SYLLABUS

Introduction to Educational Psychology (EDF 3210)
Spring Semester, 2012
Section 1280
Period 4 & 5 (T) 10:40 - 12:35, 4 (R) 10:40 - 11:30
Norman Hall Rm. 292 (This is Not a Gordon Rules Course)

Instructor: Dr. David Therriault
Office: 119 Norman Hall
Office Hours: Tues 2:00-3:30pm, and/or by appointment
E-mail: therriault@coe.ufl.edu

ABOUT THE COURSE

Required Text
Educational Psychology by Sternberg and Williams (2010, 2nd edition)
ISBN: 0-205-62607-6

Goals/Course Description
The goal of this course is to help you learn about fundamental themes in Educational
Psychology. You will accomplish this goal by talking, reading, and writing about the
research presented in your textbook and in class. The course will survey
psychological principles in behavioral, developmental, and cognitive areas as they
relate to education. Additionally, there will be an emphasis on core areas of research
in Cognitive Psychology, including Memory & Attention, Language &
Comprehension, and Thinking & Problem Solving.

About Your Text
Your text is an important learning instrument. Many of your exam questions will be
drawn from your text; as such, all material in your text is fair game for exams,
unless otherwise specified. This includes information that we may not have covered
in lecture or information that was only briefly covered. So, it is important that you
thoroughly read all assigned chapters.

About Lecture
It is not my objective to cover all of the material in the text during lecture. Rather, I
will focus on major themes in each chapter. We will use class time to clarify theories
presented in the text. In some instances, the lecture will deviate completely from the
textbook. Occasionally, in-class demonstrations or videos will be utilized to help
illustrate specific aspects of Educational Psychology. Your questions and
participation are always welcome during class. Notes versions of all lectures will
be available through the Sakai website: https://lss.at.ufl.edu.
COURSE REQUIREMENTS AND GRADING

Grading will be based on "pop" quizzes and exams. Optional extra-credit may also be available.

Exams
There will be three exams. The exams will be a combination of multiple-choice questions, short answer, and essay questions. Each exam is worth **50 points** each for a total of **150 points**.

Quizzes
Will be unannounced and given at the beginning of class. There will be a total of **5 quizzes** worth **10 points** each. Your lowest quiz score will be dropped. The maximum points you can obtain is **40 points**.

Research Presentation: Pushing the Envelope
You will be responsible for a research presentation with your peers (groups of 4 or 5 students, 5 is the maximum). You may select any of the course topics to present upon but you must first check your group’s topic with me.

These presentations have two components. First, your group will identify a question that either extends the text/lecture or that is beyond the scope of the lecture or textbook (i.e., we can’t find the answer in either of those sources). Secondly, research your question and attempt to provide an answer in your presentation. The presentations are limited to 15 minutes and must include reference to at least 6 scholarly sources. Don’t worry if you have questions about the nature of the presentations. I’ll provide additional details as we progress through the course.

Extra Credit
Extra credit opportunities may be available; Dr. Therriault will specify these as the semester progresses.

Grading

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<tr>
<th>Source</th>
<th>Points</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Exams (3 @ 50 pts each)</td>
<td>150</td>
<td>60%</td>
</tr>
<tr>
<td>Quizzes (5 @ 10pts each, one dropped)</td>
<td>40</td>
<td>16%</td>
</tr>
<tr>
<td>Research Presentation</td>
<td>40</td>
<td>16%</td>
</tr>
<tr>
<td>In class activities (variable)</td>
<td>20</td>
<td>8%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>250</td>
<td>100%</td>
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Grades
Grades will be based on the following percentages (please note that there are no + or – grades will be assigned):

90 - 100% = A  
80 - 89% = B  
70 - 79% = C  
60 - 69% = D  
less than 60% = E
POLICIES AND EXPECTATIONS

Attendance:
It is entirely up to you to attend class or not. If you happen to miss class, it is your responsibility to learn the material covered. I highly recommend that you obtain notes from your classmates. I will not give out my lecture notes or repeat a lecture during office hours.

Missed Exams:
Makeup exams will not be given unless the instructor is notified before the test date and only in light of extreme circumstances (i.e., hospitalization, death in the family). Work or vacations are not acceptable reasons to miss an exam. Documentation is required to be eligible to take a make-up exam and all make-up exams will be strictly essay.

Cell Phones and Laptops:
Please do not answer your phone or text during class, it is disruptive; you are more than welcome to step out if you need. Likewise, while you are welcome to bring your laptop to class to take notes, I would not want it to become a distraction for you or others (i.e., facebook, games, etc…).

Academic Dishonesty:
Cheating or plagiarism in any academic setting is unacceptable. According to the University’s Academic Honesty Guidelines (http://www.dso.ufl.edu/STG/stgfront.html): Plagiarism is defined as: “The attempt to represent the work of another as the product of one's own thought, whether the work is published or unpublished, or simply the work of a fellow student.” Cheating is defined as: “The improper taking or tendering of any information or material which shall be used to determine academic credit.” Please see the website for procedures that will be followed if cheating or plagiarism is suspected. Upon suspicion of academic dishonesty, you will need to meet with me and the Chair of the Educational Psychology Department to discuss the consequences of your actions. This isn’t a fun meeting for either party, so please don’t put yourself in that position.

