



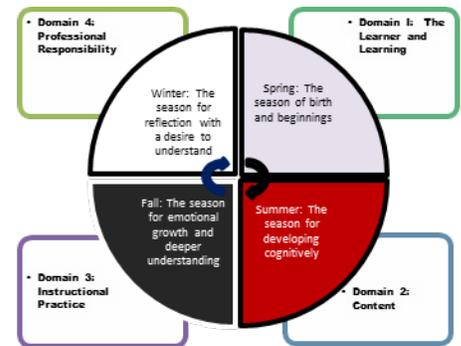
# STONE CHILD COLLEGE

## COURSE SYLLABUS

**SEMESTER: FALL, 2017**

**COURSE INFORMATION:**

- a. Course number: EDU 225
- b. Course title: **INTRO TO EDUCATIONAL PSYCHOLOGY**
- c. Prerequisite: NONE - but Intro to Psychology is suggested
- d. Credits: THREE (3)



**REQUIRED MATERIALS:**

- a. Text: ESSENTIALS OF EDUCATIONAL PSYCHOLOGY: Big Ideas to Guide Effective Teaching, Ormrod, 4th edition, Pearson Prentice Hall Publishing, 2015.

**COURSE DESCRIPTION:**

This course is designed as a study of both the teaching and learning processes. Teaching strategies, which place emphasis on planning effective instruction, classroom management, and appropriate grade-specific educational assessment will be discussed. Learning philosophies will include behavioral, information processing, and constructivist views. Classroom discussion will also focus on how learning is influenced by cognitive, personal, social and moral development.

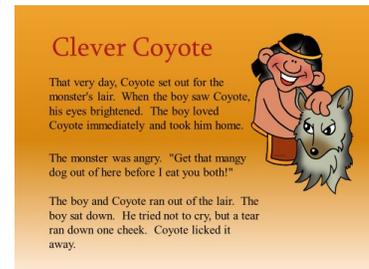
**COURSE OBJECTIVES:**

Student will be able to:

- a. Use research, psychological theories, and assessments in making classroom decisions.
- b. Identify how children develop: cognitive and linguistic development, self, social skill, and morality, group differences, individual differences and special education needs.
- c. Understand how children learn and can be motivated: including learning and cognitive processes, knowledge construction, higher-level thinking, behaviorists views on learning, social cognitive views on learning and cognitive factors in motivation.
- d. Describe classroom instructional strategies for creating a productive learning environment.

**COURSE REQUIREMENTS:**

- |    |  |  |
|----|--|--|
| a. | 10 chapter quizzes @ 20 points each  | 200 points   |
| b. | 10 assignments<br>ex. lesson plan incorporating Chippewa Cree Language, history, and culture           | 100 points   |
| c. | Practice What You Have Learned – 10@10 pts. or Practice for Your Licensure Exam                        | 100 points   |
| e. | Theory flyer in digital format giving main points of theory and picture of theorist.<br>Add to e-folio | 50 points  |
| e. | Reflective Essay – Domain 4: InTASC Principle 9 - Professional Learning and Ethical Practice           | <u>100 points</u> *Required for Reflective Growth Plan |
- 550 points possible



Points may be deducted from late work.

**GRADING SYSTEM:**

A = 90-100%  
 B=80-89%  
 C=70-79%  
 D=60-69%  
 F=below 60%

**ATTENDANCE POLICY:**

Attendance is mandatory! All missed work must be made up within one week of the absence. 5 pts. may be deducted per absence after the 3<sup>rd</sup> absence.

