teaching and learning.

T4. Explain major theories of learning (cognitive, behavioral, and social).

 T5. Explain effective learning strategies (e.g. study strategies).

 T6. Explain major theories of motivation.

 T7. Explain principles of classroom management.

T8. Understand the basic interrelationships and interactions between planning, instruction, and assessment.

T9. Apply teaching strategies and approaches that address the ways individual students learn.

1. **ADOPTED TEXT(S)\*:**

*Educational Psychology: Theory and Practice*

13th Edition

Robert Slavin

Pearson Publishing (2021)

ISBN: 978-0-136912156

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.**

None

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\***

At the discretion of the instructor.

1. **GRADING SCALE\*\*\*:**

Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100

 B: 80 – 89

 C: 70 – 79

 D: 60 – 69

 F: 0 – 59

1. **GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific)***

|  |  |  |
| --- | --- | --- |
| *Category* | ***EXAMPLE ONLY****Total Points* | *% of Grade* |
| Tests (3 x 40) | 120 | 40% |
| Research Paper(1 x 40) | 40 | 12% |
| Discussion Forums (14 x 5) | 70 | 24% |
| Chapter Reflections (14 x 5) | 70 | 24% |
| Total | 300 | 100% |

1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

 **T**his course is being offered online through Canvas. Students in this class will meet the course objectives by participating in various learning activities specifically designed for an online environment. These activities include but are not limited to the following: discussion boards, videos, video lectures, chapter writing assignments, work projects, research papers, and group exercises. Online quizzes and exams may be used as appropriate to the course objectives and online supplemental instruction. Course content will be laid out in Canvas using Weekly Modules. Students will have access to faculty through email and phone calls. A minimum of 4 Zoom meetings will be held.

1. **COURSE OUTLINE: *(Course Syllabus – Individual Instructor Specific)***

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**Week 1**

 **Chapter 1: Educational Psychology: A Foundation for Teaching**

**Chapter Overview:** Educational psychology is the study of learners, learning, and teaching. For teachers, it is knowledge, wisdom, and practical theory that fosters intelligent problem solving in daily teaching. Chapter 1 describes the characteristics of good teachers who accomplish the tasks involved in effective instruction with warmth, enthusiasm, and caring. The chapter describes the role of research in educational psychology and explains how to be an intelligent consumer of educational psychology research. The text touches on areas of focus including the applications of the principles of psychology to instructional practices. This area of focused research shapes educational policies, professional development programs, and teaching materials.

 **Learning Outcomes:** After completing this chapter, students should be able to:

* Identify attributes of effective teachers.
* Describe the role of educational research in informing classroom practice.
* Discuss how you can become an intentional teacher.

**Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Question
	+ Complete Chapter Reflection

**Week 2**

 **Chapter 2: Cognitive Development**

**Chapter Overview:** Children go through many changes—some obvious, and others not so obvious. Chapter two addresses how students think and how they view the world. The chapter begins by looking at issues of development that include the nature--nurture controversy and continuous and discontinuous theories of development. The chapter focuses primarily on the theories of Piaget and Vygotsky, but also discusses Bronfenbrenner’s view. The last sections of the chapter discuss how language and literacy develop. Young children’s language develops in predictable patterns, but early literacy development depends on children’s experiences at home and their learning about books and letters. During the school years, vocabulary and reading comprehension develop rapidly. Learning to read in the early elementary grades is one of the most important of all developmental tasks, both because other subjects depend on reading and because in our society school success is so often equated with reading success.

 **Learning Outcomes:** After completing this chapter, students should be able to:

* Describe Piaget’s theory of human development and discuss how it can apply in the classroom.
* Describe the theories of development presented by Vygotsky and by Bronfenbrenner and discuss how they apply in the classroom.
* Describe the distinct stages of language and literacy and explain how you can set up your classroom to promote literacy development.
* Describe how knowledge of cognitive, language, and literacy development informs intentional teaching.

**Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Question
	+ Complete Chapter Reflection

**Week 3**

**Chapter 3: Social, Moral, and Emotional Development**

**Chapter Overview:** As children improve their cognitive skills, they are also developing self-concepts, ways of interacting with others, attitudes toward the world, and moral reasoning. Understanding these areas of development is critical to teachers’ ability to motivate, teach, and successfully interact with students at various ages. Chapter 3 presents Erik Erikson’s psychosocial theory and his stages of personal and social development, each involving a crisis that focuses on a particular aspect of personality. In presenting theories of moral development, the chapter discusses the views of Piaget and Kohlberg. The six stages of levels of moral reasoning proposed by Kohlberg are based on responses to moral dilemmas. The chapter further treats social and emotional development with discussion about the roles of self-concept and self-esteem, prosocial behaviors, and the growing importance of peers during the school years. Adolescence ushers in a period of searching for identity and facing new problems. Chapter 3 introduces James Marcia’s four identity statuses and discusses social and emotional factors that place adolescents at risk. during the teen years. Intentional teachers are aware of the expected developmental characteristics of the students they teach, and they take into account personal differences among their students.

**Learning Outcomes:** After completing this chapter, students should be able to:

* Discuss differing views of social, emotional, and moral development.
* Identify the stages of children’s social and emotional development.
* Apply knowledge of social, emotional, and moral development in considering how to solve problems in the classroom.
* Describe how knowledge of social, moral, and emotional development informs intentional teaching

**Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Question
	+ Complete Chapter Reflection

**Week 4**

 **Chapter 4: Student Diversity**

**Chapter Overview:** Chapter 4 describes the student diversity found in most schools in communities across the U.S. Students differ in ethnicity, culture, social class, and home language. They differ in gender, ability, skill levels, and preferences. The goal of educators is to address differences effectively and effect learning in all students. This chapter presents facts about differences and the impact of those differences on teaching and learning. The author shines the light on achievement problems associated with poverty, race, ethnicity, gender, language differences, cultural differences, and more. In addition to exposing the problems related to student diversity, chapter 4 offers suggestions and strategies that diminish the achievement gap and equalize the opportunities for students from underrepresented groups.

 **Learning Outcomes:** After completing this chapter, students should be able to:

* Discuss how socioeconomic status can affect achievement, and identify ways schools can help children from low-income families succeed.
* Discuss how race, ethnicity, and language differences can each affect students’ school experiences, and identify important principles for teaching in culturally diverse schools and also ways to help English learners succeed in English-speaking classrooms.
* Describe how gender bias can impact schooling, and identify ways to support all students with equality and respect.
* Describe common definitions of and theories about intelligence and learning styles.
* Describe how knowledge of student diversity informs intentional teaching.

**Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Question
	+ Complete Chapter Reflection

**Week 5**

 **Test 1: Chapters 1-4**

**Week 6**

 **Chapter 5: Behavioral and Social Theories of Learning**

**Chapter Overview:** The purpose of chapter 5 is to define learning and then present behavioral and social learning theories, explanations for learning that emphasize observable behaviors. Learning is sometimes defined as change in an individual that is caused by experience. Behavioral theories of learning focus on the ways that consequences of a person’s behavior change that person’s behavior and ways one person’s behavior serves as a model for the behavior of others. Social learning theories focus on the effects of thought on action and of action on thought. The work of early behavioral theorists such as Pavlov and Skinner influences classroom practices. Of particular importance for teachers is an understanding of reinforcers, punishers, and consequences of behavior as well as recognition of the effects of observational learning d modeling. Behavioral learning theories are central to the application of educational psychology in classroom management, discipline, motivation, instructional models, and other areas. Behavioral learning theories are limited in scope in that they describe only observable behavior that can be directly measured. Later chapters present cognitive learning theories, which emphasize unobservable mental processes that people use to learn and remember new information or skills. Behavioral and cognitive theories of learning are often posed as competing, opposite models. However, a complementary rather than competitive view is more accurate.

 **Learning Outcomes:** After completing this chapter, students should be able to:

* Define the concept of “learning” and describe the principles of behavioral learning theories and their implications for classroom practice.
* Describe social learning theories and their implications for classroom practice.
* Explain how behavioral and social theories of learning influence intentional teaching.

**Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Question
	+ Complete Chapter Reflection

**Week 7**

 **Chapter 6: Cognitive Theories of Learning**

**Chapter Overview:** How do we make meaning? How do we process and retain information? Chapter 6 presents theories of learning and explains how information processing works from the moment stimuli enter sensory registers to the storage of information in long-term memory. The brain stores only information that is processed, and the different types of processed information are stored in different parts of long-term memory. The chapter explains how specific parts of the brain process specific types of information in concert with other specific brain sites. The brain’s capacity is not set at birth, and extensive training can change brain structures. As we gain knowledge and skills, our brains become more efficient. These and other findings from brain research have applications for classroom teaching such as “…behavior change through learning cannot exceed the developmental status of the neural structure. Neuroscience also exposes neuromyths and gives us accurate information and principles that guide classroom teaching. Chapter 6 presents practical applications of cognitive theories of learning. These applications guide intentional teaching so that students process information deeply and remember. They include the teaching of memory strategies, metacognitive skills, and study skills in addition to making learning relevant and activating prior knowledge.

**Learner Outcomes:** After completing this chapter, students should be able to:

* Identify the processes and components of the information-processing model of human cognition.
* Explain how the brain works, and summarize what we have learned about education from research on the brain.
* Identify the factors that affect whether we remember or forget information, and describe strategies that students can use to remember class content.
* Discuss how metacognitive skills, study strategies, and cognitive teaching strategies help students learn.
* Describe how cognitive theories of learning inform intentional teaching.

 **Canvas Assignments:**

* + Review PowerPoint
	+ Complete Discussion Question
	+ Complete Chapter Reflection

**Week 8**

 **Chapter 7: The Direct Instruction Lesson**

**Overview:** Direct instruction is a teaching approach that emphasizes teacher control of most classroom events and the presentation of structured lessons. Direct instruction programs call for active teaching; clear lesson organization; step-by-step progression between subtopics; and the use of many examples, demonstrations, and visual prompts. Chapter 7 presents the steps in the process of teaching a direct instruction lesson and explains their importance. The first part of a lesson is stating learning objectives and orienting students to the lesson. The principal task is to establish both a mental set, so that students are ready to work and learn, and a “road map,” so that students know where the lesson is going. Part two of a lesson is to review prerequisites or pretests to ensure that students have mastered required knowledge and skills. The review might function as an advance organizer for the lesson. Part three involves presenting the new material in an organized way, providing explanations and demonstrations and maintaining attention. Part four, conducting learning probes, elicits students’ responses to lesson content. This practice gives you feedback and lets students test their ideas. Questioning techniques are important, including the uses of wait time and calling order. Part five of a lesson is independent practice, or seatwork, in which students apply their new skill. Research shows that independent practice should be given as short assignments with clear instructions and no interruptions, and that it should be given only when students can do the assignments. You should monitor work, collect it, and include it in assessments. Part six is to assess performance and provide feedback. Every lesson should include an assessment of student mastery of the lesson objectives. Part seven of a lesson is to provide distributed practice through homework and review. Information is retained better when practice is spaced out over a period of time. Chapter 7 also examines various types of discussion used in instruction and explains the kinds of objectives achieved by different discussion methods. For example, whole-class discussion brings out students’ ideas as the teacher takes a less dominant role but remains in control. In small-group discussion, students work independently and carry out assigned roles with one student serving as group leader.

  **Learner Outcomes:** After completing this chapter, students should be able to:

* Define direct instruction and describe how to teach a lesson using direct instruction.
* Describe how best to teach for transfer of learning.
* Identify instructional situations in which discussion is most useful.
* Explain how knowledge of effective lessons informs intentional teaching.

**Canvas Assignments:**

* Review PowerPoint
* Complete Discussion Question
* Complete Chapter Reflection

**Week 9**

**Chapter 8: Student-Centered and Constructivist Approaches to Instruction**

**Overview:** Student-centered learning puts the student at the center of teaching and learning processes. Constructivists believe that knowing is a process and that learners must individually and actively discover and transform complex information to make it their own. The teacher becomes a guide on the side who provides scaffolding and frequent feedback. Constructivist approaches emphasize top-down processing in which students begin with complex problems or tasks and discover the basic knowledge and skills needed to solve the problems or perform the tasks. These approaches include cooperative learning, discovery learning, and inquiry strategies. Chapter 8 presents various cooperative learning strategies such as reciprocal teaching and Student Teams–Achievement Divisions (STAD) that teachers use in the content areas. The chapter also presents a general problem-solving model in addition to creative problem-solving strategies. When teachers use student-centered approaches, students need to be taught how to apply thinking skills and engage in critical thinking about the content and the processes of learning.

