

**St. Jerome's in the University of Waterloo**  
**Department of Psychology**  
**Psychology 454 – Fall 2009**  
**Honours Seminar: Educational Psychology**  
**(Antirequisite: Psychology 319)**

**Course Outline**

**Instructor:** Dr. Maureen Drysdale  
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**Office Hours:** W 1:00-2:00pm, or by appointment  
**Lectures:** Wednesday 9:30-12:20, STJ 3020

**Course Overview:**

This honours seminar will address current issues in educational psychology, with a specific focus on exceptional students, the problems they encounter in both special education classrooms and inclusive classrooms, and the strategies teachers use to manage their behaviours. Special emphasis will be placed on examining the current research on the classroom experiences of students with exceptionalities, their learning outcomes, and how teachers can best teach these students so they can reach their potential.

**Learning Objectives:**

At the end of the course you should be able to:

- review the theoretical perspectives and empirical research on exceptional learners, special education, and inclusive education,
- examine critically the literature in educational psychology and be able to extract the most important information,
- understand and apply the research process in educational psychology,
- participate in class discussions and express ideas and opinions effectively,
- develop professional and scholarly writing in the field of educational psychology, and
- effectively deliver a scholarly paper to peers and colleagues

**Textbook:**

There is no required textbook for this course. Required readings will be available on reserve in the SJU library. Handouts will be made available on ACE, or provided in class.

**Correspondence:**

Students using email or the telephone to contact Dr. Drysdale **must** include their first and last names, and student number. Always email via UW-ACE.

Please allow at least 24 hours for a response made between Monday and Thursday and allow the weekend for a response to an inquiry made on Friday, Saturday or Sunday.

Do not email or telephone asking for grades. For security reasons, grades are not released over the telephone or Internet

**Evaluation and Grading Criteria:**

- |                                       |       |
|---------------------------------------|-------|
| 1. Literature review and presentation | (30%) |
| 2. Research proposal                  | (30%) |
| 3. Poster presentation                | (25%) |
| 4. Class participation                | (15%) |

Note: Requests for changing the weighting and/or the format of the assessments will not be considered

**PLAGIARISM DETECTION SOFTWARE (TURNITIN) WILL BE USED TO SCREEN ASSIGNMENTS IN THIS COURSE. THIS IS BEING DONE TO VERIFY THAT USE OF ALL MATERIAL AND SOURCES IN ASSIGNMENTS IS DOCUMENTED. IN THE FIRST LECTURE OF THE TERM, DETAILS WILL BE PROVIDED ABOUT THE ARRANGEMENTS FOR THE USE OF TURNITIN IN THIS COURSE.**

## 1. Literature Review and Presentation of Research Question(s) and/or Hypotheses (30%)

### a. Topic and population:

- Select a specific research topic within the field of Educational Psychology that reflects a current issue faced by teachers, students, parents of school age children, and/or school psychologists.
- Topics can focus on a particular grade and/or age group (e.g., childhood/elementary, junior high/middle school, or adolescence/high school)
- Populations may involve: Depression and suicide, Anxiety (social, separation, generalized, OCD, panic, performance/test), Eating Disorders (Bulimia, Anorexia Nervosa, Obesity), Bullying (Physical, Relational, Cyber), Pervasive Developmental Disorders (Autism, Asperger's, Rett's), ADHD, Violence and Aggression (Conduct Disorder, Oppositional Defiance, School Crime & Shootings, gangs), English as a Second Language (ESL), Learning Disabilities (reading/dyslexia, writing, visual, hearing), Physical Disabilities (CP, seizures, growth), Gifted and talented, Olympic athletes, Abuse (neglect, physical, emotional, sexual), sexual orientation, addictions (drugs, alcohol, gambling, internet)
- Choose a well researched area. This will give you more lines of research to choose from (i.e., series of studies by the same individual or group). A 'hot' or major research topic will have several lines of research – each addressing different theoretical approaches and/or arguments.
- Choose a narrow topic (e.g., using social stories to prepare grade one students with autism for day long field trips) versus a broad topic (e.g., school interventions for autism). You may need to read a few articles before narrowing your topic.
- Topics must be selected and approved by the professor by September 30<sup>th</sup>, 2009. It is acceptable to select a topic in educational psychology that benefits your current research (honours thesis or plans for graduate school).

