Course Name: EDUC 2221 Educational Psychology  
Credit Hours: 3  
Semester Taught: Spring – TERM 2  
Course Date, Time, and Place:

Instructor Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Communication Information:</th>
<th>Office Hours:</th>
</tr>
</thead>
</table>

Required Text:

Required Materials or Readings:

**E-mail Requirement:** All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble, please contact IT at 505-747-2259.

**Attendance:** Attendance is required for all class sessions. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

**Catalog Course Description:**
Introduces you to psychological principles as they apply to teaching and learning. You will examine the relationships between theory, research, and practice in learning, memory, child development, motivation, and educational assessment for the school setting. You will address cognitive, linguistic, affective, and social development, with particular attention to the K-8 learner. Emphasis is on the integration of theory and practice, with numerous classroom applications of psychological theories and principles. (3, 3T+0L).

**Course Objectives:**
1. Students will explore cognitive, behavioral, and humanistic theories influence on the learning process, and principles of classroom use
2. Students will apply psychological principles and theories within actual or simulated educational contexts
3. Students will examine major concepts of child and adolescent development, human learning, and instructional strategies, and management.
4. Students will explore how to identify and analyze the implications of the various developmental and learning theories for models of instruction, decisions about teaching strategies and the selection materials, and the role of the teacher in the learning process.

**NM Teacher Competencies (InTASC), College of Education’s Conceptual Framework, and the NNMC Student Learning Outcomes.**

**New Mexico Entry Level Teacher Competencies (InTASC):**
A. Learner Development:
   A.1 The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. A.2a, A.2.b, A.2.c, A.2.d, A.2.e, A.2.f, A.2.g, A.2.h, A.2.i, A.2.j, A.2k

   B. Learner Differences:
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. B.2a, B.2.b, B.2.c, B.2.d, B.2.e, B.2.f, B.2.g, B.2.h, B.2.i, B.2.j, B.2.k, B.2.l, B.2.m, B.2.n, B.2.o

I. Professional Learning and ethical practice:

I.1 The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. I.2a, I.2.b, I.2.c, I.2.d, I.2.e, I.2.f, I.2.g, I.2.h, I.2.i, I.2.j, I.2.k, I.2.l, I.2.m, I.2.n, I.2.o

**COE’s Conceptual Framework** - The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

Knowledge Principle:
4. Learning: the teacher candidate comprehends the principles of student growth, development and learning, and applies them appropriately.
5. Assessment: the teacher candidate effectively utilizes student assessment techniques and procedures.
6. Professionalism- the teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.
8. Professionalism- the teacher candidate demonstrates a willingness to examine and implement change as appropriate.

Skills-
2. Utilization of Planning and Assessment tools

Dispositions-
3. Ethical Behavior

**NNMC Student Learning Outcomes**
3. Demonstrate commitment to address cultural, social, and ethical responsibilities

<table>
<thead>
<tr>
<th>Assignment/Assessment</th>
<th>Course Objectives</th>
<th>Conceptual Framework</th>
<th>NNMC SLO</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion</td>
<td>Course Objectives 1-4</td>
<td>COE CF- KP 4, 6, 8, D 3, NNMC SL0 3</td>
<td>5 @ 6 =30 pts.</td>
<td></td>
</tr>
<tr>
<td>Reflection Essay</td>
<td>Course Objectives 1-4</td>
<td>COE CF- KP 4, 6, 8, D 3, NNMC SL0 3</td>
<td>1 @ 15 =15 pts.</td>
<td></td>
</tr>
<tr>
<td>Visual model- (i.e., informational brochure) on child or adolescent development</td>
<td>Course Objectives 1, 2</td>
<td>COE CF- KP 4, 6, 8, D 3, NNMC SL0 3</td>
<td>1 @ 15 =15 pts.</td>
<td></td>
</tr>
<tr>
<td>Visual model- (i.e., informational brochure) comparing/contrasting learning theories</td>
<td>Course Objectives 1, 3</td>
<td>COE CF- KP 4, 6, 8, D 3, NNMC SL0 3</td>
<td>1 @ 15 =15 pts.</td>
<td></td>
</tr>
<tr>
<td>Power point presentation of classroom simulation:</td>
<td>Course Objectives 1-4</td>
<td>COE CF- KP 4, 6, 8, D 3, NNMC SL0 3</td>
<td>1 @ 25 =25 pts.</td>
<td></td>
</tr>
<tr>
<td>• Identify student age group</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identify developmental level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Select 1 instructional learning theory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Course Dates, Topics, Assignments:

