

The University of Texas at Dallas

Course Syllabus

Course Information

Course number: PSY/CLDP 3339.0U1

Course title: **EDUCATIONAL PSYCHOLOGY**

Term: SUMMER 2013

Meeting times: **Mondays & Wednesdays 1-3:15pm, GR 4.428**

Professor Contact Information

Professor's name: Dr. Huxtable-Jester

Phone number: 972-883-6434 (I can return calls to local numbers only)

Email: drkarenhj@utdallas.edu (twitter @drkarenhj #edpsy)

Office location: JO 3.116

Office hours: <http://drkarenhj.youcanbook.me/>

Use this link to make an appointment any time. This adds your appointment directly to my calendar and sends you a reminder message an hour before the meeting. I am always in my office an hour before and after class, and you are welcome to stop by without an appointment.

Other information: Email is the fastest and best way to reach me. **Please put the course name in your subject line [ED] and use your UTD email account, or use the eLearning mail system.**

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Required prior knowledge or skills: none

Course Description

In this study of teaching, learning, and the teaching-learning process we will examine the development of cognitive functions, language and personality, gender and cultural differences, and research on teaching, tests, measurement and evaluation. Concepts to be covered in the course include learning theories, developmental theories, motivation, measurement and assessment, including the concept of intelligence, guidance and discipline, role of the teacher, teaching and learning and how they interrelate, teaching and learning styles (and how we know there is no evidence to support the idea of learning styles), issues of gender, special needs, and diversity. This class is expected to be beneficial to students in psychology, education, and other professions involving teaching and learning.

Student Learning Objectives/Outcomes

School of Behavioral and Brain Sciences Learning Objectives

After completing the course, students will:

- 1.2 Describe and analyze major theoretical perspectives and overarching themes of educational psychology.
- 1.3 Understand, apply, and analyze educational psychology as a specific content area within psychology.
- 2.1 Identify and explain different research methods psychologists use to study teaching and learning.
- 3.1 Use critical thinking to evaluate popular media and scholarly literature.
- 3.3 Engage in critical thinking, evaluating new ideas with an open but critical mind.
- 4.1 Demonstrate effective writing skills in various formats and for various purposes.
- 4.3 Demonstrate basic computer skills, proper etiquette, and security safeguards.
- 5.1 Apply psychological concepts, theories, and research findings to issues in everyday life.
- 5.2 Identify appropriate applications of psychology to education.
- 5.3 Demonstrate how psychological principles can explain social issues and inform public policy relevant to education.

Specific Competencies of the TExES addressed—not *how* but *why*?:

- Competency 001:* The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivates students and is responsive to their developmental characteristics and needs.
- Competency 002:* The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.
- Competency 003:* The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.
- Competency 004:* The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.
- Competency 005:* The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.
- Competency 006:* The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.
- Competency 007:* The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.
- Competency 008:* The teacher provides appropriate instruction that actively engages students in the learning process.
- Competency 0010:* The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.
- Competency 0011:* The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.
- Competency 0012:* The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.
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Required Textbooks and Materials

NO LAPTOPS OR OTHER ELECTRONIC DEVICES

1. Ormrod, J. E. (2011). *Educational psychology: Developing learners* (7th ed.). Upper Saddle River, NJ: Prentice-Hall, ISBN 978-0-13-700114-9. A copy of the textbook is available on reserve in the library.
 2. The online **STUDY GUIDE** designed to accompany this text also is required. The website appears at <http://www.myeducationlab.com/>. Purchased with textbook or from the publisher for \$31.50.
 3. Additional chapters, journal articles, and other readings will be assigned. Details will be discussed in class.
 4. Pick up 4 *Exam System II #229630* answer sheets for Exams, available free at the off-campus bookstore. **You must bring your answer sheet (and your #2 pencils, of course) to each scheduled Exam.**
 5. We will be using the eLearning system throughout the semester for recording your grades, for providing supplemental readings and handouts, and for you to submit your journal entries.
 6. Technical difficulties are not acceptable excuses for failing to submit work correctly and on time. If you experience any problems with your UT Dallas account you may email assist@utdallas.edu or call the UT Dallas Computer Help Desk at 972-883-2911.
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Recommended *optional* readings:

1. Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
2. Bain, K. (2012). *What the best college students do*. Cambridge, MA: Harvard University Press.
3. Dweck, C. S. (2000). *Self-theories: Their role in motivation, personality, and development*. Philadelphia, PA: Psychology Press.
4. Hole, S., & McEntee, G. H. (1999, May). Reflection is at the heart of practice. *Educational Leadership*, pp. 34-37.
5. LaVoie, R. (2007). *The motivation breakthrough: 6 secrets to turning on the tuned-out child*. New York: Touchstone.

Undergraduate Teaching Internship Opportunity

If you decide that you have enjoyed this course, if you have done well (an A is nice, but a B+ might be OK too), and if you would like to gain experience helping others succeed, please apply for a position as an undergraduate teaching intern. This experience is listed on your transcript as a 3-credit course, PSY 4V96.015. Applications are collected and reviewed around registration time each semester. Stop by to see me with questions or for an application.

Assignments & Academic Calendar

Topics, Reading Assignments, Due Dates, Exam Dates: See calendar on next page.

IMPORTANT: I want to help you do well in this class! To get the most benefit from your time in this class, read the material to be discussed *before* we discuss it in class. You will find classes to be much more interesting and involving if you *come prepared* to discuss each day's topic.

Please do not make video and/or audio recordings of class sessions without my explicit permission. Video and/or audio recordings of class sessions made with or without permission may not be distributed in any way. This includes but is not limited to postings on the internet, websites, eLearning, or email.

Note: It is a copyright violation for students to post this syllabus or any course materials (lecture notes, etc.) on any websites (other than eLearning), including notehall.com, scribd.com, and the like.

"Learning is not the product of teaching. Learning is the product of the activity of the learners."

—John Holt

My job is to guide your learning activity by giving you credit for engaging in the behaviors that will help you learn. The chart below shows how the assignments will help you to achieve the course objectives:

	PSY 3339		
	Methods of assessing achievement of objectives		
Student learning objectives/outcomes	Exams	Reflection Journals	In-class writing & discussion
Describe and analyze major theoretical perspectives and overarching themes of educational psychology.	X	X	
Understand, apply, and analyze educational psychology as a specific content area within psychology.	X		
Identify and explain different research methods psychologists use to study teaching and learning.	X		
Use critical thinking to evaluate popular media and scholarly literature.		X	
Engage in critical thinking, evaluating new ideas with an open but critical mind.	X	X	X
Demonstrate effective writing skills in various formats and for various purposes.		X	X
Demonstrate basic computer skills, proper etiquette, and security safeguards.		X	
Apply psychological concepts, theories, and research findings to issues in everyday life.	X	X	X
Identify appropriate applications of psychology to education.	X	X	X
Demonstrate how psychological principles can explain social issues and inform public policy relevant to education.	X	X	X