 **Learner Outcomes:** After completing this chapter, students should be able to:

* Discuss how to use cooperative learning most effectively in the classroom.
* Describe how you can teach your students problem-solving and thinking skills.
* Describe how student-centered and constructivist approaches to instruction influence intentional teaching.

**Canvas Assignments:**

* Review PowerPoint
* Complete Discussion Question
* Complete Chapter Reflection

**Week 10**

 **Test: Chapters 5-8**

**Week 11**

 **Chapter 9: Grouping, Differentiation, and Technology**

**Overview:** Instruction is not a one-size-fits-all process. Students come with diverse backgrounds and abilities making it essential that teachers use a repertoire of strategies such as grouping, differentiation, and technology to meet the variety and range of needs in their classrooms. Chapter 9 approaches this topic by beginning with a discussion of four elements that are subject to the teacher’s direct control: quality of instruction, appropriate level of instruction, incentive, and amount of time. Effective instruction incorporates these elements. Schools often use grouping to provide appropriate level of instruction in ways that accommodate achievement differences. Of course, every form of grouping comes with pros and cons. This chapter presents evidence to support specific recommendations. With inclusion of students who have a wide range of exceptionalities, various approaches to differentiating instruction provide solutions that promote learning for students at different levels. For students placed at risk, research supports the effectiveness of many prevention and intervention efforts. In order to provide effective and efficient instruction that meets diverse needs, teachers use technology in functions that range from lesson preparation to individualization to presentation applications and games and much more.

 **Learner Outcomes:** After completing this chapter, students should be able to:

* Describe different types of grouping used to accommodate achievement differences.
* List several ways to differentiate instruction for diverse learners.
* Identify types of programs for students placed at risk of academic difficulties.
* Describe how technology can be used effectively in education.
* Describe how grouping, differentiation, and technology influence intentional teaching.

**Canvas Assignments:**

* Review PowerPoint
* Complete Discussion Question
* Complete Chapter Reflection

 **Week 12**

 **Chapter 10: Motivating Students to Learn**

**Overview:** Motivation is an internal process that activates, guides, and maintains behavior over time. One of the most critical components of learning, motivation is also one of the most difficult to measure. What makes a student want to learn? Chapter 10 addresses this question in ways that guide teachers to be intentional about their responses to students’ needs, their expectations, their comments and attributions of students’ successes and failures, and their use of incentives. Theories of motivation included in chapter 10 are Maslow’s human needs theory, attribution theory, and expectancy theory. These theories offer guidance for understanding what motivates a given student and what teachers might do to enhance motivation. Perhaps the key question addressed in chapter 10 is, “How can teachers increase students’ motivation to learn?” Some students are intrinsically motivated to learn what is taught; others respond well to the right extrinsic incentives. The content of chapter 10 is relevant to teachers as they seek to increase their effectiveness and improve learning in their classrooms.

**Learner Outcomes:** After completing this chapter, students should be able to:

* Describe theories of motivation.
* Describe how goals and attributions enhance achievement motivation.
* Discuss how teachers can increase their students’ motivation to achieve.
* Describe how knowledge of motivation informs intentional teaching.

**Chapter 11: Effective Learning Environments**

**Overview:** Creating effective learning environments involves strategies that teachers use to maintain appropriate behavior and to respond to misbehavior in the classroom. The goal is for teachers to establish and maintain an effective climate for learning. The best way to ensure that learning takes place and that allocated time is maximized is for

teachers to present engaging lessons, set and enforce rules, establish procedures, and effectively manage transitions. These practices begin on the first day of school and are maintained every day. In managing routine misbehavior, teachers apply the principle of least intervention by using the simplest methods that stop the negative behavior and allow instruction to flow. For serious behavior problems, swift and certain consequences must be applied, such as a call to the student’s parents. When teachers must deal with persistent behavior problems, applied behavior analysis helps to establish new reinforcers and modify behavior. Intentional teachers are leaders who take responsibility for managing time, activities, and behaviors in their classrooms. Chapter 11 provides techniques that any teacher can learn and apply to create effective learning environments.

**Learner Outcomes:** After completing this chapter, students should be able to:

* Understand the impact of time on learning.
* Discuss how to prevent and manage routine student misbehavior.
* Identify strategies to prevent and respond to student behavior problems.
* Describe how knowledge of effective learning environments informs intentional teaching.