### b. Criteria for the literature review:

- Conduct a comprehensive literature review of your topic. The review will present the current research in the area, leading to the gap(s), and the focus of your proposed study.
- The literature review is the first section of any proposal or journal article. Use your journal articles as guidelines.
- Use only peer-reviewed journal articles published in the past five years (2005- 2010). For theoretical information, and groundbreaking work, you may use older articles.
- Collecting articles and fine-tuning your topic is time consuming. Keep in mind not all articles are available online. If you order one, it may take up to two weeks to arrive.
- Read, read, review, and review before deciding on your research question(s) and/or hypotheses.
- Before writing:
  - Organize your articles in a meaningful way. Keep in mind, you might collect 25 articles and use only 12.
  - For each article, summarize the following: theoretical approach, research question(s), hypotheses, findings, and interpretations.
  - Collect enough articles to thoroughly **describe** (summarizing and supporting your arguments) **and evaluate** (discussing and digesting) the work done on your topic
- Writing:
  - Introduce broad topic then move to narrow
  - Synthesize the research – you can combine findings if they are similar. Avoid simply describing the studies.
  - Paraphrase, don't quote.
  - If you are examining students with a specific disorder, you will want to include a description of the disorder. If you want to test an intervention, you will want to address treatments and previously studied interventions that are applicable.
  - **Avoid plagiarism – give credit where credit is due. Any information in your paper that did not come from your own mind belongs to someone else. This means it needs to be cited in the text and included in a reference list. Failure to do this is plagiarism and you will fail the assignment. No exemptions to this rule. Be sure to check every sentence to make sure you are not claiming to be the author of an idea that is not your own.**
  - Refer to the APA manual for guidelines on how to cite different types of work.

- APA style format:
  - 12-point serif typeface (Times New Roman or Courier)
  - double-space every line
  - 1" margins on all four sides
  - page numbers on top right hand side
  - running head on each page
  - headings: level 1 – centered, upper and lower case; level 2 – left justifies, upper and lower case
  - references – start on a new page
- Maximum 10 pages, excluding references. Keep in mind literature reviews vary depending on the nature of the study. Do not use filler. Be clear and specific. Avoid tangents and needless detail.
- Literature reviews are due on your first presentation date. Your literature review will also become the first part of the research proposal submitted one week after your presentation. You will receive feedback on your literature review during your presentation; therefore you are permitted to make minor modifications to it before submitting your final proposal.
- Submit your literature review in the drop box on ACE as well as a hardcopy on your presentation date.
- Resource:
  - [www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review](http://www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review)

c. Criteria for the presentation:

- Prepare a 20 minute power-point presentation on your topic.
  - Provide a summary of the literature review
  - Describe the gap(s) in the research
  - Present your research question(s) and/or hypotheses
  - Briefly describe how you might go about exploring the research questions or testing the hypotheses.
- Each presentation will be followed by a 15 minute brainstorming session where your peers will provide feedback and input into the proposed study. You will use this information to finalize the design and write the proposal.

2. Research Proposal (30%)

- Know where the contradictions and gaps in the research are before designing your study.
- Sections of the proposal:
  - Cover page with title, running head, name, and affiliation
  - Abstract – maximum 150 words
    - Problem addresses, participants, experimental method, findings
  - Introduction – literature review
  - Method
    - Participants, sampling, materials (include reliability and validity of all measures), procedure
    - Keep in mind ethical clearance. Will you receive ethical clearance for your study?
  - Results - A proposal has no results therefore:
    - Include detail on how you will analyze the data. What statistical tests will you use to test your hypotheses and/or answer your research questions?
    - Include detail on how you will present your findings (tables, charts, graphs)
  - Conclusion with implications and limitations
- Attach all articles collected for your literature review to the hard copy.
- **Avoid plagiarism – see literature above for details.**
- Use APA style format – see literature above for details
- Maximum 25 pages with references.
- Attach any applicable instruments and surveys

3. Poster Presentation (25%)

- Each student will prepare a poster of their research. See guidelines at: <http://www.psichi.org/conventions/samples.aspx> and samples on the board outside my office and in the display case in the SUU Psychology wing.

- Presentations should be professional. These poster presentations will be similar to a poster at an academic conference.
- For the results section of the poster, you can “invent” data and make tables, graphs, and charts that might adequately represent your hypotheses. Or, you can include labeled tables, graphs, and charts without data.
- Use power point and select your poster size under “page setup”. A typical size is 48” x 36”. Use an appropriate font size that can be read on an 8.5 x 11 page handout (34 - 36 pt is typical for text, 48 – 60 for headings, and 70 – 100 for the title)
- Submit two colour 8.5” x 11” hard copies and one electronic copy for grading: One hard copy will be returned to you with comments and your grade. The second will be put on display in the psychology wing. It is not necessary to print a large poster. You can use the projector in class for your presentation.
- During your presentation, provide a handout of your poster to your peers. This can be in black and white (much cheaper). Normally, black and white copies are provided at conferences.
- Prepare to talk for 15-20 minutes, discussing your study. This will be followed by 10 – 15 minutes of discussion and questions. You will be timed; therefore plan carefully to allow for the Q & A.

#### 4. Class Participation (15%):

- Because this is an honours seminar with a focus on class discussions, debates, and critical examinations of the research, class participation will be graded.
- Students are expected to come to class prepared to discuss and evaluate the current topics and presentations.
- Each class (excluding Sept. 16<sup>th</sup> and Oct. 21<sup>st</sup>) will carry a participation weight of 1.5% (10 classes x 1.5 = 15%)
- Participation is based on
  - attendance
  - comments and discussion
  - feedback and questions on the presentations
- Dominating the discussion is not seen as effective participation.
- Students are expected to complete feedback forms for all presentations. This will include write down your question(s) and the rational(s) for your questions.
- Feedback forms will be provided for each presentation.

