

Bergen Community College  
Division of Business, Social Sciences & Public Services  
Department of Social Sciences

**Departmental Policy Syllabus**

**PSY-103 Educational Psychology**

Date of Most Recent Syllabus Revision: March 5, 2009

Course Typically Offered: Fall\_\_\_\_ Spring\_\_\_\_ Summer\_\_\_\_ Every Semester\_\_x\_\_

Other\_\_\_\_\_

Syllabus last reviewed by: BCC General Education Committee \_\_\_\_\_

Date:\_\_\_\_\_

(Most courses need review Ad Hoc Committee on Learning Assessment \_\_\_\_\_

Date:\_\_\_\_\_

by only one of the following) Curriculum Committee: \_\_\_\_\_

Date:\_\_\_\_\_

**An individual classroom syllabus for this course must include as much of the following information as is applicable:**

**Basic Information about Course and Instructor**

Semester and Year: Course and Section Number: [e.g., PSY-103] Meeting Times and Locations:  Instructor: Office Location: Phone: Departmental Secretary: [optional] Office Hours: Email Address:
--

**Course Description**

<p><b>PSY 103 Educational Psychology</b> introduces the student to psychology as applied to the teaching-learning process. Topics of discussion include the varieties of human learning, the physical, social, and cognitive development of the learner, the teacher's use of the environment to influence learning, the teacher's role in education, and educational self-direction.</p> <p>3 lectures, 3 credits Prerequisites: None C-requisites: None General Education Course – No</p>
---

## Student Learning Objectives/Means of Assessment

<b>Objectives:</b> Upon successful completion, the student will be able to:	<b>Means of Assessment:</b> This outcome will be measured by one or more of the following:
1. explain the natures of cognitive and moral development.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
2. explain the nature of internal mental processes, including memory and problem-solving.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
3. explain individual and group differences as they relate to learning and intelligence, including socio-cultural dynamics of learning and intelligence.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
4. distinguish between various assessment techniques, such as objective vs. performance tests, used to track individual differences in learning and intelligence.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
5. explain the cognitive-behavioral dynamics of learning.	Objective tests, essay questions, oral reports, class discussions, and writing assignments

## Course Content

<p>The course should cover the following subjects:</p>
<p>I. Educational Psychology: A Tool for Teachers</p> <ul style="list-style-type: none"> <li>A. What makes a good teacher?</li> <li>B. Educational Psychology: A Problem-Solving Approach</li> <li>C. Research Methods in Educational Psychology <ul style="list-style-type: none"> <li>1. Teachers on Teaching: Learning to Teach</li> </ul> </li> <li>D. Why Teaching is the Hardest Job in the World</li> </ul>
<p>II. Theories of Development</p> <ul style="list-style-type: none"> <li>A. Aspects of Development</li> <li>B. Piaget's Theory of Cognitive Development <ul style="list-style-type: none"> <li>1. Focus on: Developmentally Appropriate Preschool Programs</li> </ul> </li> <li>C. Erikson's Theory of Personal and Social Development</li> <li>D. Moral Reasoning</li> </ul>
<p>III. Development During Childhood and Adolescence</p> <ul style="list-style-type: none"> <li>A. Development During Early Childhood <ul style="list-style-type: none"> <li>1. Theory Into Practice: Teaching Preschoolers and Kindergarteners</li> </ul> </li> <li>B. Development During Middle Childhood <ul style="list-style-type: none"> <li>1. Teachers on Teaching: Child Development</li> </ul> </li> <li>C. Development During Adolescence</li> </ul>

- IV. Behavioral Theories of Learning
  - A. What is Learning?
  - B. Theories of Learning
  - C. Evaluation of Behavioral Learning Theories
  - D. Principles of Behavioral Learning Theories
    - 1. Theory Into Practice: Classroom Uses of Reinforcement
    - 2. Teachers on Teaching: Applying Behavioral Learning Theories
    - 3. Teachers on Teaching: Reinforcement Schedules
    - 4. Focus On: Reinforcers and Punishers
  
- IV. Behavioral Theories of Learning (continued)
  - E. Social Learning Theory
  - F. Applications of Behavioral Learning Theories
  - G. Strengths and Limitations of behavioral Learning Theories
  
- V. Information Processing and Memory
  - A. Information Processing
    - 1. Focus On: "Flashbulb Memories"
    - 2. Theory Into Practice: Reducing Retroactive Inhibition
  - B. Memory Strategies
    - 1. Theory Into Practice: Paired Associate Learning Strategies
    - 2. Theory Into Practice: Serial and Free-Recall Learning Strategies
  
