Fall 2007: Educational Psychology (PSYC 2I03)
MWR 4:30-5:30, Togo Salmon Hall (TSH) 120

<u>Please note</u>: The contents of this syllabus are subject to change. Any changes will be announced in class and posted on our class website. It is your responsibility to keep track of changes.

<u>Professor:</u>   **<u>Teaching Assistants</u>**:
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<u>Text</u>: Woolfolk, Winne, & Perry. (2005). *Educational Psychology, 3rd Canadian Ed.* Available at the Bookstore.

<u>Website</u>: This course has a WebCT website (<u>www.ltrc.mcmaster.ca/webct/</u>). You are expected to check this website with regularity for announcements, updates, and other valuable information.

<u>Course Content and Objectives</u>: In this course we will (1) explore psychological theories relevant to teaching and learning, and (2) discuss how these theories might be used in the classroom. We will explore a variety of theoretical perspectives that, although not originally developed by educational psychologists, apply well to the problems faced by educators.

<u>Evaluation</u>: Three exams (two midterms and a final), consisting of some combination of multiple-choice items and short essays (subject to change if circumstances warrant). These will cover lecture material *and* assigned readings, even readings not discussed in class. Each midterm is worth 30% of your final grade; the final exam is worth 40% of your final grade. The midterms will be held on Weds Oct 10th and Weds Nov 7th; the final exam will be scheduled during the exam period by the Registrar's office.

<u>Final Grade Calculations</u>: Each test is worth 30% of your final grade; the final is worth 40% of your final grade (30+30+40=100)

Your final grade will be converted to a letter grade, according to the following scheme:

Percentage (Grade)	Percentage (Grade)	Percentage (Grade)	Percentage (Grade)
90-100 (A+)	77-79 (B+)	67-69 (C+)	57-59 (D+)
85-89 (A)	73-76 (B)	63-66 (C)	53-56 (D)
80-84 (A-)	70-72 (B-)	60-62 (C-)	50-52 (D-)
			0-49 (F)

Note: The instructor reserves the right to adjust final grades up or down, on a individual basis, in the light of special circumstances. The instructor also reserves the right to alter the evaluation scheme if circumstances warrant it (e.g., TA loss).

Tentative Schedule
(check website regularly for adjustments; topics, dates, and readings may change as we go)

Approx. Date	Topic(s)	Readings*
Sept 6	Course Overview	Ch 1
Sept 10 &13	Learning and the Brain	*TBA*
Sept 17 &19	Cognitive Development	Ch 2
Sept 20, 24, & 25	Conditioning and Learning	Ch 6
Sept 27, Oct 1, 3, & 4	Social Learning Theory	Ch 9, pp. 305-310
Oct 10	**Midterm 1**	
Oct 11-25	Memory	Ch 7; Ch 8
Oct 26-Nov 5	Intelligence	Ch 4
Nov 7	**Midterm 2**	
Nov 12-15	Social, Personal, and Moral Processes	Ch 3, Ch 5
Nov 19-29	Motivation	Ch 10
Dec 3	Wrap-Up	

***Note:** Extra readings may be assigned as we go. These will be posted on WebCT. It is your responsibility to keep track of extra materials.

Other Important Information: You are strongly encouraged to show up to all lectures, and *never to miss an exam or assignment due-date*. If something comes up that will interfere with your ability to meet class deadlines, *immediately* contact me or one of your TA's. If you miss an exam or assignment, you must provide a doctor's certificate (or equivalent for non-medical situations), or you will receive a zero (0) on that exam or assignment.

In-class and discussion board participation is strongly encouraged. Remember, if you have a question, your colleagues probably have one, too, and will appreciate it if you speak up. Don't be shy about asking questions!

Academic Integrity: You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g., a grade of zero (0) on an assignment, loss of course credit with a notation on the transcript ("grade F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the Academic Integrity Policy, at http://www.mcmaster.ca/academicintegrity.