PSY/CLDP 3339.0U1 ♦ EDUCATIONAL PSYCHOLOGY ♦ Summer 2013

MONDAYS	WEDNESDAYS
<u>JUNE 3</u> Course Overview Introduction to the psychology of education Ch. 1: Education research and its uses	<u>JUNE 5</u> Ch. 2: Theories of cognitive development <i>Journal entry Ch. 2 due in eLearning before noon</i>
<u>JUNE 10</u> Ch. 3: Personality and social development <i>Journal entry for Ch. 3 due in eLearning before noon</i>	<u>JUNE 12</u> Ch. 4: Group differences <i>Journal entry for Ch. 4 due in eLearning before noon</i>
<u>JUNE 17</u> 1-2:20 EXAM 1: Chs. 1-4 2:25-3:15 Review exam	<u>JUNE 19</u> Ch. 5: Students with special educational needs <i>Journal entry for Ch. 5 due in eLearning before noon</i>
<u>JUNE 24</u> Ch. 6: Learning and cognitive processes <i>Journal entry for Ch. 6 due in eLearning before noon</i>	<u>JUNE 26</u> Ch. 7: Knowledge construction <i>Journal entry for Ch. 7 due in eLearning before noon</i>
<u>JULY 1</u> Ch 8: Higher-level thinking skills <i>Journal entry for Ch. 8 due in eLearning before noon</i>	<u>JULY 3</u> 1-2:20 EXAM 2: Chs. 5-8 2:25-3:15 Review exam
<u>JULY 8</u> Ch. 9: Behaviorist views of learning <i>Journal entry for Ch. 9 due in eLearning before noon</i>	<u>JULY 10</u> Ch. 9 & 10: Social cognitive views of learning <i>Journal entry for Ch. 10 due in eLearning before noon</i>
<u>JULY 15</u> Ch. 11: Affective factors in motivation <i>Journal entry for Ch. 11 due in eLearning before noon</i>	<u>JULY 17</u> Ch. 11 & 13: Classroom management <i>Journal entry for Ch. 13 due in eLearning before noon</i>
<u>JULY 22</u> 1-2:20 EXAM 3: Chs. 9, 10, 11, 13 2:25-3:15 Review exam	<u>JULY 24</u> Ch. 12: Instructional strategies <i>Journal entry for Ch. 12 due in eLearning before noon</i>
<u>JULY 29</u> Ch. 14: Classroom assessment strategies <i>Journal entry for Ch. 14 due in eLearning before noon</i>	<u>JULY 31</u> Ch. 14: Classroom assessment strategies <i>Journal entry for Ch. 15 due in eLearning before noon</i>
<u>AUGUST 5</u> Ch. 15: Effective use of assessment	<u>AUGUST 7</u> 1-2:20 EXAM 4: Chs. 12, 14, 15 2:25-3:15 Review exam <i>This is our last class meeting— we do not meet during finals week!</i>

Grading Policy

The basis for assigning grades in this course will be as follows:

	Points	% of final grade
Exams (4 @ 50 pts each)	200	80%
In-class activities/attendance	10	4%
Reflection Journals (10-14 @ 4 pts each)	40	16%
TOTAL	250	100%

Assignment of letter grades is as follows:

Points earned	Percent	Letter grade
232-250	93-100%	A
224-231	90-92%	A-
219-223	88-89%	B+
207-218	83-87%	B
199-206	80-82%	B-
194-198	78-79%	C+
182-193	73-77%	C
174-181	70-72%	C-
169-173	68-69%	D+
162-168	65-67%	D
0-161	0-64%	F

Course grades will be available August 16, 2013.

I want to help you be successful in this course in every way I can BEFORE the end of the semester. After Exam 4, the course is over. At that point, I simply cannot and will not give you extra points or additional assignments. I can help you if you ask me "what can I do to improve my grade?" on the first day, not the last day.

Course & Instructor Policies

NO LAPTOPS or other electronic devices (e.g., cell phones, netbooks, voice recorders, etc.) will be allowed to be used during class time. I have received an increasing number of complaints from students about other students making distracting use of laptops and cell phone texting during class time. It has become necessary to ban use of laptops and other electronics.

Extra credit: Absolutely no individualized extra credit will be available. If you are concerned about your grades, come see me. I am always available to answer questions about grades and assignments. Please come to see me early to clear up points of confusion rather than waiting, which may simply add to your frustration and decrease your learning efficiency.

Late work: All assignments must be completed before class begins on the day they are due. **Late assignments will not be accepted.** Please note that Journal entries can NOT be made up for any reason.

Class attendance: **Class attendance is required**, and is assessed in a variety of ways (extra credit opportunities, in-class exercises, etc.). Attendance may be taken more than once during a class period. Arriving late or leaving early results in zero attendance points for that day. Class attendance and participation are an important indication of your commitment and professionalism, and are critical to your success in this course. Classes will consist of lectures and discussions, and frequently will cover content not found in the textbook.

