

Example Syllabus

Psychology of Educators
GEC1000 Section 5656
Time: Monday, Wednesday, and Friday 2nd Period (8:30-9:20)
Location: Weimer Hall 1085
Spring 2015

Instructor John Doe, PhD
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(352) 266-9656
Office Hours: Tuesdays 9-12 Weimer Hall 1045

Teaching Assistants

Please contact through the Canvas website

Jane Smith
Office hours: Wednesday 3-4 Weimer Hall 1045
Sean Brown
Office hours: Friday 1-2 Weimer Hall 1045

Course Description

Psychology of educators is the scientific study of what motivates style of information dissemination. It is a broad sub-discipline that encapsulates assessment techniques, lecture style, public speaking skills, and communication with students. This course has no specific prerequisites and does not fulfill the university writing requirement. Successful techniques in education will be analyzed, as well as the success of the implementation of these techniques.

Course Objectives

This course satisfies the (S) designation for social and behavioral sciences for the general education requirement.

Social and Behavioral Sciences (S)

The social and behavioral sciences provide instruction in the key themes, principles and terminology of a social and behavioral science discipline of your choice. These courses focus on the history, underlying theory and/or methodologies used in that discipline. You will learn to identify, describe and explain social institutions, structures and processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative and/or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions and outcomes. Students will assess and analyze ethical perspectives in individual and societal decisions.

These general education objectives will be accomplished through

1. Evaluation of how individual personality affects teaching style.
2. Critique on how different social institutions foster predictable design of education that is unique to the type of institution. For example, university vs. high school education design.
3. Assessment of how social acceptance of certain education techniques has varied with time.
4. Discussion of the relationship between personal beliefs and methodologies of education.
5. Evaluation of the ethicality of controversial styles of dissemination of information.

Student Learning Outcomes

This course will also assess Student Learning Outcomes which can be defined as

Student Learning Outcomes: Content and Skills

Content: Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline.

Include a course title, instructor's contact information including office location, telephone number, and email address; TA contact information if applicable. Also include office hours for the instructor (and TA if applicable) during which students may meet with the instructor(s)

Include course objectives and/or goals

Include a verbatim statement of the general education objectives for the relevant subject area(s)

Include an explanation of how the general education objectives will be accomplished

Include a verbatim statement of the General Education

Content: Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline.

Communication: Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline.

Critical Thinking: Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Include a verbatim statement of the General Education Student Learning Outcomes (SLOs)

In this course, SLOs will be addressed in the following ways:

Content: Students will acquire a basic knowledge of personality characteristics of educators, institutional differences, disparities, and improvements. Various social and ethical issues pertaining to the educators of various institutions will be discussed.

Communication: Students will be asked to participate in small group discussions at the end of three class periods during the semester with assigned groups. At the end of these class periods, several groups will be asked to present the points supporting their argument on a given subject. Every group will have the chance to present, and normal class discussion will occur during every meeting period.

Critical thinking: Students will be asked to prepare three essay responses to topics pertaining to the psychology of educators. Students will compare and contrast teaching styles, and evaluate institutional differences.

Include an explanation of how the SLOs will be assessed

The Student Learning Outcomes will be assessed through ongoing evaluation. Content will be tested through two of the three essay response papers, three multiple choice quizzes, and a midterm and final assessment. Communication will occur through discussion during class time as well as during presentations of arguments on specified topics at the end of class small group discussions. Participation grades will reflect how well a student communicates during these tasks. Critical thinking should occur during class discussions, but will be formally assessed by one of the three essay response papers. This paper will allow students to pick a personality type, a social context, and a period in time, in which the student must then discuss the most effective educational techniques that should be employed.

Course Schedule

Week 1

Introduction to course

Week 2

Personality in education

- Read chapters x-x in Personality Theories

Week 3

Teaching techniques

- Read chapters x-x in Early Childhood Education Today
- Essay Response 1 due 1/20

Week 4

Social context

- Read chapters x-x in Personality Theories

Week 5

Institutional variation

- Read chapters x-x in Early Childhood Education Today
- Quiz 1 on 2/3

Week 6

Administrative pressures

Include a weekly course schedule (e.g., topics, assigned readings, other assignments, due dates, assessments) that includes sufficient detail for the General Education Committee to determine the appropriateness of the requested general education classification(s).

