

**Instructor: Michael J. Coco**  
**Fall 2012**  
**Lowrey Hall Rm. 307**

**Telephone: 601-209-9502**  
**Email: [coco@mc.edu](mailto:coco@mc.edu)**  
**Office: 305B**

- I. Course Title:** EDU/PSY 304 Educational Psychology 3 semester hours credit.  
**Text:** Santrock, John (2011) Educational Psychology (5<sup>th</sup> ed.) New York: McGraw Hill.
- II. Prerequisites:** Psychology 201 or Education 300 and Sophomore standing.
- III. Course Description:** Educational Psychology is a survey course which places emphasis upon psychological principles underlying the process of learning. It introduces students to broad, substantive areas related to learning and teaching.
- IV. Rationale:** The rationale for this course is to provide an opportunity for students to acquire a solid foundation of knowledge based upon theory and research in the field of educational psychology so that they might be able to apply this knowledge to an educational system should they choose to become a teacher. If they choose to continue to study in the field of psychology they would have the beginning of a knowledge base in the field of educational psychology.
- V. Learning Objectives and Outcomes:** This course is designed to enable students to:
1. Explain how the study of psychology applies to teaching.
  2. Identify selected stage theories of human development.
  3. Identify age-level characteristics of pupils.
  4. Recognize and explain cultural diversity and the concepts of multicultural education.
  5. Explain how to assess and cope with student variability.
  6. Describe ways to state and use objectives.
  7. Interpret implications of behavioral, social and cognitive learning theories in the classroom.
  8. Discuss the nature of motivation.
  9. Explain assessment of classroom learning.
  10. Prescribe effective classroom management procedures.
- VI. Academic Integrity:** It is expected that a student attending Mississippi College will be scrupulously honest. Therefore, plagiarism and cheating will be dealt with in accordance with the policies of the university. These policies are state in the current graduate and undergraduate bulletins.
- VII. Course Topics:** The course topics to be considered are:
- A. Educational Psychology: A Tool for Effective Teaching**
1. Exploring Educational Psychology
  2. Effective Teaching
  3. Research in Educational Psychology
- B. Cognitive and Language Development**
1. Overview of Child Development
  2. Cognitive Development
  3. Language Development
- C. Social Contexts and Socioemotional Development**
1. Contemporary Theories

2. Social Contexts of Development
3. Socioemotional Development

#### **D. Individual Variations**

1. Intelligence
2. Learning and Thinking Styles
3. Personality and Temperament

#### **E. Sociocultural Diversity**

1. Culture and Ethnicity
2. Multicultural Education
3. Gender

#### **F. Learners Who Are Exceptional**

1. Children with Disabilities
2. Educational Issues Involving Children with Disabilities
3. Children Who Are Gifted

#### **G. Behavioral and Social Cognitive Approaches**

1. What is Learning?
2. Behavioral Approaches to Learning
3. Applied Behavior Analysis in Education
4. Social Cognitive Approaches to Learning

#### **H. The Information-Processing Approach**

1. The Nature of the Information-Processing Approach
2. Attention
3. Memory
4. Expertise
5. Metacognition

#### **I. Complex Cognitive Processes**

1. Conceptual Understanding
2. Thinking
3. Problem Solving

#### **J. Social Constructivist Approaches**

1. Social Constructivist Approaches to Teaching
2. Teachers and Peers as Joint Contributors to Students' Learning
3. Structuring Small-Group Work
4. Social Constructivist Programs

#### **K. Learning and Cognition in the Content Areas**

1. Expert Knowledge and Pedagogical Content Knowledge
2. Reading
3. Writing
3. Mathematics
5. Science
6. Social Studies

#### **L. Planning, Instruction, and Technology**

1. Planning
2. Teacher-Centered Lesson Planning and Instruction
3. Learner-Centered Lesson Planning and Instruction

4. Technology and Education

**M. Motivation, Teaching, and Learning**

1. Exploring Motivation
2. Achievement Process
3. Motivation, Relationships, and Sociocultural Contexts
4. Exploring Achievement Difficulties

**N. Managing the Classroom**

1. Why Classrooms Need to be Managed Effectively
2. Designing the Physical Environment of the Classroom
3. Creating a Positive Environment for Learning
4. Being a Good Communicator
5. Dealing with Problem Behaviors

**O. Standardized Tests and Teaching**

1. The Nature of Standardized Tests
2. Aptitude and Achievement Tests
3. The Teacher's Roles
4. Issues in Standardized Tests

**P. Classroom Assessment and Grading**

1. The Classroom as an Assessment Context
2. Traditional Tests
3. Alternative Tests
4. Grading and Reporting Performance

**VIII Instructional Method**

Interactive lecturing, discussion, demonstrations, role-playing, cooperative groups, field observations, technology, reflections, research, case study analysis, professional articles, textbooks, movies, movie clips, self-evaluation, and tests will be used in this class.