**PEPP STANDARDS AND InTASC PRINCIPLES SUPPORTED IN THIS COURSE**

10.58. 501 (i) Candidates will be able to engage in ongoing professional learning and use evidence to continually evaluate candidate's practice, particularly the effects of candidate's choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner;

InTASC Principle 9: Professional Learning and Ethical Practice: The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**RUBRIC FOR REFLECTIVE ESSAYS: InTASC PRINCIPLE 9**

The essential elements assessed in the Reflective Essay are: 1) The writing of the essay must be clear and articulate and reflect the 6 traits of writing (Ideas—the main message; Organization—the internal structure of the piece; Voice—the personal tone and flavor of the author's message; Word Choice—the vocabulary a writer chooses to convey meaning; Sentence Fluency—the rhythm and flow of the language; Conventions—the mechanical correctness; 2) the essay must include an explanation of how the Principle applies to the candidate's teaching and student learning; 3) the essay must describe examples of evidence related to the candidate's experiences and artifacts or evidence being submitted; 4) the essay must include a summary statement on the candidate's goals for continued growth and the candidate's continued commitment to implementing the principle in future work.

**Stone Child College's Education Department  
Reflective Essay Rubric**

**Domain:** \_\_\_\_\_ **InTASC Principle:** \_\_\_\_\_

**Candidate:** \_\_\_\_\_

**Reviewed by:** \_\_\_\_\_ **/Date/s:** \_\_\_\_\_

<b>Essential Elements for the Reflective Essay</b>	<b>0 Unacceptable</b>	<b>1 Developing</b>	<b>2 Proficient</b>	<b>3 Exemplary</b>
<p><b>In a thoughtful, articulate, and clearly written essay:</b>  <b>(1) Explain how the principle is relevant or meaningful to your teaching and student learning;</b>  <b>(2) Describe ways you have implemented the principle or examples of evidence that support your strengths;</b>  <b>(3) Summarize your commitment to the principle and highlight your goals related to the principle.</b></p>	<p>Unacceptable (0) is defined to be a level of work lacking clear demonstration of more than one essential elements being assessed.</p>	<p>Developing (1) is defined to be a level of work that indicates all essential elements have been demonstrated, but one of those critical elements are underdeveloped to the degree it would be prudent for the candidate to receive additional preparation in the underdeveloped area.</p>	<p>Proficient (2) is defined to be a level of performance that indicates all assessed elements have been developed to the degree that it is reasonable to conclude the candidate has succeeded in meeting the stated expectations of the assessment.</p>	<p>Exemplary (3) is defined to be a proficient candidate who has developed beyond expectations in 50% or more of the essential elements being assessed.</p>

**Score:** \_\_\_\_\_ **Comments and suggestions:**

TOPICAL COURSE OUTLINE  
EDU 225 - EDUCATIONAL PSYCHOLOGY  
Fall, 2017

INSTRUCTOR: Kadene Drummer 265-8476  
email address: [kadenedrummer@yahoo.com](mailto:kadenedrummer@yahoo.com) or [kdrummer@stonechild.edu](mailto:kdrummer@stonechild.edu)

OFFICE HOURS: Posted next to office door or by appt.

OFFICE PHONE: 395-4313

<b>Week 1</b>	<b>Chapter 1 Introduction to Educational Psychology</b>
<b>Week 2</b>	<b>Chapter 2 Learning, Cognition, and Memory</b>
<b>Week 3</b>	<b>Chapter 3 Learning in Context</b>
<b>Week 4 &amp; 5</b>	<b>Chapter 4 Complex Cognitive Processes</b>
<b>Week 6 &amp; 7</b>	<b>Chapter 5 Cognitive Development</b>
<b>Week 8</b>	<b>Chapter 6 - Motivation and Affect</b>
<b>Week 9</b>	<b>Chapter 7 Personal, Social, and Moral Development</b>
<b>Week 10</b>	<b>Theory Flyer</b>
<b>Week 11</b>	<b>Chapter 8 Instructional Strategies</b>
<b>Week 12</b>	<b>Chapter 9 Strategies for Creating an Effective Classroom Environment</b>
<b>Week 13</b>	<b>Reflective Essay</b>
<b>Week 14</b>	<b>Chapter 10 Assessment Strategies</b>
<b>Week 15</b>	<b>Wrap-up: Practice What You Learned (10), Assignments, Chapter Quizzes, Theory Flyer, Reflective Essay</b>