<table>
<thead>
<tr>
<th>DATE</th>
<th>Course Topic/Readings</th>
<th>Activities</th>
<th>Assessment/ Date</th>
</tr>
</thead>
</table>
| Week 1 | Course objectives- 1 Introduction, Student will explore the Big Picture; i.e. relationships between learning and teaching | PART I: STUDENTS  
1. Learning, Teaching, and Educational Psychology  
2. Cognitive Development  
3. The Self, Social, and Moral Development | #1 Discussion |
| Week 2 | Course objectives- 1 Students will examine the relationships between cognitive, social and moral development | PART II: LEARNING AND MOTIVATION  
4. Learner Differences and Learning Needs  
5. Language Development, Language Diversity, and Immigrant Education  
6. Culture and Diversity | Reflection Essay |
| Week 3 | Course objectives- 1, 2, 3, 4 Students will compare and contrast learner difference | PART III: TEACHING AND ASSESSING  
7. Behavioral Views of Learning  
8. Cognitive Views of Learning  
9. Complex Cognitive Processes | #3 Discussion |
| Week 4 | Course objectives- 1, 2, 3 Students will explore a variety of behavioral and cognitive theories | 10. Constructivism and Designing Learning Environments  
11. Social Cognitive Views of Learning and Motivation  
12. Motivation in Learning and Teaching | #4 Discussion |
| Week 5 | Course objectives- 1, 2, 3, 4 Students will investigate and create a positive learning environment | Visual model- (i.e., informational brochure)  
Key components of a positive learning environment | Final Project- |
| Week 6 | Course objectives- 1, 2, 3, 4 Students will analyze the relationship between a positive learning environment and motivation | PART IV: MANAGEMENT AND ASSESSING  
13. Managing Learning Environments  
14. Teaching Every Student  
15. Classroom Assessment, Grading, and Standardized Testing | #5 Discussion |
| Week 7 | Course objectives- 1, 2, 3, 4 Students will investigate a variety of learning theories and the role of the teacher in the learning process | Power point presentation of classroom simulation:  
• Identify student age group |  |
| Week 8 | Course objectives- 1, 2, 3, 4 | |  |
NORTHERN New Mexico College

<table>
<thead>
<tr>
<th></th>
<th>Identify developmental level</th>
<th>Select 1 instructional learning theory</th>
<th>Apply instructional teaching strategies</th>
<th>Select developmentally appropriate materials</th>
<th>Define and explain the role of the teacher</th>
</tr>
</thead>
</table>

**Grading**

- A+ 4.33 Outstanding
- A 4.00 Outstanding
- A- 3.67 Outstanding
- B+ 3.33 Above Average
- B 3.00 Above Average
- B- 2.67 Above Average
- C+ 2.33 Average, Passing
- C 2.00 Average, Passing
- C- 1.67 Average, Passing
- D+ 1.33 Below Passing
- D 1.00 Below Passing
- D- 0.67 Below Passing
- F 0.00 Not Passing

**Late Work:** Your work is due on the date indicated on the syllabus. Any exceptions are at the discretion of the professor and must be agreed to in advance.

**Students with Disabilities:** Northern New Mexico College recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact Verna Trujillo, Coordinator of Accessibility and Resource Center at 505-7472152 or v.trujillo@nnmc.edu to inquire about appropriate accommodations. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

**NNMC Incomplete Policy:** The grade of ‘I’ is given for course work that could not be completed due to circumstances beyond the student’s control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with your instructor. Once an Incomplete is given, it is the STUDENT’S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the ‘I’ automatically becomes an ‘F’ when the deadline passes.

**Academic Ethics:** Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person’s work as one’s own without proper acknowledgment. Examples include but are limited to 1) submitting as one’s work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author’s ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student’s attention. If the problem is not resolved to the instructor’s satisfaction, the incident will be reported to the Dean for follow-up action.

Students are responsible for referring to the Student Handbook for specific policies and procedures.