EDU 2130-01: EXPLORING LEARNING & TEACHING
Fall 2017, 3.0 Credit Hours

Instructor Information:
Name of instructor: Dr. Mary Hollowell
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Meetings: Monday, Wednesday 12:45-2:00 PM
Course Prerequisites: none
Class Location: G229
Office Hours: Mon & Wed 9- NOON, 2-3 PM  Other times by appointment

Catalog description: Explore key aspects of teaching and learning through examining your own learning processes and those of others, with the goal of applying your knowledge to enhance the learning of all students in a variety of educational settings and contexts.

In this course, we will investigate cognitive & developmental psychology and social issues that impact teachers, learners, schools and communities through sustained effort, hard work, and thoughtful preparation. For some, it will lead to the decision that a career as a teacher is not for them. For others, it will be one of the introductory courses that will result in teacher certification and a promising and enriching career as a teacher. Please note the following expectations:

* **attend every class**
* **be early for class, not late**
  * pay attention during class (do no outside work during class)
  * listen carefully and respectfully to others
  * think critically

Course Goals: Consider
1. How have I myself (i.e., the teacher candidate) learned in school, and how do I learn most effectively?
2. How do student factors (e.g., motivation, family and cultural background, temperament and learning preferences, prior knowledge and experiences) impact student learning in educational settings?
3. How do teaching practices and instructional structures impact student learning in educational settings?
4. How do other factors in the learning environment impact student learning in educational settings?
5. How may I use this knowledge as a future educational professional to inform my professional planning and decision-making so as to maximize learning of all types in all students?
Content & Knowledge Base: This course will include the following core content at ALL USG institutions, but different institutions and instructors may also include additional content at their discretion, to most effectively address the needs of their specific student populations.
I. Major learning theories, including Behaviorism, Information processing, Piagetian and Vygotksian theory
II. Eriksonian theory
III. Motivation theory
IV. Developmental aspects of learning
V. Outside environmental influences on learners, including peers.
VII. Elements of effective educational environments for all learners, including teacher/student and student/student relationships and classroom management.

University Attendance Policy:
Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students’ ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawal or course failure.

Course Attendance Policy: Students are expected to attend all class sessions and be punctual. Make up work will not be allowed for an unexcused absence. Students are expected to make up any class work missed if absent with a legitimate written excuse from a physician or other professional. Excessive absences (20% or more) may result in receiving a WF (Withdraw Failing) grade. During class meetings, students are expected to actively engage in critical discourse. Students are responsible for reading and fully-participating.

Required Texts: Educational Psychology: Theory & Practice, 12th Edition by Robert Slavin and selected readings

Computer Requirement: Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Do not use electronic devices in class unless otherwise directed.

Computer Skill Prerequisites:

- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to send & receive e-mail using Outlook™ (use only your CSU email account to communicate with instructor)
- Able to attach and retrieve attached files via email
- Able to use a Web browser
- Able to use Desire2Learn: You can gain access to D2L, by signing on to the SWAN portal and selecting: "D2L" on the top right side. If you experience any difficulties in Desire2Learn, please email or call The HUB at TheHub@mail.clayton.edu or (678) 466-HELP. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access, and your instructor's name.

Exams
There will be two exams during the progress of the course, approximately halfway through the course and at the conclusion of the course. Questions will be drawn from lecture notes, reading assignments, and classroom activities.

Observations/Reflections in Field
Each student will engage in field observation activities. This is a requirement of the course and is not optional. You will need to be able to make appropriate arrangements, yourselves. Students will be given suggestions for fieldwork and will submit a record describing their experiences.
Course Grading:
Evaluation:

Class attendance & participation  20%
Mid-Term 30%
Final 30%
Observation Field Notebook 10%
Fieldwork presentation 10%

Grading: Based on average of points

90 - 100 points  =  A
80 - 89 points  =  B
70 - 79 points  =  C
60 - 69 points  =  D
Below 60 points  =  F

Course Content Overview:

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<th>WEEKS</th>
<th>CONTENT</th>
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<td>Cognitive Development Theory</td>
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<td>Week II</td>
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<td>Week XV-XVI</td>
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Disruption of the Learning Environment
Behavior which disrupts the teaching-learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of F.

Mid Term Progress

The mid-term grade in this course, reflects approximately 30% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Registrar’s Office.

Academic Integrity:
Academic integrity is of paramount importance at Clayton State University. Students are expected to abide by the Student Code of Conduct. All instances of academic dishonesty will be reported to the Office of Student Life/Judicial Affairs.
Weapons on Campus
Clayton State University is committed to providing a safe environment for our students, faculty, staff, and visitors. Information on laws and policies regulating weapons on campus are available at http://www.clayton.edu/public-safety/Safety-Security/Weapons

Disability Services:
For information about Disability Services contact: The Director of Disability Services, Ms. Tameeka Hunter (Office of Disability Services, University Center) at 678-466-5445.

Professional Standards & Outcomes
The content of this course syllabus correlates to education standards established by national and state education governing agencies, accrediting agencies and learned society/ professional education associations. Please refer to the course correlation matrices located at the following web site: http://www.clayton.edu/teachered/standardsoutcomes

Selected Bibliography