- VI. Meaningful Learning: The Cognitive Perspective
  - A. Making Information Meaningful
  - B. Helping Students Understand
    - 1. Teachers on Teaching: Helping Students Learn
  - C. Study Strategies
    - 1. Theory Into Practice: Study Strategies
  - D. Concept Learning
  - E. Transfer Learning
    - 1. Focus On: Schools and Businesses
  - F. Problem Solving
    - 1. Teachers on Teaching: Problem Solving and Creativity
  - G. Cognitive Models of Instruction
  
- VII. Organizing For Instruction
  - A. Instructional Objectives
    - 1. Focus On: Organizing For Instruction
  - B. Taxonomies Of Instruction
    - 1. Teachers on Teaching : Instructional Objectives
    - 2. Theory Into Practice: Planning Courses, Units, and Lessons
  - C. Arranging the Classroom for Effectiveness
  
- VIII. Effective Instruction
  - A. Models of Effective Instruction
    - 1. Focus On: Newscasts and Commercials in the Classroom
  - B. The Lesson
  - C. Lessons: Step-By-Step
    - 1. Teachers on Teaching: Lessons and Homework
  - D. Direct Instruction
    - 1. Theory Into Practice: Direct Instruction Methods
  - E. Discussions
    - 1. Teachers on Teaching: Class Discussion
  - F. Humanistic Education

- IX. Accommodating Student Differences
  - A. The Problem of Students Differences
  - B. Grouping Students by Ability
    - 1. Teachers on Teaching: Ability By Grouping
  - C. Effective Use of Reading Groups
  - D. Mastery Learning
    - 1. Focus On: Making Low Achievers Repeat a Grade
    - 2. Theory Into Practice: Mastery Learning
  - E. Individualized Instruction
  
- X. Motivation
  - A. Meaning and Importance of Motivation
  - B. Theories of Motivation
    - 1. Focus On: Encouraging Minority Students to Attend College
  - C. Incentives for Learning
    - 1. Teachers on Teaching: Motivation
    - 2. Theory into Practice: Individual Learning Expectations
    - 3. Theory into Practice: Student Teams - Achievement Divisions
  - D. Rewarding Effort and Improvement
  
- XI. Classroom Management
  - A. Time and Learning
    - 1. Teachers on Teaching: Problems of Classroom Management
    - 2. Theory into Practice: Management Concerns Over the School Years
  - B. Discipline
  - C. Applied Behavioral Analysis
    - 1. Teachers on Teaching: Management at Different Grade Levels
  
- XI. Classroom Management (continued)
  - D. Applied Behavioral Analysis and Classroom Management
    - 1. Theory into Practice: Daily Report Cards
    - 2. Theory into Practice: Group Contingency Program
  - E. Serious Behavior Problems and Delinquency
  
- XII. Exceptional Students
  - A. Who is an "Exceptional Student"?
  - B. Types of Exceptional Students
    - 1. Teachers on Teaching: Teaching Gifted Children
  - C. Special Education
    - 1. Theory into Practice: Preparing IEPS
  - D. Mainstreaming
  
- XIII. Social Class, Ethnicity, and Gender
  - A. The Impact of Cultural Diversity
  - B. Social Class
    - 1. Teachers on Teaching: Teaching in the Integrated Classrooms
  - C. Ethnicity and Race
    - 1. Theory into Practice: Teaching in Desegregated Schools
  - D. Language Minorities
  
- XIV. Student Evaluation: Tests and Grades
  - A. Student Evaluation
  - B. Why Do We Evaluate?
  - C. Evaluation Strategies
  - D. Achievement Tests
    - 1. Teachers on Teaching: Tests and Their Uses

- 2. Theory into Practice: Writing Test Items
- E. Grading and Evaluating

- XV. Testing and Implementing Standardized Tests
  - A. What are Standardized Tests?
  - B. Uses of Standardized Tests
  - C. Types of Standardized Tests
  - D. Interpreting Standardized Tests
    - 1. Focus On: Standardized Test Scores
    - 2. Theory into Practice: Interpreting Standardized Tests
  - E. Selecting Standardized Tests

**Special Features of the Course** (if any) [to be designated by the instructor]

E.g., the use of learning technologies in the course (Internet, PowerPoint, etc.); the inclusion of technological literacy and/or information literacy learning in the course; etc.

