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

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

Teaching Assistants          Email          Office hours
Nicole Starkovich            nrstark@ilstu.edu   DeGarmo 32; TBA
Sarah Leoni                 sgleoni@ilstu.edu   DeGarmo 32; TBA
Matt Cherry                  mrcherr@ilstu.edu   DeGarmo 32; TBA
David Solotke                dssolot@ilstu.edu   DeGarmo 32; TBA
Kelly Donnelan               kadonne@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 UID 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 63 of the 2006-2007 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) 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 4-5 page paper for each activity. These written assignments will each be worth 50 points. See the website for the list of activities and specific directions for each activity. The first written assignment will be due on October 17 and the second assignment will be due on November 28. Electronic papers will not be accepted and late papers will be assessed at a late penalty of 10% per day.

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>Component</th>
<th>Points</th>
</tr>
</thead>
<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>
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<tr>
<td>Exam</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
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<tr>
<td>Total</td>
<td>430</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 2006

<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>
<td></td>
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<tr>
<td>9/5</td>
<td>Intelligence</td>
<td>Chapter 4 pp. 111-121</td>
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<tr>
<td>9/12</td>
<td>Catch-up, Review &amp; Exam</td>
<td></td>
<td>EXAM 1 Thursday, Sept. 14</td>
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<tr>
<td>9/19</td>
<td>Personal, Social and Emotional Development</td>
<td>Chapter 3</td>
<td></td>
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<tr>
<td>9/26</td>
<td>Learning Challenges</td>
<td>Chapter 4 pp. 110-111; 130-140</td>
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<tr>
<td>10/3</td>
<td>Culture and Community &amp; Review</td>
<td>Chapter 5</td>
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<tr>
<td>10/10</td>
<td>Catch-up, Review &amp; Exam</td>
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<td>EXAM 2 Thursday, Oct. 12</td>
</tr>
<tr>
<td>10/17</td>
<td>Cognitive Development &amp; Language</td>
<td>Chapter 2</td>
<td>WRITTEN ASSIGNMENT A due Tuesday, October 17*</td>
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<tr>
<td>10/24</td>
<td>Cognitive Views of Learning</td>
<td>Chapter 7</td>
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<tr>
<td>10/31</td>
<td>Complex Cognitive Processes</td>
<td>Chapter 8 pp. 294-305; 311-322</td>
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<tr>
<td>11/7</td>
<td>Catch-up, Review &amp; Exam</td>
<td></td>
<td>EXAM 3 Thursday, November 9</td>
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<tr>
<td>11/14</td>
<td>Behavioral Views of Learning</td>
<td>Chapter 6</td>
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<tr>
<td>11/21</td>
<td>Thanksgiving Break</td>
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<tr>
<td>11/28</td>
<td>Social Cognitive Views of Learning</td>
<td>Chapter 9 pp. 329-343</td>
<td>WRITTEN ASSIGNMENT B due Tuesday, November 28*</td>
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<tr>
<td>12/5</td>
<td>Motivation; Review</td>
<td>Chapter 10 pp. 371-394</td>
<td></td>
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<tr>
<td>12/12</td>
<td>Final Exam</td>
<td></td>
<td>FINAL EXAM Wed., 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 13; extra credit for the second half of the semester is due by Friday, December 8.