



Red Deer College
Bachelor of Education Program

Educational Psychology 200 (A) Introduction to Educational Psychology

Instructor: Robert Christopher Nellis, Ph.D.
Office: 2606 H
Office hours: Flexible, by appointment
Email: robert.nellis@rdc.ab.ca

Section (A) – Fall 2009
MWF 11:00-11:50 AM
September 9-December 8, 2009
Room: 2600

Course Description

This course deals with the teaching-learning process and student behaviour. It includes theory, research and illustrations, all dealing with classroom applications of psychological principles. Topics will include the development of the student in the cognitive, moral, gender, psycho-social and sexual domains, theories of cognition, learning and motivation.

Course Goals

By the end of this course, through instructor-developed assessment instruments, and to a degree expected of 2nd year college/university students, learners will...

1. demonstrate knowledge and understanding of a range of foundational material in the field of educational psychology.
2. relate and apply their new knowledge and understanding to planned professional practice.
3. evaluate and synthesize their new knowledge and understanding toward deeper and broader implications of educational psychology.

Required Textbook

Santrock, J., Woloshyn, V., Gallagher, T., Di Petta, T., and Marini, Z. (2007). *Educational Psychology* (2nd Canadian edition). Toronto: McGraw-Hill Ryerson. (This text is available in the Red Deer College bookstore)

Reading and Information Schedule

Date	Readings	Information
September 9		
September 11	Santrock, et al: Chapter 1	
September 14	Santrock, et al: Chapter 1	
September 16		3 rd year retreat BEd Collaborative Program (no class)
September 18	Santrock, et al: Chapter 2	
September 21	Santrock, et al: Chapter 2	
September 23	Santrock, et al: Chapter 3	
September 25	Santrock, et al: Chapter 3	
September 28	Santrock, et al: Chapter 3	
September 30	Santrock, et al: Chapter 4	
October 2		First Examination
October 5	Santrock, et al: Chapter 4	
October 7	Santrock, et al: Chapter 5	
October 9	Santrock, et al: Chapter 5	
October 12	--Thanksgiving: College closed--	
October 14	Santrock, et al: Chapter 5	
October 16	Santrock, et al: Chapter 6	
October 19	Santrock, et al: Chapter 6	
October 21	Santrock, et al: Chapter 6	
October 23	Santrock, et al: Chapter 7	
October 26		Second Examination
October 28	Santrock, et al: Chapter 7	
October 30	Santrock, et al: Chapter 8	
November 2	Santrock, et al: Chapter 8	
November 4	Santrock, et al: Chapter 8	
November 6	Santrock, et al: Chapter 9	
November 9	Santrock, et al: Chapter 9	
November 11	--Remembrance Day: College closed--	
November 13	Santrock, et al: Chapter 10	
November 16	Santrock, et al: Chapter 10	
November 18		Third Examination
November 20	Santrock, et al: Chapter 11	
November 23	Santrock, et al: Chapter 11	
November 25	Santrock, et al: Chapter 12	
November 27	Santrock, et al: Chapter 12	
November 30	Santrock, et al: Chapter 13	
December 2	Santrock, et al: Chapter 13	
December 4	Santrock, et al: Chapter 14	
December 7	Santrock, et al: Chapter 14	Last class
December 9		
December 11		
December 14	--Exam Week--	Final Examination scheduled during Exam Week: TBA
December 16	--Exam Week--	
December 18	--Exam Week--	

Assessment and Evaluation

Assessment and evaluation *for* and *of* learning will occur through three term examinations and one final examination:

1. First Examination (October 2): This examination will assess learning from textbook readings, lectures, videos, and in-class activities and discussions from September 9 to (and including) September 30. You will have the full class time to write the exam. Value: 15%.
2. Second Examination (October 26): This examination will be cumulative and assess all learning from textbook readings, lectures, videos, and in-class activities and discussions from September 9 to (and including) October 23. You will have the full class time to write the exam. Value: 20%.
2. Third Examination (November 18): This examination will be cumulative and assess all learning from textbook readings, lectures, videos, and in-class activities and discussions from September 9 to (and including) November 16. You will have the full class time to write the exam. Value: 25%.
4. Final Examination (TBA): The Final Examination will be cumulative and assess all learning from textbook readings, lectures, videos, and in-class activities and discussions from the entire course. Value: 40%.

Instructor Commitment: Students can expect feedback (scores) for examinations within two weeks of their writing.

Final Grades

Final grades are reported using letter grades. Final grades are determined after combining term scores and the final examination scores. Students are ranked in order of total scores, and a grade is assigned according to relative ranking (in comparison to the other total scores in the class) and expected demonstration of learning in a 2nd year college/university course.

Grading in Undergraduate Courses

Grading In Undergraduate Courses		
Descriptors	Letter Grade	Point Value
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
	B-	2.7
Satisfactory	C+	2.3
	C	2.0
	C-	1.7
Poor	D+	1.3
Minimal Pass	D	1.0
Failure	F	0

Mean grades will usually fall in the following ranges:

Level	200	300	400
	2.73 – 2.92	2.92 – 3.06	3.06 – 3.16
	Average: 2.83	Average: 3.00	Average: 3.11

Final Grades can be accessed in 3 ways: 1) Using a touch tone phone, call the Telephone Grade Inquiry System (TGIS) at (403) 343-4074. You will be prompted for your 9-digit student ID number and your date of birth in YYMMDD order. The response should give you your term GPA, your academic standing and the grade for each individual course for the term. 2) Your personal web account. Log on to your personal student web account and access the Final Grades link or the Academic Transcript link. 3) In person at the Registrar's Office. Stop by the registration desk at the Registrar's Office and provide picture ID to get a copy of your unofficial transcript.

Attendance Policy

Attendance and participation are strongly encouraged. If you must miss class, I urge you to borrow notes from a colleague.

Equality, Equity, and Respect

The course is committed to providing an environment of equality and respect for all people within the college community and to supporting faculty, staff, and students in developing teaching and learning contexts that are welcoming to all. I recommend the use of inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and value in relation to their gender, racial background, sexual orientation and ethnic backgrounds. In order to create a thoughtful and respectful community, you are encouraged to use gender-neutral or gender-inclusive language and to be sensitive to the impact of devaluing language.

Plagiarism and Cheating

Please refer to the Student Appeal, Dispute, and Misconduct Processes Policy for information. It can be found on the Red Deer College website at http://www.rdc.ab.ca/about_rdc/standard_practices/documents/student_dispute_appeal_and_misconduct_processes_policy.pdf. If a student is found guilty of plagiarism or cheating, they may be subject to penalties such as failure of the course and/or expulsion from Red Deer College.

Changes to the Course Outline

Changes to the course outline may be made after the first day of class. This must be done during a regular class, by consensus of the students in attendance on that day.

Services for Students with Disabilities

Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, mental or physical health are advised to discuss their needs with the Counselling, Career & Learning Centre:

Room 1402, RDC
Telephone: (403) 343-4064
E-mail: help_learn@rdc.ab.ca

Withdrawal

The last day to add/drop this course is Thursday, September 17, 2009. The last day to withdraw without academic penalty is Tuesday, November 17, 2009 (a WD will appear on your transcript).