NOTE: Please be sure to acquire missed lecture notes, assignments, handouts, and announcements **from a classmate—NOT from me.** You are responsible for **all** information given in class. *This includes any changes to the syllabus, content and format of Exams, and details given regarding*

assignments. Please see me for help any time!

Etc.: Course requirements are described in detail later in this syllabus. You are responsible for all of the information included here.

You are responsible for understanding the University Policies that may be seen at:
<http://go.utdallas.edu/syllabus-policies>

Field Trip Policies
Student Conduct & Discipline
Email Use
Withdrawal from Class
Student Grievance Procedures
Incomplete Grade Policy
Services for Students with Special Educational Needs
Religious Holy Days

Also, please be sure that you understand the following course policies:

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion, and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from any textbook, from portions of papers for other classes, and from any other source (including your own work for other past or current classes) is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources (among others) of turnitin.com, which searches the web for possible plagiarism and is over 90% effective. Instances of plagiarism that are not detected by turnitin.com are also subject to review by the Office of Judicial Affairs.

Using the work of another student or providing your own work to another student, currently or at any point in the future is considered unacceptable and also will be treated as plagiarism and/or collusion in this or any other course.

Video, audio, or other recording in class

No instructional materials or any type of recording made in class may be reproduced or disseminated by students except for the exclusive use of students enrolled in the course in which such materials have been provided. In particular, course materials may not be posted on the Internet without express written permission. Violations are subject to civil penalties or criminal prosecution under the federal Copyright Act of 1976, as amended. In addition, students who violate this rule regarding copyright infringement are subject to disciplinary action. It is a condition of a student's enrollment that he or she respect the copyrights of others and adhere to this copyright ruling.

Because your learning is my principal concern, I may make changes to this syllabus—assignments, exams, timelines, etc.—if it will facilitate your learning. All changes will be discussed in class.

Detailed Descriptions of Course Assignments

Exams

1. **Four Exams** will be given to assess your mastery of the material in each section of the course. Exam format will be multiple-choice, based on material from the readings, lectures, videos, and class discussions.
2. See me or a TA early if you need help preparing for an Exam. It is helpful (but not required) to study first, and then come with a list of specific questions or areas of concern. Also, if you feel that you worked hard studying for an Exam, but received a much lower grade than you anticipated, come see me so that we can diagnose where your study strategies went wrong and discuss how you should prepare differently in the future.
3. Preparing for an Exam is an important part of the learning process—it takes *weeks* of preparation, not days or hours. Learning and understanding the material are the best preparation for the Exams. Keeping up with the readings is essential. **Plan to spend at least 9 hours per week outside of class on reading and writing assignments for this course (12 hours per week for summer courses).**
4. **Make-up Exams: You must be present for Exams.** If you might miss an Exam, notify me by EMAIL or at 972-883-6434 IMMEDIATELY. I must hear from you **before** the scheduled time of the Exam. **If you wait to talk to me at the next class meeting, you will not be able to make up the Exam.** Make-up Exams will be given only if: (a) you were seriously ill and have verifiable documentation from a physician, or (b) you were detained the day and time of the Exam (and have appropriate verifiable documentation), or (c) you made arrangements prior to the Exam to attend an urgent event supported by verifiable documentation. In any of these cases, **you must notify me in advance of the scheduled time of the Exam (call and leave a voice-mail message if you can do nothing else)**. Otherwise, you will receive 0 points. It is your responsibility to make sure that the Exam is made up **before the next class session** or within one week. If you do not show up for your makeup Exam at the scheduled time, you will receive 0 points. Beware, make-up Exams are designed to be more difficult to compensate for having more study time.

Reflection Journals (*Read this entire section carefully! It is meant to help you.*)

1. You will have 14 opportunities to earn up to 40 points toward your final grade by submitting, *in eLearning*, a personal experience journal entry corresponding to each of the assigned readings. Each entry will demonstrate how some **event from your personal experience with teaching or learning** can be understood using a **specific theory or concept from the chapter (bold-faced terms)**. BE SURE TO WRITE THE CONCEPT IN CAPITAL LETTERS IN YOUR PAPER THE FIRST TIME IT APPEARS. Depending on the concept, you should have no more than three words written in capital letters, usually one or two (not a whole sentence or phrase).

