

Grande Prairie Regional College  
Department of Arts and Education

**ED 2000 (Educational Psychology for Teaching)**

Lecture 3 (3-0-0) UT to UA\*, UC\*, UL, AU, AF\*

Fall 2007

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Office Hours: Tuesdays 11:30 - 1, Wednesdays 1 – 2:15 or by appointment

Textbook: Ormrod, J., Saklofske, D., Schwean, V., Harrison, G., & Andrews, J. (2006). *Principles of Educational Psychology (Canadian Edition)*. Toronto, Ontario: McGraw-Hill Ryerson.

Prerequisites: None

Course Description: This course is designed to provide students in Education with a working knowledge of important concepts and issues in Educational Psychology. Topics to be addressed include student development, learning and instruction, student abilities, and classroom motivation. This course will focus on information related to the practice of teaching.

Content Description: Evaluations will be based on the following:

Library Quiz	5%	September 20	
Assignment	20%	October 2	
Exam #1	25%	October 9	Chapters 1, 2, 3, 4
Exam #2	25%	November 8	Chapters 5, 6, 7, 8
Final Exam	25%	TBA	Chapters 9, 10, 11, 12

Please note that the dates listed on this outline are tentative and are subject to change. For the final examination students must be available between December 10 – 19. The Student Services Office will announce the date and time of the final exam later in the term. This information is also subject to change so students should confirm the posted exams schedules as they are updated.

Exams will consist of multiple-choice, short and long answer questions. Exams are not comprehensive. Normally requests to write a missed or deferred exam will not be granted except under the most extreme of circumstances and then evidence, such as a medical note, must be provided to the instructor before a makeup exam will be arranged. Thus, students should ensure they will be available to write the scheduled exams. Please also bear in mind that exam marks are FINAL. This means you cannot rewrite an exam because of a poor grade and there are NO written assignments you can do to make up for a poor exam grade.

Cheating on an exam or any other form of academic misconduct such as plagiarism is taken very seriously and is punishable in a variety of ways. For more information on student rights and responsibilities, codes of conduct and the penalties that can be imposed for infractions please see pages 43 - 46 of the current college calendar. You are especially encouraged to familiarize yourself with the section on plagiarism on page 44 and ask your instructor if you are at all uncertain about this serious and often misunderstood form of academic misconduct.

The assignment will consist of identifying research projects as being descriptive, correlational or experimental. You must explain your reasoning as well as identify the type of research. The second component of the assignment will be to locate two experimental research articles from the peer reviewed educational psychological literature related to some topic regarding teaching and/or learning. Both articles must reflect the same topic of your choice. You will hand in to me a title page, the answers to the handout (one or two pages should be sufficient), and the two articles. The project must be stapled (not in duo tang or other fancy cover). Please use plain white paper, 12-point font and approximately a one inch margin on all sides of your text. The assignment is due at the beginning of class on the due date assigned. Assignments handed in after this time will receive a 10% late penalty for each day it is late including weekend days.

Please be advised that a lack of planning on your part will not constitute an emergency on the instructor's part. For example, leaving all work on the assignment to the last minute and then having a crisis will not necessarily get you an extension. Be aware that you may be asked to provide evidence of prior work before being granted an extension however extensions are rarely granted in lieu of the above late penalty.

Because lectures will not always cover the assigned readings your attendance is expected at all lectures. I reserve the right to bar you from writing the final exam if you have accumulated more than 10% of unexcused absences. Learning is an active process that will take effort on your part and so you will be expected to read the chapters in advance of class lecture, participate in activities, assignments and discussions in the classroom and communicate with the instructor when you encounter difficulties with course material. Your questions and comments are welcomed and encouraged at any time during the class. The instructor does NOT lend out lecture notes. Students are responsible for learning all of the assigned chapters even if the material has not been covered in class as well as any other topic, video, or subject covered during class time.

It is expected that all students will display a professional attitude and behaviour in the classroom. This includes reliability, respect for and cooperation with your fellow students and the instructor, attention to fellow student questions and instructor's response, determination to achieve first-class work while meeting deadlines, and a mature response to constructive critique of your work. Students unable to meet these expectations will be required to leave the class in the interest of preserving the learning opportunities of other students.

NOTE: Any changes to the course outline will be made in consultation with the students during class time. Should you not be present in class when such a consultation is made it is your responsibility to acquire the changed information.

#### Course Schedule:

September 6 – October 9

Readings:	Chapter 1, 2, 3, 4
Assignments:	Library session on September 13 Library quiz due September 20 Assignment due on October 2 Exam #1 on October 10
Important dates:	Last day to add a class September 12 Last day to drop a class September 19

October 11 – November 8

Readings: Chapter 5, 6, 7, 8

Assignments: Exam #2 on November 8

Important dates: Last day to withdraw from a class November 2

November 13 – December 6

Readings: Chapter 9, 10, 11, 12

Grade Schedule:

A+	4.0	95 - 100	Outstanding
A	4.0	90 – 94	Excellent
A-	3.7	85 - 89	
B+	3.3	80 – 84	First Class Standing
B	3.0	75 - 79	
B-	2.7	70 – 74	Good
C+	2.3	67 - 69	
C	2.0	64 - 66	
C-	1.7	60 – 63	Satisfactory
D+	1.3	55 – 59	
D	1.0	50 – 54	Minimal Pass
F	0.0	0 – 49	Fail