



North Central State College

MASTER SYLLABUS

2025-2026

A. Academic Division: Liberal Arts

B. Discipline: Education

C. Course Number and Title: EDUT2150

D. Assistant Dean: Laura D. Irmer

E. Credit Hours:

Lecture: 3

Laboratory: None

F. Prerequisites: PSYC1010

G. Last Course/Curriculum Revision Date: Fall 2023

Origin date: 5/14/2012

H. Textbook(s) Title:

Educational Psychology: Active Learning Edition – Pearson e-text

- Authors: Woolfolk, A. and Usher, E
- Copyright Year: 2024
- Edition: 15th
- ISBN: 9780138124328

I. Workbook(s) and/or Lab Manual: None

J. Course Description: Educational psychology examines theories of development, learning, and motivation, and similarities and differences in learners and learner populations. Effective instructional strategies and assessments techniques are examined.

K. College-Wide Learning Outcomes:

| College-Wide Learning Outcome | Assessments - - How it is met & When it is met |
|--|---|
| Communication – Written | |
| Communication – Speech | |
| Intercultural Knowledge and Competence | |
| Critical Thinking | |
| Information Literacy | Informational Literacy VALUE Rubric Research Paper/Observation |
| Quantitative Literacy | |

L. Course Outcomes and Assessment Methods:

Upon successful completion of this course, the student shall:

| Outcomes | Assessments – How it is met & When it is met |
|---|--|
| 1. Describe the ways in which learners use assets for learning based on their individual learning experiences, abilities, talents, prior learning, social interactions, language, culture, and community values | Class activities – throughout the course. Written assignments – throughout the course. Exams – Middle and End of course. Learning Style- MIT – Beginning of course. |
| 2. Analyze and describe the ways in which students learn. | Class activities – throughout the course. Written assignments – throughout the course. Exams – Middle & End of course. Video Reflections – Middle of course. |
| 3. Describe the relationship between management principles. | Class activities – throughout the course Written assignments – throughout the course. Exams – Middle & End of course. Videos Reflections- End of course. . |
| 4. Analyze assessment data to identify patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners. | Class activities – throughout the course. Written assignments – throughout the course. Exams – Middle and End of course. |
| 5. Identify ways to design individualized learning experiences by applying principles of human development, motivation, and instruction. | Class activities, written assignments, and exams. Teacher Interview – Middle of Course. |

M. Recommended Grading Scale:

| NUMERIC | GRADE | POINTS | DEFINITION |
|---------|-------|--------|---------------|
| 93–100 | A | 4.00 | Superior |
| 90–92 | A- | 3.67 | Superior |
| 87–89 | B+ | 3.33 | Above Average |
| 83–86 | B | 3.00 | Above Average |
| 80–82 | B- | 2.67 | Above Average |
| 77–79 | C+ | 2.33 | Average |
| 73–76 | C | 2.00 | Average |
| 70–72 | C- | 1.67 | Below Average |
| 67–69 | D+ | 1.33 | Below Average |
| 63–66 | D | 1.00 | Below Average |
| 60–62 | D- | 0.67 | Poor |
| 00--59 | F | 0.00 | Failure |

N. College Procedures/Policies:

North Central State College believes that every student is a valued and equal member of the community.* Every student brings different experiences to the College, and all are important in enriching

academic life and developing greater understanding and appreciation of one another. Therefore, NC State College creates an inclusive culture in which students feel comfortable sharing their experiences. Discrimination and prejudice have no place on the campus, and the College takes any complaint in this regard seriously. Students encountering aspects of the instruction that result in barriers to their sense of being included and respected should contact the instructor, assistant dean, or dean without fear of reprisal.