It is suggested to include critical dates for exams or other work

- Read chapters x-x in Personality Theories

Week 7

Change in style with time

- Read chapters x-x in Early Childhood Education Today
- Essay Response 2 due 2/17

Week 8

Ethical matters

- Midterm exam on 2/24

Week 9

SPRING BREAK

Week 10

Gender in education

- Read chapters x-x in Personality Theories

Week 11

Popular teaching tactics

- Read chapters x-x in Personality Theories
- Quiz 2 on 3/17

Week 12

Ineffective teaching styles

- Read chapters x-x in Early Childhood Education Today
-

Week 13

Charisma in education

- Read chapters x-x in Early Childhood Education Today
- Quiz 3 on 3/31

Week 14

Age of educators

- Read chapters x-x in Personality Theories

Week 15

Variations in subpopulations

- Read chapters x-x in Personality Theories
- Essay response 3 due 4/14

Week 16

REVIEW

Week 17

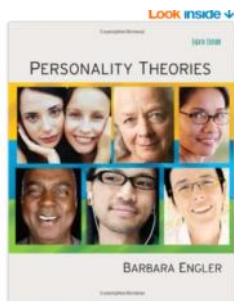
Reading days

- Final Exam 4/30

Required Textbooks

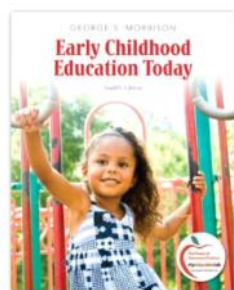
Engle, B. (2008). Personality Theories. Cengage Learning. ISBN-10: 0547148348





Include a list of all required and recommended textbooks

Morrison, G.S. (2011). Early Childhood Education Today. Pearson. ISBN-10: 013703458X



Recommended Materials

Gladwell, M. (2002). The Tipping Point. New York. Back Bay Books. ISBN-10: 9780316346627

Stone, M. (2014). Own Your Education!: A Student's Guide to Greater Success in School (and Life). Pearson. ISBN-10: 0133573176.

Evaluation of Grades

Assignment	Percent of Grade	Point Value
Essay Response Papers(3)	30%	300
Class Participation	10%	100
Quizzes (3)	10%	100
Midterm	25%	250
Final	25%	250
TOTAL	100%	1000

Include the methods by which students will be evaluated and their grade determined

Grading Scale

A	4.0	93-100	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

Note: This grading scale is only an example, and should not dictate the scale or weight chosen for a course.

For more information pertaining to UF grading policies, visit the below site.
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Include information on current UF grading policies for assigning grade points

Readings

Reading assignment due dates are detailed in the course schedule. Students complete these readings before coming

to class.

Quizzes and Essay Responses

The three quizzes in this course will be multiple choice assessments that evaluate the material covered up to that date. The quizzes are not cumulative and are twenty questions each. The three essay responses in this course will pertain to a particular topic that will be given no later than two weeks before the due date. One essay response will require the student to choose their topic given guidelines, while the other two essay responses will require the response to a specified question.

Class Attendance

Class participation comprises ten percent of the final grade, so attendance is highly encouraged. Absences that span several class periods will not affect the final grade of a student if such absences are documented incidents that are in accordance with university approved absences. Examples include illness, serious family emergencies, and special curricular requirements.

Include a statement related to class attendance, make-up exams and other work

Policy on Late Assignments

Late essay response papers will not be accepted. A makeup midterm and final exam will be provided for those with extreme documented circumstances such as a documented medical excuse that would prevent him or her from taking either exam. A cumulative make-up quiz will be provided at the end of the semester for any and all quizzes missed. This score will replace all missing quiz grades. Students should arrange with the instructor for makeup material, and the student will receive one week to prepare for any makeup assignment should circumstances allow.

Requirements for class attendance and make-up exams and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Include a statement related to accommodations for students with disabilities

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Include a statement informing students of the online course evaluation process

Class Demeanor

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

It is suggested to include class demeanor expected by the professor (late to class, cell phones, etc.)

Materials and Supplies Fees

There are no additional fees for this course.

Include materials and supplies fees, if any

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor

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UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

It is suggested to include the university's honesty policy regarding cheating, plagiarism, etc. This is the suggested wording.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

It is suggested to include the contact information for the Counseling and Wellness Center:

This syllabus is not include all material that may be required of a syllabus particular to a certain course. What individual instructors deem important as technical information in their courses and syllabi is a matter of academic freedom and best determined by that instructor. Instructors should add necessary sections integral to course level or discipline. This course and syllabus are fictional in nature.