TCED/COUN 712 COURSE SYLLABUS (Rev. Fall, 2009)

I. COURSE NUMBER AND TITLE

TCED/COUN 712
Learning and Instruction

II. SEMESTER CREDIT HOURS

3 semester credit hours

III. CATALOG DESCRIPTION

Overview of research related to the major theories of learning with emphasis on classical and instrumental conditioning, social learning theory and related topics, and cognitive theories applied to school environments.

IV. RATIONALE

Research over the past few decades has changed the way educators view learning. It is increasingly important for educators to better understand the theoretical approaches to learning in the classroom and their application. Therefore, this course surveys learning theories (and their component parts) that can be related to what teachers do.

IV. KNOWLEDGE/GOALS/OBJECTIVES

This course meets State Matrix Knowledge and Skills 1,2,3,6,8.

A. Goals
1. students will be able to seek new ways/opportunities to apply learning theories to the design and delivery of instruction (State Matrix 1,3)

2. students will be able to reflect on their own assumptions about "human nature" and how the assumptions held affect their approach to teaching (State Matrix 1,2)

3. students will be able to choose from the theories and their component parts what works best for their students (State Matrix 1,3)

4. students will be able to better understand that learning and development are interchangeable and intertwined across the lifespan (State Matrix 1,2)

B. Objectives

1. students can apply contemporary theories of learning to the planning and execution of instruction (State Matrix 1,6)

2. students can use classical/operant conditioning theory to foster positive learning and/behavioral states (State Matrix 1,6)

3. students can use Skinner’s operant conditioning theory to explain its influence on learning (State Matrix 1)

4. students can apply practices that convey the basic differences between the behavioral oriented teacher and the cognitively oriented teacher(and see the practicality of merging both approaches) (State Matrix 1,3,6)

5. students can utilize approaches to practice that are supported by the research literature, can convey trends in the learning theory today, and can foster desired learning (State Matrix 1,6,8)

6. students can apply theories and/or conditions of learning to better explain the role of internal processes and environmental conditions that are essential for different kinds of learning (State Matrix 1,2,3)

7. consider diversity when planning and implementing instruction

8. understand how the culture of race affects learning

9. understand the unique needs of children of poverty
10. consider gender when designing instruction

C. Dispositions

1. appreciate the dignity and worth of students
2. recognize the need to provide success opportunities for students
3. become comfortable with classroom discussions on diversity issues
4. increase personal tolerance for students of different sexual orientations

V. TEACHER EDUCATION MODEL

The Graduate Faculty has adopted the theme “Professional Educators as Leaders and Enhancers of Human Development” to represent its goal in continuing an educator’s professional development. The advanced program goals are depicted as four keys that the graduate faculty feels will unlock each candidate’s potential. They are:

- Key 1 Knowledge, Skills and Application
- Key 2 Human Relations
- Key 3 Inquiry
- Key 4 Professional and Ethical Behavior

Inherent within each key component are outcomes that the candidate is expected to master upon completion of their individual program. These keys are linked together by a solid ring representing the faculty’s commitment to diversity, technology and assessment.

VI. COURSE CONTENT/ACTIVITIES

A. Lecture/Chapters/Topics/Related Assignments (As assigned by the instructor and may include):

1. Overview
2. Early Learning Theorists
3. The Human Brain
4. B.F. Skinner
5. Robert Gange’s Conditions of Learning
6. Cognitive Perspectives I
7. Cognitive Perspectives II  
8. Piaget’s Cognitive Development Theory  
9. Vygotsky’s Socio-Historical Theory  
10. Bandura’s Social Learning Theory  

NOTE: There are sites on the Internet that also provide information on learning theories. Go to Google and enter the term learning theories or the name of a specific theory you would like to explore. Remember, our textbook remains the source we use for our examinations.

VII. EVALUATION PROCEDURES

Grading:

Category: Attendance/Participation/Discussion-16%  
Category: Mid-Term Exam-16%  
Category: Final Exam-16%  
Category: Term Paper-16%  
Category: Video Assignment-16%  
Category: Tests (Chapters)-16%  
Category: Term Paper Outline-04%  
Total: 100%

A= 90 percent of the total points  
B= 80 percent of the total points  
C= 70 percent of the total points  
D= 60 percent of the total points  
F= Below 60 percent of the total points

Check your Grade Center in Bb to view your assignments/grades.

For detailed information on each assignment, see “Assignments” in Blackboard.

NOTE: All assignments should be submitted using Microsoft Word (.doc). Files from other word processors (like Word Perfect) must be saved as Rich Text Format (.rtf). No other formats are acceptable. For instructions, if necessary, on saving as RTF, please click here.
**Make-up Policy:** All assignments are due **on the due date** unless otherwise noted. If there are extenuating circumstances, students should discuss the situation with the instructor to make alternative arrangements **before** the assignment is due. Note: Assignments turned in after the due date will receive no credit/points.

Students can access their grades online in Blackboard. The default email address is your UTM email account in Blackboard. All email sent to you will be sent through Blackboard. All students are expected to have a current, professionally appropriate email address.

Students are expected to check grades frequently and notify the instructor immediately if there is a question. After a grade has been recorded for one week (two days for summer school courses), no changes will be made in the grade book.

**Academic Honesty:** Academic Honesty: All assignment submissions are expected to be the original work of the student. Submitted papers and e-mail from your ID to your instructor are equivalent to your signature — i.e., your word of honor. **Plagiarism** is a serious offense, both for the student who submits plagiarized work and for any student who might assist another student in the submission of plagiarized work. Instructors for this course employ various techniques to perform digital comparisons of student work to information located on the Internet and to previous students' work. Term papers, for example, submitted on Blackboard are automatically compared by a software program to a wide-ranging database on the Internet to check for plagiarism.

Purposeful misrepresentation of submissions to your instructor or submission of someone else's work (including copies of information/files retrieved from the Internet or another student's past submission) as your own will be considered academic dishonesty and will be treated according to university and college **policies** regarding academic dishonesty. The **first** offense will immediately result in a grade of F for this course. The incident will immediately be reported to the **Dean** of the College of Education and Behavioral
Sciences and to the Student Conduct Officer. These university administrators will determine additional penalties.

_Students with Disabilities_: Students with documented disabilities that affect their ability to fully participate in the course or who require special accommodations are encouraged to speak with the instructor at the beginning of the semester so that appropriate accommodations can be arranged. Any UTM student eligible for and requesting academic accommodations due to a disability is requested to provide a letter of accommodation from the Student Academic Support Center within the first two weeks of the semester.

**VIII. REQUIRED TEXT**

ISBN# 10: 0-13-159123-1 Use only the 2009 book. You must have a book to pass the course.

American Psychological Association (APA) Publication Manual 5th Ed. or 6th Ed.

The text is in the UTM Bookstore 731-881-7760; you can purchase by telephone and they will UPS/mail it to you or you can visit the bookstore website: [http://www.utm.edu/bookstore.php](http://www.utm.edu/bookstore.php)

**IX. OTHER REFERENCES/SUGGESTED READINGS**


*Contains Some Older Readings But Classics On Learning:*


X. **PREREQUISITE**

Admission to graduate program in education or counseling

XI. **PROGRAMS IN WHICH COURSE IS REQUIRED**

Teacher education/counseling masters' degree programs

*Instructor reserves the right to correct omissions or errors in the course content and/or syllabus.*