* *Inclusive of race, color, religion, gender, gender identity or expression, national origin (ancestry), military status (past, present or future), disability, age (40 years or older), status as a parent during pregnancy and immediately after the birth of a child, status as a parent of a young child, status as a foster parent, genetic information, or sexual orientation*

Important information regarding College Procedures and Policies can be found on the syllabus supplement located at

<https://ncstatecollege.edu/documents/President/PoliciesProcedures/PolicyManual/Final%20PDFs/14-081b.pdf>



North Central State College
SYLLABUS ADDENDUM

| | | | |
|---------------------|-----------------------|-------------------|------------------------|
| Academic Division: | Liberal Arts | Discipline: | Education |
| Course Coordinator: | Teri Brannum | | |
| Course Number: | EDUT 2150-920 | Course Title: | Educational Psychology |
| Semester / Session: | Fall 2025 / Session A | Start / End Date: | 8/11/25 – 10/3/25 |

Instructor Information

| | | | |
|------------------|----------------------------|-----------------|--|
| Name: | Teri Brannum | Credentials: | MS Education/BA Elementary Ed/AA Early Childhood |
| Phone Number: | 419-566-0330 | E-Mail Address: | tbrannum@ncstatecollege.edu |
| Office Location: | Off Campus-Zoom/Phone/Text | Office Hours: | By appointment or Tues-Thurs 9 to Noon by College Zoom link |

I. Topical Timeline (Subject to Change):

| Week | Course Topic | Readings and Videos | Assignments Due Saturday 11:55 p.m. (unless otherwise noted) |
|------------------------|---|--|---|
| Week 1 Aug. 11 – 16 | Setting the Stage – Learning, Teaching & Psychology | Introduction Discussion Syllabus Run Hide Fight – Video Child Care Profession – Video 1.1 Brain Research – Video 1.3 Read Cluster 1 | <ul style="list-style-type: none">• Discussion Board- <i>Ice Breaker</i>• Syllabus Scavenger Hunt – Quiz• Run Hide Fight – Quiz• Child Care Profession Video 1.1• Brain Research Video 1.3 Video Reflection• Quiz – Cluster 1 |
| Week 2 Aug. 18 – 23 | Development: Similarities & Differences: Cognitive, Language, Social, Emotional Learning and Motivation: Behavioral, Complex Cognitive Processes, Constructivism | Read Cluster 3 Read Cluster 4 <i>Instructions for Pre - Teacher Interview</i> Conscious Discipline –Video Bev Bailey <i>Answer & submit Practice Paper</i> MTI Assessment – Howard Gardner | <ul style="list-style-type: none">• <i>Teacher Interview Questions Due Week 5</i>• <i>Final Paper Due Week 7</i>• Discussion Board #1• B. Bailly Video Reflection• Practice Paper• MIT Assessment (complete before your Personal Learning Style Paper)• Quiz – Clusters 3, & 4 |
| Week 3 Aug. 25 – 30 | Teaching and Assessing: Learning Environment, | Read Cluster 5 Read Cluster 7 Lilian Katz – Video Midway Check In <i>Labor Day Weekend- Aug 30-Sept 1</i> | <ul style="list-style-type: none">• Lilian Katz Video Reflection• Discussion Board #2• Midway Check In• Quiz Clusters – 5 & 7 |
| Week 4 Sept. 2 – 6 | Cognitive Views of Learning & Memory Learning Strategies & Problem Solving | Read Cluster 8 Read Cluster 9 | <ul style="list-style-type: none">• Midterm Exam• (Includes Clusters 1 to 9) |

Course Number: EDUT 2150-920 – Session B
Semester / Session: Fall 2024

Course Title: Educational Psychology
Start / End Date: 10/14/2024 – 12/13/24

| Week | Course Topic | Readings and Videos | Assignments Due Saturday 11:55 p.m. (unless otherwise noted) |
|-----------------------------|--|---|--|
| Week 5 Sept. 8 – 13 | Constructivism and Interactive Learning Social Cognitive Views of Learning & Motivation | Read Cluster 10 Read Cluster 11 <i>Thrive Before Five</i> Molly Wright – Video | Discussion Board #3 – Video Reflection <i>Thrive Before Five</i> -Molly Wright <i>Teacher Interview Questions Due</i> Quiz – Clusters 10 & 11 |
| Week 6 Sept. 15 – 20 | Motivation in Learning and Teaching Teaching and Assessing | Read Cluster 12 Read Cluster 13 One Great Thing Teachers Do- Video – Nick Fuhrman | <ul style="list-style-type: none"> • Video Reflection - Great Thing Teachers - Nick Fuhrman • Quiz – Clusters 12 & 13 |
| Week 7 Sept. 22 – 27 | Teaching Every Student Classroom Assessment, Grading, and Standardized Testing | Read Cluster 14 Read Cluster 15 | <ul style="list-style-type: none"> • Discussion Board #4 • <i>Teacher Final Interview Paper Due</i> • Quiz – Clusters 14 & 15 |
| Week 8 Sept. 29 – Oct. 3 | | FINAL EXAM | Reflection Paper FINAL EXAM – Due Oct. 1 |