**Canvas Assignments:**

* Review PowerPoint for both Chapters 10 & 11
* Complete Discussion Question for both Chapters 10 & 11
* Complete Chapter Reflection for both Chapters 10 & 11

**Week 13**

 **Chapter 12: Learners with Exceptionalities**

**Overview:** In schools, students are grouped into classes and given common instructional experiences designed to provide the greatest benefit to the largest number at a moderate cost. This system works reasonably well for the great majority of students. However, some students have needs that are not met in such systems. Some students have sensory or physical disabilities, such as hearing or vision loss or orthopedic disabilities, that restrict their ability to participate in the general education classroom program without special assistance. Other students have intellectual disabilities, emotional or behavioral disorders, or learning disabilities that make it difficult for them to learn in the general education classroom without assistance. Finally, some students have such outstanding talents that the general education classroom teacher finds it difficult to meet their unique needs without help. Chapter 12 identifies the most common exceptionalities that entitle students to special education services. These special education services are ensured by law and provided in the least restrictive environment in which the child can make appropriate progress. Each child who qualifies for special education has an individualized education program (IEP) developed specifically for him or her by a team of educators and other professionals. Chapter 12 explains these procedures and describes strategies for general education teachers to use in adapting instruction to meet these students’ diverse needs. The chapter also discusses response to intervention (RTI) and other schoolwide approaches to prevention, early identification, and effective intervention.

**Learner Outcomes:** After completing this chapter, students should be able to:

* Identify the most common exceptionalities that entitle students to special educational services.
* Describe the laws and policies that define special education.

* Discuss effective educational strategies for students with exceptionalities, including response to intervention and inclusion.
* Describe how learners with exceptionalities influence intentional teaching.

**Canvas Assignments:**

* Review PowerPoint
* Complete Discussion Question
* Complete Chapter Reflection

**Week 14**

 **Chapter 13: Assessing Student Learning**

**Overview:** Chapter 13 answers the question, “How do you know where you are going and whether you and your students are getting there?” This chapter discusses objectives and assessments, as well as the goals of teaching and ways of determining whether goals are being achieved. Objectives are the learning plan for what students should know and be able to do at the end of a course of study; lessons must be designed to accomplish these objectives. Evaluations are students’ demonstration of the extent to which they have mastered the skills and concepts and met the objectives by the end of the lesson or course of study. This chapter presents strategies and tools that help teachers ensure that the content of their lessons, the instructional objectives, and the assessments of learning are in alignment. The chapter discusses different types of evaluation and their purposes as well as guidelines for constructing and evaluating different types of test items. These include selected-response and constructed-response methods of assessing learning. In addition to written tests, teachers may use authentic assessments in various formats such as portfolios, projects, and performances. These authentic assessments require different types of teacher preparation and typically involve evaluations based on some type of grading rubric. The chapter closes with guidelines for determining grades and descriptions of various methods of assigning grades. The text addresses issues related to missing assignments, combining scores from different evaluations, absolute grading standards, and grading on the curve. With any evaluation process, teachers need to reflect on their teaching and their students’ learning.

**Learner Outcomes:** After completing this chapter, students should be able to:

* Identify well-constructed instructional objectives and explain how they are used effectively.
* Differentiate among types of evaluations based on their purposes.
* Describe how to write fair, effective tests and a variety of types of test items.
* Explain how to evaluate student work using authentic, portfolio, and performance assessment.
* Describe how assessment of student learning influences intentional teaching.

**Chapter 14: Standardized Tests and Accountability**

**Overview:** The term *standardized* describes tests that are uniform in content, administration, and scoring and, therefore, allow for the comparison of results across classrooms, schools, and school districts. Standardized tests are quite different from teacher-made tests in their construction and in the purposes they serve. Chapter 14 discusses types of standardized tests and their uses for selection and placement, diagnosis, accountability, and school improvement. The discussion distinguishes norm-referenced tests from criterion-referenced tests and achievement tests from aptitude tests. The chapter also details information about scores and their interpretations. What are percentile scores? What are grade-equivalent scores? What are stanines and standard deviations? Standardized tests are constructed to ensure validity, reliability, and absence of bias. Chapter 14 explains these terms and their applications to standardized testing. These characteristics of tests are extremely important in light of the ways test results are used to make decisions about students’ performance and to hold educators accountable for student achievement. The text describes connections between laws, Common Core State Standards, test construction, test data, and instructional planning.