**Course Texts and/or Other Study Materials**

Suggested Textbooks: Woolfolk, A. [Educational Psychology](#)

Valuable Texts for Reference:

Anderson, H. [Cognitive Psychology and Its Implications](#).  
Archibald, D and Newman, F. [Beyond Standardized Testing](#).  
Bandura, A. [Social Learning Theory](#).  
Berk, R.A. [Performance Assessment](#).  
Bloom, B.S. et al. [Taxonomy of Educational Objectives](#).  
Borg, W. [Applying Educational Research](#).  
Chomsky, N. [Language and Mind](#).  
Elkind, D. [The Hurried Child](#).  
Gagne, R. [The Conditions of Learning](#).  
Kohlberg, L. [The Philosophy of Moral Development](#).  
Siegler, R. [Children's Thinking](#).  
Skinner, B.F. [The Technology of Learning](#).  
Vygotsky, L. [Mind in Society](#).

For additional materials, consult BCC Library and Learning Resources Center.

**Research, Thinking, Writing, and/or Examination Requirement(s)**

Psychology 103 requires students to complete a variety of critical thinking and writing assignments. Students will be encouraged through classroom discussions to think about, analyze and use basic psychological concepts, major theories, and various issues regarding

educational psychology. Memorization of key concepts and theories should be thought of as the first, not the final, stage of learning the course material. Students will be expected to engage in various in-class as well as out-of-class writing assignments. These may include journals, research papers, personal essays, book reviews, examinations containing essay components, and so forth.

### **Grading Policy**

A student's final grade should be based primarily on his/her performance on the assignments and the mastery of the material covered in the course. In determining a student's final grade, a minimum of three assignments are to be employed. They may include multiple choices, definitions and essay type questions examinations, a written term project, and an oral presentation to the class. Class participation may also be part of the final grade. Instructors may have his/her own policy of whether the make up exams can be administered.

### **Attendance Policy**

#### **BCC Attendance Policy:**

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

#### **Attendance Policy in this Course:**

To be determined by the instructor

### **Other College, Divisional, and/or Departmental Policy Statements [optional but recommended]**

#### Examples:

Code of Student Conduct.

Statement on plagiarism and/or academic dishonesty.

ADA statement.

Sexual Harassment statement.

Statement on acceptable use of BCC technology.

Statement on the purpose and value of faculty office hours.

### **Student and Faculty Support Services [optional but recommended]**

List support services, e.g., the Writing Center, the Math Lab, the Tutorial Center, Online Writing Lab (OWL), Office of Specialized Services, etc.

Include a statement on the BCC Library.

Example:

Student and Faculty Support Services

<b>The distance Learning Office-for any problems you may have accessing your online courses</b>	<b>Room C-334</b>	<b>210-612-5581 psimms@bergen.edu</b>
Smartthinking Tutorial Service	On Line at:	<a href="http://www.bergen.edu/library/learning/tutor/smart/index.asp">www.bergen.edu/library/learning/tutor/smart/index.asp</a>
The Tutoring Center	Room L-125	201-447-7908
The Writing Center	Room L-125	201-447-7908
The Online Writing Lab (OWL)	On Line at:	<a href="http://www.bergen.edu/owl">www.bergen.edu/owl</a>
The Office of Specialized Services (for Students with Disabilities)	Room S-131	201-612-5270 <a href="http://www.bergen.edu/oss">www.bergen.edu/oss</a>
The Sidney Silverman Library	Room L-226	201-447-7436

**Include a Course Outline and Calendar**

The Course Outline and Calendar must include all of the following elements;

- A daily or (at least) weekly schedule of topics to be covered.
- Dates for exams, quizzes, or other means of assessment.
- Due dates for major assignments-e.g., due dates for the paper(s), due dates for the project(s) etc.
- Any required special events-e.g., a lecture by a visiting speaker, a dramatic performance etc.
- A note to students stating that the course outline and calendar is tentative and subject to change, depending upon the progress of the class.

**Sample Format for Course Outline and Calendar**

UNIT #	TOPIC	ASSIGNMENT
1 date	What is Educational Psychology?	Read Chapter 1
2 date	Theories of Development	Read Chapter 2
3 date	Childhood and Adolescence	Read Chapter 3

4 date	What is Learning?	Read Chapter 4
5 date FEB 16	Social Learning Theory	Chapter 4 (continued)
6 date	Memory	Read Chapter 5
7 date	Meaningful Learning	Read Chapter 6

8  
date                      Instructional Organization                      Read Chapter 7

9  
date                      Effective Instruction                      Read Chapter 8

10  
date                      Students Differences                      Read Chapter 9

11 date	Motivation	Read Chapter 10
12 date	Classroom Management	Read Chapter 11

13 date	Classroom Management	Chapter 11 (continued)
------------	----------------------	------------------------

15 date	Social Class, Ethnicity, Gender	Read Chapter 13
------------	------------------------------------	-----------------

16 date	Student Evaluation	Read Chapters 14 & 15
------------	--------------------	-----------------------

**Note to Students:** This Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.