#### POLICY REGARDING ILLNESS OR ACCOMMODATION

- Students are entitled to a rescheduling of a presentation for legitimate medical or compassionate reasons. However, **it is the student's responsibility** to inform the instructor ***PRIOR*** to the due date, to arrange a timely makeup, and to provide acceptable documentation to support a medical, compassionate, or religious claim (University of Waterloo Calendar).
- If you feel that you have a medical or personal problem that is interfering with your work, you should contact your instructor and the Academic Counselling Office as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for grade revisions on medical or compassionate grounds will not be considered (University of Waterloo Calendar). If a student completes a presentation while ill, the grade stands.

#### PROFESSOR'S REQUIREMENTS REGARDING ILLNESS

- Only on the documented basis of illness or other extreme circumstance will students be permitted to a make-up presentation. In the case of illness, a student **must** contact the instructor in the Psychology Department ***PRIOR TO THEIR PRESENTATION DATE*** (the voice mail stamps the date and time of telephone calls). The student must provide an *official “Verification of Illness” certificate* from the University of Waterloo, which states that, due to medical reasons, it was **impossible** for the student to do their presentation and hand-in their paper at the scheduled time (i.e., severe illness). **A NOTE SCRIBBLED ON A PRESCRIPTION PAD IS *NOT* AN ACCEPTABLE MEDICAL CERTIFICATE** (see page 1:8-9 of the University of Waterloo Calendar regarding the standard practices with respect to illness). The University of Waterloo charges a fee for a “*Verification of Illness*” certificate.
- ***If you are sick and you contact me after your due date, you will not be permitted to a make-up.*** You will receive a ‘zero’ and strongly recommended to withdraw from the course. Exception to this: if you are involved in an accident on your way to class (documentation required) and as a result you are not able to call me. If you are

extremely incapacitated, in hospital or have had an unexpected death in the family within 24 hours of the presentation or due date, then have a friend or family member call ASAP.

- Any student missing their presentation date and paper due date with a valid reason must reschedule. **If we are not able to schedule you during regular class time then you will be given an alternate time outside of class. In this case, my colleagues will be your audience and will be evaluating you.**

### **RELEASE OF GRADES:**

- All grades will be posted on ACE. Grades are not released over email or telephone. Do not send an email to me regarding “when will the grades be posted?” I endeavour to complete the grading as quickly as possible.

### **AVOIDANCE OF ACADEMIC OFFENSES**

- **Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/) for more information.]
- **Discipline:** A student is expected to know what constitutes academic integrity (check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/)), to avoid committing an academic offense, and to take responsibility for his/her actions. Students who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating), or about “rules” for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate Associate Dean. When the commission of an offense is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline) which is supplied in the university of Waterloo Undergraduate Calendar and St. Jerome’s University Calendar. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline, [www.adm.uwaterloo.ca/infosec/Policies/policy71.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). For typical penalties check Guidelines for the Assessment of Penalties, [www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm](http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm). Further information on “*How to Avoid Plagiarism and Other Written Offences: A Guide for Students and Instructors*” can be found at <http://watarts.uwaterloo.ca/~sager/plagiarism.html>.
- **Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4, [www.adm.uwaterloo.ca/infosec/Policies/policy70.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm). When in doubt please be certain to contact the department’s administrative assistant who will provide further assistance.
- **Appeals:** A decision made or penalty imposed under Policy 70 (Student Petitions and Grievances) (other than a petition) or Policy 71 (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) [www.adm.uwaterloo.ca/infosec/Policies/policy72.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm).
- **Procedures For Appealing Academic Evaluations:** In the first instance, all appeals of a grade must be made to the course instructor (informal consultation). If the student is not satisfied with the decision of the course instructor, a written appeal must be made to the course instructor. If the student is not satisfied, the written appeal should then be sent to the Departmental Chair or appropriate authority. If the formal response of the department is considered unsatisfactory to the student, he/she may then initiate a hearing before a tribunal established at the Faculty or University level (see Policy 70, Academic Grievances, Type 1 in the St. Jerome’s University Calendar or the University of Waterloo Calendar). More information regarding appeals can be obtained by contacting the St. Jerome’s Student Appeals Officer or the Ombudsperson’s Office (Student Life Centre, Room 2128, 885-1211). The full text of **Policy 70** is available on the Web as well as from the Secretariat (Needles Hall, Room 3060). <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.pdf>

## OTHER INFORMATION

- **Note for Students with Disabilities:** The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

## CLASS SCHEDULE

September 16	Introductions, Course Outline, Overview, Reading 1
September 23	Journal article tutorial, literature searches
September 30	Research Proposals, Ethics
October 7, 14, 28	Literature Review Presentations
October 21	Class Cancelled
November 4, 11, 18, 25	Poster Presentations
December 2	Guest Speaker (tentative)

\*Portions of these sections were taken from the following sources: Academic Calendars of St. Jerome's University, the University of Waterloo, the University of Western Ontario and the University of Calgary.