

EDUC 1108 – Educational Psychology & Human Development Summer Syllabus

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Required Texts:

Seifert, K., & Sutton, R. (2009). Educational Psychology. (2nd ed.) - Moodle open resource
Esquith, R. (2007). Teach Like Your Hair Is On Fire.
Ladson-Billings, G. (). The Dream Keepers.

Course Description:

Study of research relevant to the learner in the classroom with emphasis on factors that influence learning. Topics include the teacher's role in motivation, emotional development of learners, analysis of the teaching-learning situation including the dynamics of interaction, classroom management, guidance, and instruction preK-12. Students will construct an accurate understanding of the principles of educational psychology by understanding the nature of learning, by relating the principles to their own prior knowledge and behavior to the learning and behavior of adolescents. Review of growth and developmental patterns along stages of development.

Objectives: Students will be able to:

1. Understand, and apply research knowledge to teaching, the physical, social, emotional, speech and language, and intellectual development of children and the ability to use this understanding in guiding learning experiences and relating meaningfully to students. *(CAEP 1.1, InTASC 1 d,e,f,g)*
2. Identify and explain classroom and behavior management techniques, classroom community building, and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment. *(CAEP 1.1, InTASC 3 I,j,k,l,m)*
3. Identify and explain effective diverse classroom approaches based upon behavioral, cognitive, affective, social and ecological theory and practice. *(CAEP 1.1, InTASC 2 g,h,I,j,k)*
4. Explore ways children and adolescents learn and think. *(CAEP 1.1, InTASC 3 i)*

5. Demonstrate how development has innumerable implications for classroom instruction. *(CAEP 1.1, InTASC 3 j, k, m, 7 i)*
6. Summarize the role of education by focusing on knowledge of teaching, the cognitive development of students, the purpose of school, and the teacher's role. *(CAEP 1.1, InTASC 7 i)*
7. Write analytically and thoughtfully in responding, summarizing, or synthesizing information.
8. Apply knowledge of National and Virginia Standards of Learning (SOL) to classroom instruction. *(CAEP 1.4, InTASC 6 j,n,p)*
9. Express an understanding of the role of education by focusing on knowledge of teaching, the cognitive development of students, the purpose of school, and the teacher's role

Take 2 Syllabi Boilerplate:

Randolph College adheres to accreditation guidelines stating that standard four-credit lecture courses, meeting in-class for 300 minutes per week for seven weeks, require an additional 100 minutes per week of out-of-class work for students.

Title IX:

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Randolph's campus with the College's Title IX Coordinator, Tamara Kosic. I do this to make sure that you are able to get all the information and support you may need.

The Health Center and Counseling Center staff are not mandated reporters. As such they are not required to share information about sexual misconduct with the College and will keep your information private and confidential.

Accommodations:

Randolph College is committed to providing learning experiences that are accessible for all students, and will make reasonable accommodations for individuals with documented

disabilities. If you have a learning difference or a disability — mental health, medical, or physical impairment — please contact Diane Roy, Coordinator of Access Services, in the Academic Services Center, 4th floor, Lipscomb Library; 947-8132; droy@randolphcollege.edu.

Academic Services:

Academic assistance via peer tutoring and one-on-one consultations with the Director of the ASC and Writing Program is available for free to all students enrolled at Randolph College. Students can easily register for these services at randolph.mywconline.com. From there, instructions and appointments are available for writing, academic strategies, and subject tutoring. All students are also automatically enrolled in a supplemental Moodle page that houses a myriad of academic strategies for online and in-person instruction. Please contact Grant Kittrell at gkittrell@randolphcollege.edu or 434-947-8827 for more information.

Student Papers: All individual written work is to be the original work of the student submitting the paper (any ideas or quotes taken from a resource are to be formally cited within the paper using **APA format**). Referencing should follow APA (2010) Go to Owl of Purdue <https://owl.english.purdue.edu/owl/resource/560/01/> for additional

guidance with examples. Students may proof read or edit the written work of another student in the course or have papers reviewed by a Writing Lab tutor.