**Learner Outcomes:** After completing this chapter, students should be able to:

* Identify different types of standardized tests and their uses.
* Address issues related to standardized testing and in-class testing.
* Discuss how teachers are held accountable for their students’ achievement.
* Describe how knowledge of standardized tests and accountability informs intentional teaching.

**Canvas Assignments:**

* Review PowerPoint for Chapters 13 & 14
* Complete Discussion Question for Chapters 13 & 14
* Complete Chapter Reflection for Chapters 13 & 14

**Week 15**

 **Research Paper is due.**

**Week 16**

 **Test: Chapters 9-14**

**15. SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

**Technology:**

Students will use various forms of technology to support learning, such as using Canvas, Microsoft Word, photography, and PowerPoint presentations, etc.

**Diversity:** Candidates will learn about diversity and diversity issues to support the learning of children and their own learning by:

* Recognizing their personal biases
* Gaining new appreciation and insights toward recognition of the range of human

 differences

* Understanding how biases may influence the relationship an educator may have with

 children, families, and colleagues

**Assignments:**

* **Tests (120 points – 40 points for each test (3 tests); Tests are essay and will be emailed to you.**

**Test 1: Chapters 1-4**

**Test 2: Chapters 5-8**

**Test 3: Chapters 9-14**

* **14 Discussion Forums (70 points)**
	+ - 5 points for each Chapter: You will answer the discussion question assigned in the chapter found on Canvas. Your response to each question should be at a minimum 200 words. You need to respond to one other student's answer. The minimum for your response to another student is 100 words.
* **Chapter Reflections (70 points – 5 points for each of the 14 chapters)**
	+ You will write 200 word reflection of your reading of the assigned chapter. What did the chapter say to you and how will you use the information as an educator of young children?
	+ You must write a 100 word response to another student in the class.
* **Research Paper on a Theory/Theorist (40 points)**
	+ Students will write a 5-page paper not including the title page or reference page on a theorist of their choice picked from the following:
		- Piaget
		- Vygotsky
		- Bronfenbrenner
		- Kohlberg
		- Erikson
* The paper must be written using Microsoft WORD Time New Roman 12pt. font. The paper must be double-spaced with 1-inch margins.

**16. FERPA:\***

Students need to understand that your work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

**17. DISABILITIES:\***

Students with disabilities may contact the Disability Services Office, Central Campus, at 800-628-7722 or 937-393-3431.

**18. OTHER INFORMATION\*\*\*:**

* **Code of Conduct:** SSCC expects that all students will act as responsible adults, however, action may be taken against a student when his or her conduct interferes with the mission of the institution and its additional responsibility to provide a safe environment for others. The Student Code of Conduct contains regulations for dealing with the alleged student violations of the code of conduct in a manner consistent with the requirements of due process. (Student Code of Conduct information may be found in the SSCC catalog.)
* **Academic Honesty:** For this course, academic honesty includes cheating, plagiarism, forgery, and furnishing false information. Plagiarism includes, but is not limited to, submitting work that is not a product of your own, copying word for word someone else's work, as well as unacknowledged paraphrasing of the structure and language of another person's work. All references used in papers must be correctly cited. If a student engages in course-related academic dishonesty, his or her grade on the work in question or in the course may be lowered by the instructor of this course.
* **Classroom Privacy:** Recording of classroom activities or lecture by any electronic means by students requires permission of the instructor of this course.
* **Communication Devices:** Cell phones, beepers, beeping watches, and personal communication devices are not allowed to be used during class time. In addition, all hand-held PDA’s and game devices are not allowed. Small talk and “side-bar” conversations that do not relate to class discussions and course should be left for after class.
* **Specific Management Requirement:** Southern State Community college is committed to providing educational opportunities that promote academic, professional, and personal growth in students. To these ends all members of the college are expected to uphold the highest academic and ethical standards. Academic misconduct cannot be tolerated.

**NAEYC Standards for Early Childhood Professional Preparation addressed in this course:**

1: Promoting Child Development and Learning

 2: Building Family and Community Relationships

 3: Observing, Documenting, and Assessing to Support Young Children and Families

4: Using Developmentally Effective Approaches to Connect with Children and Families

5: Using Content Knowledge to Build Meaningful Curriculum

6: Becoming a Professional

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**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.