

**St. Jerome's in the University of Waterloo**  
**Department of Psychology**  
**Psychology 454 – Winter 2012**  
**Honours Seminar: Educational Psychology**

**Course Outline**

**Instructor:** Dr. Maureen Drysdale  
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**Email:** [mdrysdal@watarts.uwaterloo.ca](mailto:mdrysdal@watarts.uwaterloo.ca)  
**Office Hours:** W 1:30 – 2:30, or by appointment  
**Class Time:** Wednesday 6:00-8:20pm, STJ 3020  
**Teaching Assistants:** Margaret McBeath, [mlmcbear@uwaterloo.ca](mailto:mlmcbear@uwaterloo.ca)  
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**Course Overview:**

This honours seminar will address advanced topics in educational psychology with a focus on ‘hot topics’ currently seen in our educational system – from junior kindergarten to university. Sample topics will include ADHD, autism, aggression, drugs and alcohol, child abuse, all forms of bullying, suicide, sexual orientation, exceptional learners, clothing trends, Facebook, cell phone use, and helicopter parents. The seminar will include an individual research project comprised of a literature review, a research proposal, and a presentation. This course will benefit students who want to work with high-risk children and adolescents in a teaching and learning environment.

**Learning Objectives:**

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

- review the theoretical perspectives and empirical research on the issues currently faced in educational settings,
- 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. You will be required to access readings online. Information will be given in class.

**Correspondence:**

Students using email or the telephone to contact Dr. Drysdale **must** include their first and last names, and student number. 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 (part of research proposal)	15%
2. Literature review presentation with facilitation of in-class discussion	20%
3. Research proposal	25%
4. Proposal presentation (poster) and leading a Q & A	20%
5. Class participation	20%

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.**

## 1. Literature Review – First Part of Research Proposal (15%)

### 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, and/or school psychologists as outlined in the course description.
- Topics can focus on a particular grade and/or age group (e.g., childhood/elementary, junior high/middle school, adolescence/high school, or emerging adult/post-secondary)
- 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 where there is a gap in the research (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 and identifying the gaps in knowledge. Normally, such gaps are identified at the end of an article under ‘future research’.
- Topics must be selected and approved by the professor by January 25<sup>th</sup>, 2011. 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 (see proposal below).
- 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 (2007- 2012). 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 your 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. If you have an idea, state it as such and in the form of a research question or hypothesis.**
  - 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 – facilitating an in-class discussion 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.
- Email a copy of the literature review to [mdrysdal@uwaterloo.ca](mailto:mdrysdal@uwaterloo.ca) and bring a hardcopy on your presentation date.
- Resource for writing a literature review:
  - [www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review](http://www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review)

## **2. Literature Review Presentation and Facilitating an In-Class Discussion (20%) – Dates: February 1, 8, & 15**

- Prepare a 15 - 20 minute presentation of your topic followed by facilitating a 20 minute discussion
  - Provide a summary of the literature review
  - Describe the gap(s) in the research
  - Present the research question(s) and/or hypotheses for your study
  - Briefly describe how you might go about exploring the research questions or testing the hypotheses.
  - Prepare thought provoking questions to ask the class. You can ask specific students questions.
- The discussion is an opportunity 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 – therefore tailor your questions and discussion around the information you hope to obtain for your proposal.

## **3. Research Proposal (25%)**

- 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 (this section will be completed and submitted by February 15<sup>th</sup> (depending on your first presentation date). You are permitted to make minor modifications based on the feedback received during your presentation). A complete re-write is not permitted.
  - 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
- **Avoid plagiarism – see Literature Review above for details.**
- Use APA style format – see literature above for details
- Absolute maximum: 25 pages with references.
- Attach any applicable instruments and surveys
- Research proposals are due on your second presentation date (see below)

## **3. Proposal/Poster Presentation with Q & A (20%) - Dates: March 7, 14, & 21**

- Each student will prepare a poster of his or her 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 your research proposal on your presentation day
- 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 20 minutes, discussing your study. This will be followed by a 20-minute question & answer period that you will lead. Total presentation time will be approximately 40 minutes. We can go over the allotted time (to a maximum of 60 minutes) if the discussion is strong and relevant.
- It is advisable to plan ‘discussion points’ in the event your peers do not ask questions.

#### 4. **Class Participation (20%):**

- 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 January 4<sup>th</sup> and 11<sup>th</sup>) will carry a participation weight of 2% (10 classes x 2.0 = 20%)
- Participation is based on
  - Attendance (automatic 0.5/2.0 for each class)
  - comments and discussion
  - group assignment on January 18<sup>th</sup>
  - 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 your question(s) to the presenter and the rational(s) for your questions.
- Feedback forms will be provided for each presentation.

### **POLICY REGARDING CHEATING**

**CHEATING WILL NOT BE TOLERATED.** Students are referred to the university policy on academic offences.

### **POLICY REGARDING ILLNESS OR ACCOMMODATION – University of Waterloo**

Students are entitled to a rescheduling of a presentation or an extension of deadlines for legitimate medical or compassionate reasons. Students are also entitled to rescheduling based on religious grounds. *Students must provide confirmation of an illness to the instructor within 48 hours of the due date or presentation date by submitting a completed University of Waterloo Verification of Illness Form to support requests for accommodation due to illness.* Students who consult their own physician must provide the UW form to the attending physician for completion. The University of Waterloo charges a fee for a “*Verification of Illness*” certificate.

**Deferrals are decided by the instructor** (see Dr. Drysdale’s Policy below). If a student completes a presentation while ill, the grade stands. False claims of illness and/or submitting false documentation constitutes an academic offense that is subject to disciplinary action under Policy #71.