II. Grading and Testing Guidelines:

Final Grade Calculations

| Activity | Qty. | Points | Percentage |
|---|------|------------|------------|
| Run, Hide, Fight | 1 | 5 | |
| Introduction Ice Breaker | 1 | 10 | |
| Practice Paper | 1 | 6 | |
| Syllabus Scavenger Hunt | 1 | 20 | |
| Discussion Questions (20 pts. ea.) | 4 | 80 | |
| Video Reflections (10 pts. ea.) | 5 | 50 | |
| Quizzes (20 pts. ea.) | 6 | 150 | |
| Midway Check In | 1 | 20 | |
| Cluster 4 Personal Reflection Paper | 1 | 25 | |
| Who will you interview? Questions | 1 | 10 | |
| Teacher Interview Paper | 1 | 40 | |
| Midterm Exam | 1 | 50 | |
| Final Exam Essay | 1 | 100 | |
| TOTAL POINTS | | 566 | |
| Points may vary slightly depending on assignment adjustments. | | | |

Course Number: EDUT 2150-920 – Session B
Semester / Session: Fall 2024

Course Title: Educational Psychology
Start / End Date: 10/14/2024 – 12/13/24

Examination Policy:

1. The reasons for which a student will be excused from taking an examination:
 - a. Hospitalization (with documented verification)
 - b. Death in the immediate family (with documented verification)
 - c. Personal illness or illness in immediate family - (doctor's excuse required).
2. A student who misses an examination for any reason is responsible for:
 - a. Communicating the reason for the absence with the instructor.
 - b. Arranging with the instructor whether or not the exam can be made up.
 - Scheduling a day/time to make up for the exam without falling behind on up-to-date work.
 - Exams must be made up within one week of the original exam date.
3. No makeup opportunity will be given for absences of unscheduled quizzes.
4. No makeup opportunity will be given for extra credit assignments.
5. The Mid-term exam will be administered during week 4. It is only available in an online format.

V. Class Attendance and Homework Make-Up Policy

1. Class attendance is necessary to acquire the knowledge required to:
 - a. Succeed in this course
 - b. Succeed in the marketing field
2. Students are responsible for:
 - a. Communicating with the instructor any absences, unforeseen or otherwise.
 - b. Known absences must be communicated in advance.
3. **ATTENDANCE POLICY:**
 - a. In-Person Sections: Please arrive on time to class; however, students may arrive up to 10 minutes late if extenuating circumstances occur and still be marked as fully attending class.
 - b. Online Sections: There are no face-to-face attendance requirements in online sections. It is anticipated that students will be logging onto the course frequently (many times each week). Your attendance in online sections will be marked each week as:
 - fully attended (submitting all assignments for the module on time);
 - partially attended (submitting some portion of assignments for the module on time); or
 - absent (not submitting any assignments for a module on time).
4. **Homework/Participation Requirements and Make Up Policy**
Students must participate within the first week of the term in order to avoid being dropped for non-participation. This is a college-wide policy. Students must also participate in and achieve at least 67% success by the point of mid-term grade reporting to again avoid being dropped from the course for non-participation (another college-wide policy).

Homework can only be made up in extenuating circumstances that are approved in advance by the instructor.

Assignments submitted late without instructor approval may not be graded.

Students are responsible for:

- a. Checking in with the instructor if they have questions or need assistance in completing an assignment.
- b. Knowing when assignments and exams are due.
- c. Discussion Board Posts and Midterm Check-In will **NOT be accepted** late.

