

This annotated, sample syllabus is for a fictional General Education course.  
It is not intended to include all material that may be required or relevant for every course.

# Psychology of Educators

GEC1000 Section 5656

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

Location: Weimer Hall 1085

Spring 2015

## Instructor

Jane Doe, PhD

[janedoe@ufl.edu](mailto:janedoe@ufl.edu)

(352) 266-9656

Office Hours: Tuesdays 9-12 Weimer Hall 1045

## Teaching Assistants

Please contact through the Canvas website

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

## Course Description

The psychology of educators is the scientific study of what motivates the style of information dissemination. The course content will include analysis and implementation of assessment techniques, lecture style, public speaking skills, and communication with students.

## General Education Objectives and Learning Outcomes

This course is a social and behavioral sciences (S) subject area course in the UF General Education Program. Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to 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 of 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.

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*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)*

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

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

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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.

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

- **Content:** *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline.* 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. Achievement of this learning outcome will be assessed through two of the three essay response papers, three multiple choice quizzes, and a midterm and final assessment.
- **Communication:** *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline.* Students will 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. Achievement of this learning outcome be assessed through student discussions 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:** *Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.* Students will prepare three essay responses to topics pertaining to the psychology of educators. Students will compare and contrast teaching styles, and evaluate institutional differences. Achievement of this learning outcome will be 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

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

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*Include an explanation of how the General Education SLOs will be assessed*

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### Required Textbooks

- Engle, B. (2008). *Personality Theories*. Cengage Learning. ISBN-10: 0547148348
- Morrison, G.S. (2011). *Early Childhood Education Today*. Pearson. ISBN-10: 013703458X

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*Include a list of all required and recommended textbooks*

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### 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.

## 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

- 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: Gender in education

- Read chapters x-x in Personality Theories

SPRING BREAK

Week 10: Popular teaching tactics

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

Week 11: Ineffective teaching styles

- Read chapters x-x in Early Childhood Education Today

Week 12: Charisma in education

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

Week 13: Age of educators

- Read chapters x-x in Personality Theories

Week 14: Variations in subpopulations

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

Week 15: REVIEW

Week 16 Reading days

- Final Exam 4/30

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*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).*

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*Inclusion of critical dates for exams or other work is recommended*

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## Evaluation of Grades

Assignment	Total Points	Percent of Grade
Essay Response Papers (3)	300	30%
Quizzes (3)	100	10%
Midterm	300	30%
Final	300	30%
TOTAL	1000	100%

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

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## Grading Scale

Score	Percent	Grade	Grade Points
934-1000	93.4-100	A	4.00
900-933	90.0-93.3	A-	3.67
867-899	86.7-89.9	B+	3.33
834-866	83.4-86.6	B	3.00
800-833	80.0-83.3	B-	2.67
767-799	76.7-79.9	C+	2.33
734-766	73.4-76.6	C	2.00
700-733	70.0-73.3	C-	1.67
667-699	66.7-69.9	D+	1.33
634-666	63.4-66.6	D	1.00
600-633	60.0-63.3	D-	0.67
0-599	0-59.9	E	0.00

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*Include information on current UF grading policies for assigning grade points*

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

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More information on grades and grading policies is here:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## Class Attendance and Make-Up Policy

Class attendance is expected. Each unexcused absence will result in a 10 point reduction in the final grade. Excused absences are consistent with university policies in the undergraduate catalog (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) and require appropriate documentation.

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

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Late essay response papers will not be accepted. A makeup midterm and makeup final exam will be provided for students who miss either exam due to extreme, documented circumstances. 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, if circumstances allow it.

## Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://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.

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*Include a statement related to accommodations for students with disabilities*

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## 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/>.

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*Include a statement informing students of the online course evaluation process*

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## 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.

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*A statement on class demeanor expected by the professor is recommended*

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## Materials and Supplies Fees

There are no additional fees for this course.

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*Include materials and supplies fees, if any*

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## 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.

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*Inclusion of the university’s honesty policy regarding cheating, plagiarism, etc. is recommended.*

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## 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.

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*Inclusion of the contact information for the Counseling and Wellness Center is recommended.*

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