Syllabus
Psychology 215.03 – Educational Psychology
Fall Semester 2005
VRO 6 – TR 11:00 - 12:15 p.m.
Instructor: Dr. Corinne Zimmerman

Educational Psychology webpage: www.ilstu.edu/~czimmer/edpsy
Course (215-03) webpage: www.ilstu.edu/~czimmer/psy215

Contact Information
Office: DeGarmo 429
E-Mail: czimmer@ilstu.edu
Phone: 438-5215

Office Hours
Tuesday 1:30 – 3:20 pm
other times by appointment

Teaching Assistants
Megan Aerts mlaerts@ilstu.edu DeGarmo 32; TBA
Jonathan Kaminsky jjkamin@ilstu.edu DeGarmo 32; TBA
Carolyn Nolan ccnolan@ilstu.edu DeGarmo 32; TBA

Catalog Course Description
(3 credit hours, Type I clinical experiences)
Application of psychology to education covering human learning in school settings; evaluation and measurement of learning outcomes, developmental factors and learning, and social factors of learning.

Prerequisites:
The prerequisites for this course are PSY 110 or 111 and sophomore standing.

Course Objectives:
1. Use the concepts, language, and major theories of psychology.
2. Explain major perspectives of psychology: behavioral, cognitive, and sociocultural.
3. Describe psychology in relation to other disciplines or interdisciplinary fields of study, particularly education.
4. Demonstrate knowledge and understanding in theory and research in learning and cognition, individual differences, and developmental changes; overarching themes in psychology; applications of psychology.
5. Explain different research methods used by psychologists.
6. Explain how psychological theories and principles relate to everyday life.
7. Transfer knowledge from classroom learning and research findings to applied situations.
8. Adopt psychological explanations as a foundation for understanding and problem solving.
9. Tolerate ambiguity and assume behavioral explanations will be complex.
10. Examine the major sociocultural components that have influenced individual identities.
11. Relate how privilege, power and oppression affect prejudice, discrimination, and inequity.
12. Reflect on experience and find meaning in it.
These objectives will be assessed through exams, in-class discussions, in-class assignments, clinical observations, and written assignments.

Required Textbook
**Attendance Policy:**
Reliability and punctuality are two essential professional courtesies, especially for teachers. Attendance will be taken periodically and included in your class participation score. You are expected to attend all classes and arrive promptly. In the event an absence is unavoidable, you do not need to notify me. However, lecture notes should be obtained from a classmate. Absences on the day of an examination will result in a score of zero. No make-up exams will be given.

Students involved in University-sanctioned events that may result in missed classes and/or exams should notify me as soon as possible.

**Class Participation:**
Students may earn a total of 30 points for class participation through various means. Although attendance will not be taken regularly, attendance will be taken randomly for class participation points and will be based on group activities and short quizzes to be completed in class. It is each student’s responsibility to ensure that their own name and the last four digits of their SSN are on any assignment that is turned in.

**Academic Integrity and Misconduct:**
You are expected to do your own work. Cheating, plagiarism, or forgery will not be tolerated. *Instances of academic misconduct will result in a grade of “F” in the course* and referral to the Student Judicial Office for appropriate disciplinary action. For definitions of cheating and plagiarism, see page 65 of the 2005-2006 Illinois State University Undergraduate Catalog. Inappropriate behavior will also be reported using the Disposition Concerns form ([http://www.coe.ilstu.edu/cecp/forms/Formpage.htm](http://www.coe.ilstu.edu/cecp/forms/Formpage.htm)) to the Office of Clinical Experiences and Certification Processes in the College of Education (or other appropriate office) and may lead to dismissal from a teacher education program.

**Disability Concerns:**
Any student needing to arrange a reasonable accommodation for a documented disability should contact Disability Concerns at 350 Fell Hall, 438-5853 (voice), 438-8620 (TDD).

**Written Assignments:**
There will be two written assignments in this course based on approved student activities. Students will choose two activities to complete and write a 3-5 page paper for each activity. These written assignments will each be worth 50 points. See the web site for the list of student activities and specific directions for each activity. The first written assignment will be due on October 18 and the second assignment will be due on November 29. No late or electronic papers will be accepted.

**Exams:**
There will be four examinations in this course. Examinations will each be worth 100 points each and will be based on material from class lectures and assigned readings. Exams may include multiple choice, true/false, short answer/listing, or essay. The two highest exam scores from your first three exams will be used to calculate your grade (your lowest exam score will be dropped). No make-up exams will be given. **You must take the fourth/final exam.** Failure to complete the final exam will result in an incomplete in the course. The final exam score can not be dropped and will be computed into your final grade for the course.