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).

## PROFESSOR'S REQUIREMENTS REGARDING ILLNESS

Only on the documented basis of illness or other extreme circumstance will students be permitted to a make-up date or receive an extension for an assignment.

- **In all cases (e.g., death in the family, illness) it is the student's responsibility to inform the instructor PRIOR to the due date and time**. The voice mail stamps the date and time of telephone calls.
- **In the case of illness, 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 complete the work at the scheduled time (i.e., severe illness), submit their assignment, or do their presentation. The verification of illness form MUST be completed by UW Health Services before or on the same day as the scheduled assessment. A form completed after the day of the assessment will not be accepted. The completed form must be submitted to Dr. Drysdale within 48 hours of the scheduled assessment. Doctors' notes, forms created by a physician or clinic, or a note scribbled on a prescription pad is not an acceptable medical certificate.**
- **In the case of an immediate family members' illness or hospitalization, documentation from the hospital or attending physician is required. Deferrals will only be granted for immediate family member illnesses. An immediate family member is defined as (and limited to) a student's: spouse/common-law partner, child, parent, grandparent, sibling, mother-in-law, father-in-law, brother-in-law, and sister-in-law.**
- **In the case of a death in the family, documentation must be provided indicating your relationship to the deceased, the date and time of the funeral service, and an official letter or certificate from the funeral home or organization handling the arrangements. Deferrals will only be granted for a partner's death or an immediate family member's death.**
- **FAILURE TO FOLLOW THE ABOVE REQUIREMENTS WILL FORFEIT YOUR RIGHT TO AN EXTENSION OR MAKE-UP. If you are sick and you contact me after the due date, you will NOT be permitted to a deferral.** You will receive a 'zero' on that assignment. 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 test, then have a friend or family member call ASAP.
- Any student missing an assessment with a valid reason must complete the work by the new due date. Failure to do so will result in a zero for that assignment.
- Please note that the following are **NOT** valid reasons for rescheduling an assessment or receiving an extension:
  - Travel plans (athletic or personal); Missing your bus or ride to campus; Work overload; Sleeping-in or alarm clock problems; Forgetting you had an exam or forgetting you were registered in the course.

## ACADEMIC RESPONSIBILITY, INTEGRITY, DISCIPLINE, AND GRIEVANCE

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo and its Federated University and Affiliated Colleges are expected to promote honesty, trust, fairness, respect and responsibility.

**Discipline:** All students registered in courses at St. Jerome's University are expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed following St. Jerome's University Academic Discipline Procedure and UW Policy 71 – Student Discipline. For information on categories of offenses 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).

**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. In such a case, contact the St. Jerome's University Grievance Officer. Read St. Jerome's University Handbook, Section 4, item 8, [www.sju.ca/faculty/SJU\\_handbook/grievance\\_policy.html](http://www.sju.ca/faculty/SJU_handbook/grievance_policy.html).

**Academic Responsibility & Integrity website (Arts):** <http://arts.uwaterloo.ca/current-undergraduates/academic-responsibility>

**Academic Integrity Office (UW):** <http://uwaterloo.ca/academicintegrity/>

## PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS\*

**Appeals:** A student may appeal the finding and/or penalty in a decision made under St. Jerome's University Academic Discipline Procedure or Grievance Policy if a ground for an appeal can be established. In such a case, contact the St. Jerome's University Appeals Officer. Read St. Jerome's University Handbook, Section 6.4, [www.sju.ca/faculty/SJU\\_handbook/examinations\\_grades\\_standings\\_and\\_appeals.html](http://www.sju.ca/faculty/SJU_handbook/examinations_grades_standings_and_appeals.html).

More information regarding appeals can be obtained by 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

- **Accommodation for Students with Disabilities: 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.
- **Laptops and tablets are permitted for note-taking purposes ONLY during the seminar** – however – other usage is not permitted (e.g., Facebook, Skype, Internet searches, streaming, gaming, etc.). If you are caught using your computer for anything besides note-taking, you will be asked to leave the room and disciplined under University Policy 33 (“Ethical Behaviour”) which states that “no member of the University community (faculty, staff, student) unduly interfere with the study, work or working environment of other members of the University or any aspect of another’s University activity.”. Laptops and other electronic devices are NOT PERMITTED during presentations, movies, and course videos.
- **Absolutely no cellular telephones and/or headphones** are permitted during the lectures or examinations.
- Students must display their name cards during class.
- Students who are dissatisfied with their academic achievement are *strongly* encouraged to seek advice from a study skills counsellor at Needles Hall (**888-4567, Ext. 32655**), the teaching assistant, or the professor *prior* to their next assessment. Please let us know if you are having difficulty understanding the course content or having difficulty with the testing.
- If you bring beverages and/or food into the classroom, please take your empty cups, tins, wrappers, crumbs, etc. with you and dispose of them in the wastebasket.

### CLASS SCHEDULE

January 4	Introductions, name cards; course outline; overview of topics to be examined; Videos: <i>History of Educational Psychology</i> (30 mins) and <i>How to Read and Understand a Research Study</i> (24 mins)
January 11	No-Class – individual meetings with Dr. Drysdale and TA: January 6, 9, 10
January 18	Article summary (in-class group work) Video: <i>It's so much work to be your friend</i> (Richard Lavoie, 90 mins)
January 25	Feedback on article summaries with class discussion Writing a research proposal
February 1, 8, 15	Literature review presentations with in-class discussions (2 each day)
February 22	Reading Week – No class
February 29	Assigned reading, discussion Video: <i>It's a Girl's World</i> (67 mins)
March 7, 14, 21	Research proposal/poster presentations (2 each day)
March 28	Wrap-up