Important Note: Select a concept relevant to a MAIN IDEA of the chapter, not a term that is too broad or too obvious (for example, in Chapter 1 do not choose “visual-spatial thinking” or “educational psychology” and do not choose “mnemonic” for Chapter 5 or “behaviorism” or “social cognitive theory” for Chapter 6). Acceptable terms are listed as “**Key Concepts**” and defined in the margins of each chapter. Please do NOT write the definition in your paper. **Copying the definition will be caught by turnitin.com as unacceptable overlap.**

→ Note that choosing a commonly known term, i.e., one that most people would know without having to take a college course, is not likely to allow sufficient depth of analysis to earn full credit. Choose a concept that you are not likely to encounter in everyday life, like *collective efficacy* or *predictive validity* rather than one you knew already, like *self-esteem* or *motivation* or *checklist* or *peer pressure*.

2. The goal of the journal is to provide you with an opportunity to reflect on the relationship between chapter concepts and specific things that you have done in the past or that you might do in the future, as a teacher or

learner. In the process of doing this you might *also* share your reactions to the reading material, critically evaluate an issue, or relate a personal concern or experience to course content. Journals will be graded on thoughtfulness and thoroughness, but not on the specific views you express. The equivalent of about one-half to one full page, double-spaced, will be sufficient—please do not write more than one page (or less than half). The quality of your writing DOES COUNT. Please use correct grammar and punctuation, and a clear, coherent writing style. You will lose points for failing to proof-read (and correct!) your work. A paper with errors cannot earn more than 1 point.

3. Higher quality entries typically include critical thinking, which could incorporate any combination of the following elements:
 - Identifying values, biases, and assumptions;
 - Analyzing arguments and counterarguments;
 - Analyzing the kinds and quality of evidence;
 - Critical thinking about research, critical writing and reading;
 - Drawing conclusions.
4. **These journal entries will be submitted in eLearning according to the deadlines specified for each assignment.** The deadlines for each journal entry cannot and will not be changed for any reason. No journals will be accepted past the eLearning deadline regardless of the excellence of the reason why they were late. This is why you only have to do 10 out of 14—that gives you more than enough opportunities to take into account any unavoidable delays, system problems, etc.
5. I understand that sometimes, things happen that you cannot possibly predict or control. Because of this reality, you may skip up to 4 journal entries before your grade is affected.
6. **Journal entries cannot be accepted** outside of the corresponding eLearning Assignment. **Please do not email your papers to me or to your TA.**
7. You may submit as many journal entries as you wish until you have your full 40 points.

Reflection Journal entries should contain four elements:

1. **Key concept, written in CAPITAL LETTERS only the first time it is mentioned**
2. **Example of key concept from your own observations or experiences**
3. **Explanation of what makes the example a good illustration of the key concept**
4. **Further analysis, which is likely to be integrated with the explanation in higher quality papers, but can stand alone as well. In Ed Psych, the focus is on using the example as a vehicle for reflection on experiences in teaching or learning.**

Reflection Journal Grading Rubric:

- 4 points** = Excellent in every way: complete, organized, and demonstrates insight/critical thinking; *one* specific key term is CAPITALIZED *once*; example illustrates the selected term; explains how the example is an example of the term; no errors in grammar, spelling, etc.
- 3 points** = adequate, but lacks depth; concept is applied correctly; no more than one or two minor grammatical or spelling errors
- 2 points** = correct, but lacking organization, clarity, and/or focus; key term not underlined or too many underlined; some errors in grammar, spelling, punctuation, or any combination of these; ideas not fully developed, superficial (perhaps because term is too broad for the example provided, too obvious, etc.), perfunctory
- 1 point** = incomplete or incorrect application of selected concept; longer than one double-spaced page would be (or shorter than half of a double-spaced page would be); incomplete, inadequate; or many errors in grammar, spelling, punctuation, or any combination of these
- 0 points** = term comes from a chapter other than the one assigned, or is otherwise far off topic

IMPORTANT NOTE: After you submit your journal entry in eLearning, log out and **LOG BACK IN TO CHECK to make sure the assignment uploaded properly.** If it was not uploaded properly, and if you did not wait until the last minute to submit your assignment, you should have plenty of time to try again. If you do not check and resubmit, or if you waited until the last minute and ran out of time to check and resubmit, there is nothing I can do to fix the problem.