**Extra Credit:**
There will be two methods for earning extra credit. Option 1: You may receive up to 10 points of extra credit by participating in research studies conducted in the Department of Psychology. Option 2: You may receive up to 5 points by writing brief papers (2 pages, double-spaced) on an article published in the Journal of Educational Psychology. See course web page for details. You may receive up to 5 points for the first half of the semester, and up to 5 points for the second half of the semester.

**Grade Dispute Procedures:**

After reviewing an exam and your grade, you may write a rebuttal on any item in which you believe your answer should be counted as correct. You must do this within two weeks of being informed of your grade for a particular exam. Your rebuttal must be typed. Please include your name and student ID number and indicate:
1) The item number and the form of the test you took;
2) The letter of the key answer;
3) The letter of the answer you put;
4) A paragraph explaining why you believe your answer should be counted as correct.
Rebuttals that cite pages of the text or dates of the lectures will be given preference.

**Point Distribution:**

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>30</td>
</tr>
<tr>
<td>Written Assignment A</td>
<td>50</td>
</tr>
<tr>
<td>Written Assignment B</td>
<td>50</td>
</tr>
<tr>
<td>Exam</td>
<td>100</td>
</tr>
<tr>
<td>Exam</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>430</strong></td>
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**Grading Scale:**

- A  387 or more points
- B  344 to 386 points
- C  301-343 points
- D  258 to 300 points
- F  257 or fewer points

**Note:** Final grades will be based on the total points **Earned** during the semester from all sources. I do not give points I provide opportunities to earn points. Students must pass Educational Psychology 215 with a “C” or better before they will be allowed to enroll in other teacher education courses in future semesters.
Tentative Class Schedule  
Fall 2005

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Reading Assignment</th>
<th>Exams, Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/22</td>
<td>Educational Psychology &amp; Research Methods</td>
<td>Chapter 1</td>
<td></td>
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<tr>
<td>8/29</td>
<td>Standardized Testing</td>
<td>Chapter 14</td>
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<tr>
<td>9/5</td>
<td>Intelligence, Review</td>
<td>Chapter 4 pp. 107-15</td>
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<tr>
<td>9/12</td>
<td>Exam (Tues.); Cognitive Development</td>
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<td>EXAM 1 Tuesday. Sept. 13</td>
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<tr>
<td>9/19</td>
<td>Cognitive Development &amp; Language</td>
<td>Chapter 2</td>
<td></td>
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<tr>
<td>9/26</td>
<td>Cognitive Views of Learning</td>
<td>Chapter 7</td>
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<tr>
<td>10/3</td>
<td>Complex Cognitive Processes</td>
<td>Chapter 8</td>
<td></td>
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<tr>
<td>10/10</td>
<td>Catch-up, Review &amp; Exam</td>
<td></td>
<td>EXAM 2 Thurs. Oct. 13</td>
</tr>
<tr>
<td>10/17</td>
<td>Behavioral Views of Learning</td>
<td>Chapter 6</td>
<td>WRITTEN ASSIGNMENT A due Tuesday, October 18*</td>
</tr>
<tr>
<td>10/24</td>
<td>Social Cognitive Views of Learning</td>
<td>Chapter 9 pp. 313-322</td>
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<td>10/31</td>
<td>Motivation</td>
<td>Chapter 10</td>
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<tr>
<td>11/7</td>
<td>Catch-up, Review &amp; Exam</td>
<td></td>
<td>EXAM 3 Thurs. Nov. 10</td>
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<tr>
<td>11/14</td>
<td>Personal, Social and Emotional Development</td>
<td>Chapter 3</td>
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<td>11/21</td>
<td>Thanksgiving Break</td>
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<tr>
<td>11/28</td>
<td>Learning Challenges</td>
<td>Chapter 4 pp. 124-139</td>
<td>WRITTEN ASSIGNMENT B due Tuesday, November 29*</td>
</tr>
<tr>
<td>12/5</td>
<td>Culture and Community &amp; Review</td>
<td>Chapter 5</td>
<td></td>
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<tr>
<td>12/12</td>
<td>Final Exam</td>
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<td>FINAL EXAM Tues., December 13, 10:00 am</td>
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N.B. The above schedule is for guidance only and may change in the event of extenuating circumstances.

* Written Assignments are will be assessed with a late penalty of 10% per day.

Extra credit (blue cards or papers) for the first half of the semester is due to me by Friday, October 14; extra credit for the second half of the semester is due by Friday, December 9.