

Example Syllabus

Psychology of Educators

GEC1000 Section 5656

Time: Monday, Wednesday, and Friday 2nd Period (8:30-9:20)

Location: Weimer Hall 1085

Spring 2014

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 E-Learning 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.

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.

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 professor feedback on essay response papers. 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	Date	Topics Covered	Due Dates
1	1/6-1/10	Introduction to course	
2	1/13-1/17	Personality in education	
3	1/20-1/24	Teaching techniques	Essay Response 1 Due 1/20
4	1/27-1/31	Social Context	
5	2/3-2/7	Institutional variation	Quiz 1 2/3
6	2/10-2/14	Administrative Pressures	
7	2/17-2/21	Change in style with time	Essay Response 2 Due 2/17
8	2/24-2/28	Ethical matters	MIDTERM EXAM 2/24
9	3/3-3/7	SPRING BREAK	
10	3/10-3/14	Gender in education	
11	3/17-3/21	Personality disorders found in educators	Quiz 2 3/17
12	3/24-3/28	Ineffective teaching styles	
13	3/31-4/4	Charisma in education	Quiz 3 3/31
14	4/7-4/11	Age of educators	
15	4/14-4/18	Variation among subpopulations	Essay Response 3 Due 4/7
16	4/21-4/25	Review	
17	4/28-4/2	Reading Days	FINAL EXAM 4/30

Required Textbook

Sullivan, T. J. (2011). *Motivating the Middle: Fighting Apathy in College Student Organizations*. Tuscon: Wheatmark. ISBN-10: 1604946903

Recommended Materials

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

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

Letter Grade	Numerical Grade	GPA Points
A	93-100	4.0
A-	90-92.9	3.67
B+	87-89.9	3.33
B	83-86.9	3.0
B-	80-82.9	2.67
C+	77-79.9	2.33
C	73-76.9	2.0
C-	70-72.9	1.67
D+	67-69.9	1.33
D	63-66.9	1.0
D-	60-62.9	0.67
E	<60	0

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

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.

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>

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 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 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.

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/>.

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.

Materials and Supplies Fees

There are no additional fees for this course.

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 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.

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.

This syllabus is not all inclusive. 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.