Attendance and In-class Activities

Occasionally, as a way of taking attendance, I will ask you to write short essays or complete other activities in class. These essays are designed to prompt you to organize your thoughts on a given topic. They are graded on a credit/no credit basis. In short, if you are there when I ask for a minute paper and write something relevant and thoughtful that answers the question I've asked, you get credit. If you arrive after attendance is taken or leave before attendance is taken, you cannot earn attendance credit for that day. These papers are not intended to "test" your knowledge as much as they are to get you thinking about the topic at hand and to facilitate class discussion. Attending and being prepared for class earns you credit on the in-class activities. The credits applied to your final course grade are calculated by taking the percentage of activities you complete out of the total possible you could have completed, depending on how many we end up having (this could be anywhere from 6-20).

Assignment of ATTENDANCE POINT VALUES is as follows:

Miss part or all of one or zero classes	= 14 points
Miss part or all of two classes	= 10 points
Miss part or all of three classes	= 8 points
Miss part or all of four or more classes	= 0 points

As you can see, you must miss or be late (or leave early) for three or fewer classes before any points from the in-class activities count toward the final course grade (*this does not mean you are "allowed" to miss 3 classes*). There are no unexcused absences, because this leeway is sufficient to take into account that you might be ill, etc. Thus, if you miss one class for any reason, your overall grade is unlikely to be affected. If you miss three or more for any reason, your overall grade will be affected. I am not going to keep track of the reasons for any absences or decide which are and which are not valid.

PSY/CLDP 3339.0u1 ♦ EDUCATIONAL PSYCHOLOGY ♦ Summer 2013

The Graduate Teaching Assistant for this class will administer and score all exams, grade journal entries, and in general facilitate your learning success.

The Undergraduate Teaching Intern for this class will assist in proctoring exams, keep records of attendance, lead group study or tutoring sessions, and in general facilitate your learning success.

Names and contact information for the GTA and the UGTI will be posted in eLearning. Use the “mail” tool in eLearning and the Directory on the university’s main web page.

It is your responsibility to keep track of your grades so that you know where you stand at all times. Feel free to verify your grades with the TA or with me, at my office (not in class), any time until the last exam. I can help you more effectively if you check your grades in eLearning first, then come see me for any verification or clarification (or anything else).

*** Do not use eLearning to calculate your course grade! ***

You will notice that eLearning will show you a “total possible” that does not match reality. Ignore it. We can use eLearning only to record grades, but the calculations do not fit the way grades are actually calculated. Use the worksheet on this page and the chart on page 6.

You can record your grades here:

Exam 1	____/50
Exam 2	____/50
Exam 3	____/50
Exam 4	____/50
Journal entries (4 pts each)	____/40
In-class activities	____/10 (remember, this is based on the proportion of how many you complete—you don’t earn a point for each one you complete)
TOTAL	____/250 (see chart under Grading Policy on p. 6)

Journal grades:

Ch. 2	____	Ch. 5	____	Ch. 9	____	Ch. 12	____
Ch. 3	____	Ch. 6	____	Ch. 10	____	Ch. 14	____
Ch. 4	____	Ch. 7	____	Ch. 11	____	Ch. 15	____
		Ch. 8	____	Ch. 13	____		

Accuracy in assigning and recording grades is of utmost importance. I encourage you to keep track of your grades and let me know when you would like for me to check over the grading of any Exams or assignments within THREE WEEKS of when the grade was assigned. It becomes much more difficult to verify your grades as time goes on, so please do not wait until the semester is over.