Accommodating Students with Disabilities:
Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Course Incompletes:
A grade of Incomplete “I” will only be given in extreme circumstances (i.e., illness) and must be pre-approved by the instructor. If approved, a contract will be drawn up with the student specifying assignments and due dates. According to the University, all incomplete work must be completed by the following semester or you will receive a punitive incomplete (i.e., the same as an “E”).
RESEARCH PARTICIPATION INFORMATION
FOR ED PSYCH 3110, 3210, 3132, and 3135 STUDENTS

Purpose

At the University of Florida, as at other major universities, the accumulation of new knowledge in the field of educational psychology comes from research conducted by faculty and students. One of the academic objectives of this course is to acquaint students with the nature of research activity. This objective is accomplished, in part, by requiring students enrolled in this course either to participate in on-going experiments, (see Method A) or to make arrangements for another research-related activity (see Method B).

If you fail to meet the research participation requirement (through either Method A or B, see descriptions below), you will receive an Incomplete Grade (I) for the course. Your course grade will be unaffected, but you will have to complete the research requirement by midterm of the following semester in which you are enrolled at the University of Florida or the incomplete grade will turn into an “E”.

Research-Related Activity

Method A. During each academic term, students can serve as research participants in a variety of available experiments. Included are projects dealing with cognition, reading, memory, learning, etc. At the end of each experimental session, you will receive a description of the general nature of the research project and the anticipated implications of the findings from the study. All research projects in the department have been reviewed by the University’s Institutional Review Board to ensure that student participation is appropriate. As part of the review process, particular attention is given to the establishment of coding procedures to guarantee that all research data are kept confidential. An informed consent form will be provided at the beginning of each experiment and you have the right to discontinue participation in any experiment at any time, without penalty. The sign-up procedure for all experiments will be described by your instructor. You must be at least 18 to participate in any research experiment. If you are 17 or younger, you will fulfill the requirement through Method B. If you miss two research appointments to participate in research projects and do not cancel the appointments in advance, you must then complete the Option B project (the research paper). The researcher is required to wait for 15 minutes. If you come later than 15 minutes after the research appointment, this is considered a missed, unexcused appointment. However, if you arrive at the appointed time, but the researcher does not arrive within 15 minutes, you will be given credit for participation. To document this, students must go to pool administrator’s office (Dr. Therriault, Norman 1424) to alert him that the researcher failed to show.

Method B. If you choose not to fulfill your research requirement through participation as a research participant, you must inform your instructor that you will complete Method B. That is, you must review one article published in the last year in a journal chosen by your instructor (3110 students: Child Development or Developmental Psychology; 3210, ...
3132, and 3135 students: *Journal of Educational Psychology* or *Contemporary Educational Psychology*) and submit a 3-page written summary and critique of the research methods employed, using normal font and margins (i.e., 12-point font, 1 inch margins). The paper should include a description of the purpose, procedures/methods, and findings of the article as well as a critique of the findings. **The paper should be completed by the end of the fourteenth week of classes. In the event of a documented illness or some other serious extenuating circumstance, the instructor of your course will consider extending this deadline.**
### Tentative Course Schedule

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<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introductions, syllabus, &amp; introduction to Educational Psychology</td>
<td>Syllabus &amp; Ch 1</td>
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<td></td>
<td>Historical perspectives/ perspectives on teaching/ research used in Ed Psych.</td>
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#### Welcome to Class: Intro to Ed Psych.

| Week 2 | Developmental | Ch 2 |
| Week 3 | Developmental (continued) | Ch 2 |
| Week 4 | Neuroscience | Lecture |
| Week 5 | Behavioral | Ch 7 |
|        | Review for Exam I |       |
|        | Exam I |     |

#### Psychological Approaches to Education

| Week 6 | General Cognitive themes | Ch 8 |
| Week 7 | General Cognitive themes continued | Lecture |
| Week 8 | Approaches to Instruction | Ch 8 |
| Week 9 | Thinking and Memory/Reasoning | Ch 9 |
| Week 10 | Motivation | Ch 10 |
|        | Review for Exam II |       |
|        | Exam II |      |

#### Cognitive Psychology in Education

| Week 11 | Student Diversity | Ch 6 |
| Week 12 | Individual Differences (Intelligence) | Ch 4 |
| Week 13 | Individual Differences (Exceptional) | Ch 5 |
| Week 14 | General Assessment *In class group presentations | Ch 14 |
| Week 15 | Standardized Testing *In class group presentations | Ch 13 |
|        | Review for Exam III |       |
|        | Exam III |      |

Note: This is a tentative schedule. Lecture dates, exam dates, and assigned readings are subject to change (exact dates will be given throughout the semester).