If an assignment is approved to be submitted and graded late, a 10% minimum penalty will be applied. Only assignments submitted within one week of the due date will be considered for late grading.

There are no late assignments accepted after the last day of the term—NO EXCEPTIONS! Any assignments listed with due dates within finals week are final!

Course Number: EDUT 2150-920 – Session B
Semester / Session: Fall 2024

Course Title: Educational Psychology
Start / End Date: 10/14/2024 – 12/13/24

Classroom Expectations:

1. **All communications & conduct in this course are subject to the NC State Student Code of Conduct.**
2. **Any act of violence or threat of violence will be strictly forbidden.**
3. **General Professionalism Expectations**
 - a. As a future professional in your field, you will be expected to conduct yourself as a professional in this course in ALL communications – assignments, discussion forums, Canvas Inbox, emails, etc.
 - b. Expectations include, but are not limited to:
 - **Being respectful of classmates' opinions, work, and comments**
Good test = Is this something I would/should say to a co-worker in person?
 - **Being respectful in communications with the instructor**
Good test = Is this something I would/should say to my boss in the workplace?
 - **Using Non-Profane, Appropriate Language.**
Good test = Is this language you would use in the workplace or in front of your grandmother?
 - **Using proper. NON-"Text speak" Language to make Yourself Easily Understood**
Good test = Could my older boss understand what I have written?
4. **Online Course Conduct: Netiquette, Emoticons and Conveying Feelings in an Online Environment.**

In face-to-face conversations, social signals, facial expression, and body language suggest how participants feel about a topic and discussion. Online course participants generally do not have the luxury of seeing or hearing their classmates directly. Others may interpret your email, messages, and discussion posts differently due to the lack of physical contact and assessment during your communication. As a result, online communities have developed tools to assist members in sharing their facial expressions, emotional reactions, and other feelings. Please note that many of these techniques may be used in the Canvas Discussion Boards and emails.
5. **Email:** When contacting your instructor via email, always include your first and last name and course information (Ex: Teri Brannum, EDUT-1070-920). **ALWAYS SEND** your comments or questions **about this course** through Canvas Course email – **NOT** my college email. I receive a large number of emails, **and I do not want to miss yours.** However, you should remember to check your college email for information from other departments (financial aid, student services, advising, etc.).
6. **OTHER IMPORTANT DATES TO REMEMBER:**

First Day of the Semester: August 11, 2025 (Session A)
Fall Break – Oct. 6 -10, 2025
Last Day to Withdraw from Class with a “W” status – Sept 16, 2025
Thanksgiving Break – Nov. 27 – 28, 2025
Last Day for Fall Semester – Dec. 1, 2025
Spring Semester Begins – Jan. 12, 2026

EDUT 2150 Course Calendar Fall 2025– Session A

Some items may be adjusted or omitted at the discretion of the instructor. Be sure to read instructions and details in the Modules Section of Canvas.

| Week | Course Topic | Readings and Videos | Assignments Due Saturday 11:55 p.m. (unless otherwise noted) | Notes |
|---------------------------|---|---|---|---|
| Week 1 Aug. 11 – 16 | Setting the Stage – Learning, Teaching & Psychology | Introduction Discussion Syllabus Run Hide Fight – Video Child Care Profession – Video 1.1 Brain Research – Video 1.3 Read Cluster 1 | <ul style="list-style-type: none"> • Discussion Board- <i>Ice Breaker</i> • Syllabus Scavenger Hunt – Quiz • Run Hide Fight – Quiz • Child Care Profession Video 1.1 • Brain Research Video 1.3 Video Reflection • Quiz – Cluster 1 | <i>Reminder-D. Qs have 2 due dates Initial Post on Wednesdays and Response post on Saturdays</i> |
| Week 2 Aug.18 – 23 | Development: Similarities & Differences: Cognitive, Language, Social, Emotional Learning and Motivation: Behavioral, Complex Cognitive Processes, Constructivism | Read Cluster 3 Read Cluster 4 <i>Instructions for Pre - Teacher Interview</i> Conscious Discipline – Video Bev Bailey <i>Answer & submit Practice Paper</i> MTI Assessment – Howard Gardner | <ul style="list-style-type: none"> • <i>Teacher Interview Questions Due Week 5</i> • <i>Final Paper Due Week 7</i> • Discussion Board #1 • B. Baily Video Reflection • Practice Paper • <i>MIT Assessment (complete before your Personal Learning Style Paper)</i> • Quiz – Clusters 3, & 4 | |

