

St. Jerome's in the University of Waterloo
Department of Psychology
Psychology 454 – Fall 2008
Honours Seminar: Educational Psychology
(Antirequisite: Psychology 319)

Course Outline

Instructor: Dr. Maureen Drysdale
Office: STJ 2020
Phone: 884-8111, EXT. 28288
Email: mdrysdal@watarts.uwaterloo.ca
Office Hours: T 4:30 – 5:00 and TH 12:30 – 1:30, or by appointment
Lectures: Tuesday 6:00pm – 8:45pm, STJ 3020

Course Overview:

This honours seminar will address current issues in educational psychology, with a specific focus on exceptional students and the problems they encounter in both special education classrooms and inclusive classrooms. Theories related to emotional and behavioural disorders (EBD) in the classroom; the incidence and etiology of EBDs, and the learning outcomes of children with such disorders will be examined. Special emphasis will be placed on critically examining the current research on the classroom experiences of students with EBDs and how teachers can best teach these students so they can reach their potential.

Learning Objectives:

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

Required Text:

Rosenberg, M. S., Wilson, R., Maheady, L., & Sindelar, P. T. (2004). *Educating Students with Behaviour Disorders (third edition)*. Boston MA: Allyn and Bacon.

Correspondence:

Students using email or the telephone to contact me **must** include their first and last names, student number, and course in which they are enrolled. Always email via UW-ACE and put Psych 454 in subject line. 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. If my door is open feel free to approach. Please knock first. If the door is closed, I am away or busy.

Evaluation and Grading Criteria

1. Research Papers (50%)

- Each students will select and write a scholarly paper on one specific group of exceptional students (see list for topics)
- Papers should include the following (which will be gathered from both the theoretical and empirical literature)
 - A description of the exceptionality, group, or issue
 - Theories and problems of diagnosis and etiology, if applicable
 - Incidence rates (Canadian and International, if available)
 - Problems with learning and academic success; how the issue impacts learning
 - Problems parents encounter
 - Problems teachers and school administrators encounter
 - Issues of assessment and examples of assessment tools (standardized and non-standardized instruments)
 - Assessment of the exceptionality
 - Needs Assessment
 - Pros and cons of inclusive education and special education
 - Future predictions concerning the education, learning outcomes, and transitions of the specific student or group
 - Strategies and tools for teaching and learning
- Use APA style formatting
 - Writing style is important. APA format, spelling, grammar, punctuation and professional appearance will be graded. Please refer to the APA Manual for guidelines and writing style.
- Empirical evidence should be current (1998 to the present)
- Length and format:
 - Maximum 25 pages, excluding references
 - 12-point serif typeface (Times New Roman or Courier)
- Topics must be selected and approved by the professor by September 16th, 2008. It is acceptable to select a topic in educational psychology that benefits your current research (honours thesis or plans for graduate school).
- Papers are due on your presentation date.

2. Presentations (35%)

- Each student will prepare and deliver a 60-minute presentation of his or her paper.
- Presentations should be professional (i.e., reading directly from the paper is not recommended). These presentations will be similar to delivering a paper at an academic conference or other professional audience.
- Students may incorporate Power-Point slides, a poster display, video clips etc...)
- Criteria:
 - A handout for the entire class with: an executive summary of the paper, major references cited in the paper, a copy of the slides or an outline of the key points.
 - Approximately 45 minutes of presentation followed by 10 – 15 minutes of discussion and questions. You will be timed; therefore plan carefully to allow for the Q & A. After 60 minutes, you must stop the presentation even if it is not complete. Marks will be deducted for an incomplete presentation.
 - You may want to plan discussion questions for the class in the event there are none.

3. Class Participation & Presentation Evaluations (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.
- Participation is based on questions and responses to questions. Dominating the discussion is not seen as effective participation.
- Students are expected to complete peer evaluations of all presentations.
- Peer evaluation 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 test, 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

A note on avoidance of academic offenses: All students registered in the courses of the Faculty of Arts and its colleges are expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their academic 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 professor, TA, academic advisor, the appropriate ST. Jerome's departmental Chair, or ultimately the Appeals Officer (currently the Associate Dean) for St. Jerome's University. 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 (on the web at <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.html>) and St. Jerome's University Calendar.

If you believe you have been wrongfully or unjustly penalized, you may grieve this decision in accord with Policy #70, *Student Grievance*, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. If you need help in learning how to avoid offenses such as plagiarism, cheating and double submission, or if you need clarification of aspects of the discipline policy, ask your course instructor for guidance. Other resources regarding the discipline policy are your academic advisor; the appropriate St. Jerome's departmental chair and ultimately the Appeals Officer (currently the Associate Dean) for St. Jerome's University. 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>.

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

- Students with documented or suspected disabilities (i.e., physical, learning, or sensory disabilities or chronic medical conditions) are encouraged to contact the Office for Persons with Disabilities (OPD) to determine eligibility for their services. OPD is located in Needles Hall 1132, 888-4567, ext. 35082.
- If you bring coffee & other drinks and/or muffins & other food into the classroom, please take your empty cups, tins, wrappers, crumbs, etc. with you and dispose of them in the wastebasket.
- Please turn off your cell phones during class.

CLASS SCHEDULE

September 9	Introductions, Course Outline, and Overview
September 16	Topic Selection and Approval, Library Tutorial
September 23, 30	Presentations
October 7, 14	Presentations
October 21, 28	Classes Cancelled
November 4, 11, 18, 25	Presentations

Topics

All topics can be specifically focused on a particular grade or age group (e.g., childhood/elementary, junior high/middle school, or adolescence/high school)

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)

*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.