**IX Assignments**

<b>A. Summaries</b>	<b>10%</b>
<b>B. Reflections</b>	<b>10%</b>
<b>C. Research Paper</b>	<b>10%</b>
<b>D. Interview</b>	<b>10%</b>
<b>E. Attendance</b>	<b>5%</b>
<b>F. Participation</b>	<b>10%</b>
<b>G. Video Critiques</b>	<b>10%</b>
<b>H. Movie Critiques</b>	<b>10%</b>
<b>J. Exam</b>	<b>25% points</b>

**TOTAL 100%**

**X. Evaluation**

**Grading Scale:**

<b>90-100</b>	<b>A</b>	<b>60-69</b>	<b>D</b>
<b>80-89</b>	<b>B</b>	<b>Below 60</b>	<b>F</b>
<b>70-79</b>	<b>C</b>		

#### **XI. Attendance and Participation:**

In the Mississippi College Catalog, “ Class attendance is an essential part of university education, and students are expected to attend regularly and punctually all classes and laboratories for which they are registered. Cumulative absences may result in a lowered grade or loss of credit for the course. Tardiness is also subject to penalty. Although some specific requirements may vary according to the nature and structure of the course, class attendance is required and accurate records are kept.”

The student will receive points for attendance.

If you arrive late for class, please let the instructor know (at the end of the class) so the absence can be changed to a tardy. If you are late 2 times, it counts as 1 absence. (Same if you leave class early twice).

**XII. Class Buddy:** It is strongly recommended that you exchange contact information with one or more students in class to assure that you have the information necessary to be successful. You may reach the instructor by cell 601.209.9502 or email [coco@mc.edu](mailto:coco@mc.edu).

**XIII. Student Responsibility:** Students are responsible for reading the textbook and supplemental materials assigned PRIOR to class. Each class period will have activities that require you to be prepared to discuss and participate in related activities. A class summary is to be turned in at the beginning of each class period reflecting the important issues outlined and discussed in the textbook.. At the textbook website, you will find sample tests, additional readings and flashcards that will help you determine your understanding of the concepts of each chapter. At the website, you must submit which chapter you are reading. Final examination will include materials from class discussion, textbook and website. The chapter quizzes will be of particular help as you study for the final. Students are also expected to be aware of due dates for assignments and assure that their assignment is turned in via email or had copy on or before the date designated. Any reason for submission of activities must be presented to the instructor in advance. The instructor will use his judgment to conclude whether the excuse is acceptable. Any special circumstances should be discussed with instructor prior to due dates.

#### **XIV. Additional Course Information:**

**Late Assignments:** All assignments must be submitted as scheduled.

Assignments submitted late will result in lowering of points/grades.

The only assignment that may not be made up is the class Reflection.

**All Assignments:** (1) All Assignments must be stated in Standard English, with proper punctuation and correct spellings. Please type in the top right hand corner of the assignment your name and date. In the center of the paper, place the title. (2) Assignments must be typed, stapled in the left corner, 1-inch margins and double-spaced (**use a Times Roman 12 FONT size**). (3) All assignments must adhere to the 6<sup>th</sup> edition of the APA manual for writing style.

#### **Other Pertinent Information:**

- ***Cell Phones:*** Limit conversations to emergencies-take calls

outside of class for a brief time. **NO TEXTING**

- ***Student Laptops:*** Welcome, but must be used for taking notes/assignments for this class.
- ***Absences:*** Attendance is required as per Mississippi College attendance policy. If any student missing one-fourth of the semester classes, will automatically earn the grade of **F**.
- ***Children:*** A college classroom is not the best environment for young children. Therefore, it is necessary that students make arrangements for childcare.

### **Essential Questions**

1. How do I prepare and continue to grow as a professional educator? (INTASC 9,10)
2. Is teaching an art or a science? How does research enhance the work of educators? (INTASC 1)
3. What is my responsibility as an educator to respond to the changing demographics of my classroom? How are the students different? How are they the same? (INTASC 2, 3, 6, 7c)
4. What do we know about learning? Do all people learn the same way? How does age, sex and culture affect learning? What do you do when students are not learning? (INTASC 2, 3, 4, 5)
5. How are teaching and learning related? How does a teacher teach a group of diverse students? What can I do when students do not want to learn? What will be my approach to instruction? What style of teaching do I want to have? (INTASC 4, 5, 6)
6. How can a teacher create a positive learning environment that will encourage students to do their best? (INTASC 5, 6, 10)
7. How do you assess and evaluate learning and students? How does assessment and evaluate affect students? (INTASC 8)