EDUT 2150 Course Calendar

Fall 2025– Session A

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|------------------------|--|--|--|-------|
| Week 3 Aug.25 – 30 | Teaching and Assessing: Learning Environment, | Read Cluster 5 Read Cluster 7 Lilian Katz – Video Midway Check In <i>Labor Day Weekend- Aug 30-Sept 1</i> | <ul style="list-style-type: none"> • Lilian Katz Video Reflection • Discussion Board #2 • Midway Check In • Quiz Clusters – 5 & 7 | |
| Week 4 Sept.2 – 6 | Cognitive Views of Learning & Memory Learning Strategies & Problem Solving | Read Cluster 8 Read Cluster 9 | <ul style="list-style-type: none"> • Midterm Exam • (Includes Clusters 1 to 9) | |
| Week 5 Sept. 8 – 13 | Constructivism and Interactive Learning Social Cognitive Views of Learning & Motivation | Read Cluster 10 Read Cluster 11 <i>Thrive Before Five</i> Molly Wright – Video | <ul style="list-style-type: none"> • Discussion Board #3 – • Video Reflection <i>Thrive Before Five</i> -Molly Wright • <i>Teacher Interview Questions Due</i> • Quiz – Clusters 10 & 11 | |
| Week 6 Sept.15 – 20 | Motivation in Learning and Teaching Teaching and Assessing | Read Cluster12 Read Cluster 13 One Great Thing Teachers Do- Video – Nick Fuhrman | <ul style="list-style-type: none"> • Video Reflection - Great Thing Teachers - Nick Fuhrman • Quiz – Clusters 12 &13 | |


EDUT 2150 Course Calendar
Fall 2025– Session A

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| Week | Course Topic | Readings and Videos | Assignments Due Saturday 11:55 p.m. (unless otherwise noted) | Notes |
|--------------------------------|---|------------------------------------|--|-------|
| Week 7 Sept. 22 – 27 | Teaching Every Student Classroom Assessment, Grading, and Standardized Testing | Read Cluster 14 Read Cluster 15 | <ul style="list-style-type: none">• Discussion Board #4• <i>Teacher Final Interview Paper Due</i>• Quiz – Clusters 14 & 15 | |
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August 2025

Hello-

 *"Today marks the beginning of your journey—not just into a career, but into a calling. You're stepping into a field that shapes futures, nurtures hearts, and builds the foundation of lifelong learning. As we move forward together, remember: every question you ask, every story you hear, and every child you imagine helping is part of the legacy you're creating. Let's make it meaningful."*

I just wanted to take a moment to welcome you to NCSC 2025 Fall Session A term.



If you are receiving this letter, your name is on my roster for EDUT-2150, Educational Psychology course.

This course is not your normal psychology course. This course is all about ways to work with your future students, keeping them motivated, teaching, assessments, reaching every student and moving them forward. The course covers a lot of material in a short time, but you will learn important concepts that will give you the important skills you will need when you study more in-depth courses. In the end, it will all come together, *this is just one more step to the final journey.*

The course is set up in 8 weekly Modules. Each Module will contain the information that you will need to complete by Saturday of that week, unless otherwise noted. (Ex. Module Week 1 - assignments will be due August 16.) All the information and links to outside sources will be contained in that week's Module.

However, you will need to be sure that you complete the Ice Breaker by Wednesday, Aug. 13 in order for your classmates to respond by Saturday, Aug. 16. You will find the directions in Module 1.

This course is very fast paced. Please do your best to stay on top of the assignments. You should plan about 6 hours a week to give to this course. That is just an estimate, some weeks you may finish earlier and some might take longer. It is just not a good idea to put it off until the night before. If you do not understand a concept or just have a question, please feel free to text me 419-566-0330.

Teri

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