

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: PSYC 218
Course Title: Educational Psychology

Year: 2024-2025
Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

An examination of how psychological concepts affect learning and the classroom behavior of students and teachers. Topics such as cognitive development, social and emotional development, individual differences, exceptionality, classroom management, motivation, memory, and constructivism are discussed theoretically and as they are applied in the classroom. This course is appropriate for individuals interested in a career in teaching, as it is a required course in most education major sequences. It also provides valuable background for individuals planning to enter helping professions such as counseling, human service, early childhood education or, more generally, parenting. Prerequisites: PSYC 103; RDNG 116 if required by placement testing; prior completion or concurrent enrollment in ENGL 100; prior completion or concurrent enrollment in EDUC 201 is recommended. 3 Cr. (3 Lec.) Fall and spring semesters.

Course Context/Audience

For Liberal-Arts Social Science majors, Educational Psychology:

- 1) may be used in combination with EDUC 201 to satisfy a pairing in the social sciences
- 2) satisfies one social science elective
- 3) contributes to student development of four program outcomes

Basic Skills/Entry Level Expectations

Writing: WC College level writing skills are required. See course co-requisites or pre-requisites.

Math: M0 Course requires very little or no math.

Reading: R4 Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating that no reading course was required.

Course Goals

1. acquire a solid foundation of knowledge based on theory and research in the field of educational psychology.
2. understand the strengths, weaknesses, and classroom implications of new developments in psychology and education.

3. make the learning of the principles of educational psychology meaningful by relating them to their application within a typical classroom.
4. demonstrate an understanding of this knowledge in class discussions, in an oral presentation, and in written assignments.
5. develop an appreciation for the value of reflection in the teaching/learning process.

Course Objectives/Topics

Objective/Topic	# of Class Hours OR % Course
Orientation to educational psychology	3-6 hours
Understand the role of theory and research in Educational Psychology.	3-6 hours
Creating positive classroom environment and utilization of classroom management strategies.	3-6 hours
Student variability: Learning styles, cultural diversity, gender, intelligence, abilities and challenges. Effective strategies for teaching in a diverse environment.	6-9 hours
Assessing student learning and teacher reflection.	3-6 hours
Learning theories and application: information-processing, social cognitive, constructivist and behavioral	6-9 hours
Considering the development of the student and the impact on learning	3-6 hours
Student motivation and how to motivate students	3-6 hours

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others. 	<p>Various theories of development, learning, motivation, and classroom management will be presented, allowing the student to evaluate and apply each theory within the context of the classroom. The practical advantages and disadvantages of each theory will be presented. Frequent classroom exercises via group work will challenge students to develop their own teaching strategies as it applies to each of the theories and approaches that are taught. Additionally, students will be exposed to different teaching techniques as presented in video and books. The students are asked to assess such techniques. A lecture format will serve as a dominant mode of introducing different topics throughout the course.</p>

SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>Students will be exposed to several developmental theorists who argue that social, emotional, cognitive, and moral development are, in part, shaped by one's environment; be it the family unit or cultural/world influences. In particular, the work of Urie Bronfenbrenner stresses the importance of the interactions between student and his/her social and cultural surroundings. The effects of cultural background on a student's receptiveness for specific types of teaching styles are presented. Information in these areas will be introduced via lecture, classroom discussion, and textbook readings.</p>

Instructional Methods

Class formats will include lecture, large and small group discussion and activities, assigned readings, guest speakers (when possible), written assignments, and exams.

- 1) lecture to provide content knowledge
- 2) discussion
- 3) application of core concepts and theories
- 4) research
- 5) formal and/or informal collaborative work
- 6) videos
- 7) world wide web resources

Methods of Assessment/Evaluation

Method	% Course Grade
Attendance, and/or	0-10
Participation, and/or	0-20
Written Assignments (such as in-class writing, research papers, reaction papers, journals, special projects, on-line discussions, movie evaluation, and written requirements), and/or	10-80
Tests (includes in-class, on-line and take home quizzes and exams), and/or	10-80
Special Projects (includes activities, presentations, poster presentations, virtual simulations, observations, interviews)	0-50

Text(s)

Snowman, J., McCown, R., & Biehler, R. F. (2012). *Psychology Applied to Teaching* (13th ed.). Belmont: Cengage Learning.

Note: Any educational psychology text that is scientific and up to date can be used.

Bibliography

Among Schoolchildren, Kidder, Tracy, Harper Perennial © 1990

Other Learning Resources

Audiovisual

TC3 Media Library maintains the following:

- 1) Abnormal Psychology Mediography
 - 2) Adolescent Psychology Mediography
 - 3) World of Childhood Series
 - 4) The Mind (film series)
 - 5) The World of Abnormal Psychology (series)
 - 6) Seasons of Life (series)
 - 7) Discovering Psychology (series)
- Other appropriate Films on Demand

Electronic

PsycARTICLES
ProQuest
InfoTrac OneFile

Other

NA