Plagiarism:

Plagiarism, an act that violates the College's Honor Code, is using the words or ideas of another person without properly acknowledging the source. Ignorance of the conventions of documentation is not a defense for plagiarism. The Student Handbook (www.randolphcollege.edu/studenthandbook) provides examples of ways to avoid it. You can educate yourself even more by speaking about the topic with faculty and Writing Lab tutors.

Honor Code and the Honor Pledge:

The Student Handbook (www.randolphcollege.edu/studenthandbook) describes the Honor Code and the Honor System. If you have questions about how the Honor Code pertains to this class, it is your responsibility to ask them.

Randolph students take the following pledge: "I pledge absolute honesty in my academic work and in all personal relationships at Randolph College. I will maintain the integrity of my word and I will respect the rights of others. Realizing that these standards are an integral part of life at Randolph College, I assume my obligation to uphold this honor pledge. If at any time I fail to live up to my obligations of this pledge, I will report myself to the Chair of the Judiciary Committee. I will also ask others to report themselves for any infraction of this pledge."

Free Pantry:

Food insecurity is a growing problem in our country. Statistics tell us that 1 in 8 Americans, about 40 million people, are food insecure. Randolph College has a campus food pantry, available to students, faculty, and staff who need assistance. Located in Moore Hall 107, the pantry provides non-perishable items and resources on how to secure perishable items through Parkview Community Missions, who is partnering with us to supply food for our campus pantry. When you visit the pantry, select what you need and document selected items in the food log on the back table. The information you log is anonymous; it is used to inventory and restocking purposes only. For more information regarding the Food Pantry, please contact the Dean of Students Office at deanofstudents@randolphcollege.edu.

Equity and Belonging Community Commitment Statement:

Since its founding in 1891, Randolph College challenged conventions and educated women, a sharp departure from the common social practice of the time to only offer education to men. Today, we stand at another crossroads of reckoning - race, class, ethnicity, religion, disability, sexuality, and gender are identities that are testing the ethical underpinnings of higher education institutions. As a liberal arts institution firmly rooted in a tradition of a life more abundant and in the value of education as freedom for all, we are positioned to heed the current call of righting historic silences and the continuous work of equity management in our operations, academic programs, and support services. We are charged to serve the community around us, enhance the community within our walls, and build a community poised for our future. We are committed to each of our students and the safety within this community. Therefore, we will respect and honor each person while finding opportunities to support, encourage and celebrate. Our community stands against any form of discrimination based on race, sex, gender, age, disability, ethnicity or religious belief or any act that demeans another. In order to uphold this statement, we have implemented a bias reporting system available to anyone on our campus.

https://cm.maxient.com/reportingform.php?RandolphCollege&layout_id=7

Applying the Honor System: This course is designed to give participants a general understanding of the concepts of learning and how educators apply these concepts when developing appropriate educational plans. In an attempt to provide you with opportunities to build collegial relationships, collaboration and student interaction is encouraged.

Attendance and classroom etiquette: Students are expected to keep up with the weekly work and be active for each week of instruction. Attendance is monitored by assignment submissions during the week.

Course Requirements: Homework & participation (10%) Quizzes (20%) Midterm Exam (35%) Final Exam (35%) All papers/assignments are due on the date assigned.	A 93-100% A- 90-92.9% B+ 87-89.9% B 83-86.9% B- 80-82.9% C+ 77-79.9% C 73-76.9% C- 70-72.9% D+ 67-69.9% D 63-66.9% D- 60-62.9% F 0-59.9%
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All assignments are due on the date assigned. A late penalty of 10 points (equivalent to one letter grade) per day applies for all late assignments. Assignments will NOT be taken for credit after 2 days passed the due date. Quizzes, midterm, & final exams are taken on the date posted in the assignment schedule posted in Moodle.

Week	Topic
1	History of Education & Cognitive Perspective
2	Behavioral Development
3	Cognitive Development
4	Motivation
5	Individual Differences & Testing
6	Teaching Pedagogy & Culturally Relevant Teaching