

Department of Psychology  
PSYC 3590H: Psychology of Education  
FALL 2011 OSHAWA

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Psychology Dept.	LHS C104, 705-748-1011 ext. 7535		

**Course Description:** From the calendar: An examination of the history, research methodology, theories of learning, structure of intellect, and assessment procedures within the field of educational psychology. This course will focus on the current, and sometimes controversial issues which are at the forefront of research, and discussions of the relationship between principles and educational practice.

**Course Prerequisite:** Eight university credits including 1 PSYC 2000-level credit other than PSYC 2016H and 2017H (or 215). Excludes PSYC 308H and 301.

**Course Format:** One 2-hour lecture every week and one 50-minute seminar every two weeks.  
**Lecture:** Monday 2:10 – 4:00 p.m.  
**Seminar:** Every two weeks immediately following seminar  
 This course will use MyLearningSystem (Web CT) to provide announcements and deliver course materials. OSHAWA weblink to academic timetable <http://www.trentu.ca/oshawa/CurrentSchedule.htm>

**Required Readings:** Santrock, J.W., Woloshyn, V.E., Gallagher, T.L., DiPetta, T., & Marini, Z.A. (2010). *Educational psychology* (3rd Canadian ed.). Toronto, On. McGraw-Hill Ryerson Ltd.

Abbeduto, L. & Symons, F. (2010). *Taking sides: Clashing views in educational psychology* (6th ed.). Dubuque, IO: McGraw-Hill Contemporary Learning Series.

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed). Washington, DC: Author.

Evaluation	1. Seminar attendance/participation	4%	(1 percentage mark for each seminar)
	2. Seminar thought papers	12%	(due at beginning of each seminar)
	3. Mid-term exam	25%	(Oct. 31)
	4. Research assignment	30%	(Nov. 28)
	5. Final exam	29%	(Dec. 12 – 21)

It is the responsibility of each student to read and accept the due dates outlined on the course syllabus.

**Learning Outcomes** Students successfully completing this course will:

1. Be able to present organized, evidence-based arguments, both orally and in writing, around issues in Education.
2. Be able to identify appropriate research methods to evaluate various educational issues.
3. Be able to describe and apply theories of learning, motivation, and development to education.

**Explanation of Assignments** **Seminar attendance/participation (4%):** Seminar grade will be based on calculated based on student's attendance at seminar. Students must attend their assigned seminar rather than the seminar that best fits their schedule. Please see WebCT for a list of seminar topics and assigned readings. Students will not be

granted a mark for missed seminars under any circumstances, but there will be a make-up seminar for those students who were unable to attend a seminar (however, students are responsible for completing the readings from the missed seminar).

**Seminar thought papers (12%):** At the beginning of each seminar, students must submit a 1-2 page, typed, double-spaced, summary of their position on the seminar topic, and reasons for taking this position based on the assigned readings as well as any additional relevant information or experiences. Late thought papers will not be accepted, but there will be one make-up seminar at which students can submit a thought paper (however, students are responsible for completing the readings from the missed seminar). A marking rubric for the thought paper will be posted on WebCT.

**Mid-term exam (25%):** This test will be held on Oct. 31 and will include material from the first class to the test date. The test will consist of multiple choice and short answer/definition items. The midterm will cover all assigned textbook readings, seminar readings, and all lecture material. Note that you are responsible for the entirety of assigned readings, regardless of whether or not the content was also included in the lecture/seminar. Remember, the lectures are designed to complement rather than duplicate the text material.

**Research assignment (30%):** For your final paper (to be handed in at beginning of class on Nov. 28th and also submitted by the beginning of class to the essay drop box on WebCT), you will explore a current controversy in the field of Educational Psychology, and attempt to resolve it in a research article. Topics will be posted on WebCT. As a good critical thinker, you must set aside your own personal opinion on the topic, and weigh the evidence you find for all sides. You may conclude that a) one side is right, and the other side is wrong, b) they are both right, but in different ways, and perhaps should be redefined, or c) there is not enough evidence to determine which side is right. Your resolution should be based on the research you have reviewed, not on your ideas, feelings, and personal experiences. If appropriate, you may conclude with suggestions for future research that would help in resolving the issue, or suggestions for educators to address the issue in the classroom. Guidelines for the research assignment as well as a marking rubric will be posted Web CT.

**Final exam (29%):** The final exam will consist of multiple choice items. The final will cover all course content from the second half of the course (it is not cumulative).

Course Policy on Late Submissions

The paper is due at the beginning of class on Nov. 28th – you must hand in a hard copy and also submit to the online drop box (your essay will be considered submitted as of the later of the two times). Ensuring that an openable copy of the paper has been submitted to the drop box is the student's responsibility). Out of fairness to all, extensions will not be possible; no one can be given time that the others are not given. Late assignments will be subject to a penalty of 5% per day (weekend counts as one day). No paper will be accepted more than one week after the due date. The late penalty will be waived only in cases of serious illness or emergency, and only with appropriate documentation brought directly to the Instructor.

Late thought papers will not be accepted.

Course Policy on attendance in class/seminar:

Seminar attendance will be recorded and will contribute to your course grade. Attendance in lecture will not be recorded but is expected.

Course Policy on Missed Tests or Exams

If you are going to miss a test, it is very important that you email me as soon as you know that you will be missing the test. Missed tests will be accommodated only in circumstances that are unforeseen and extraordinary, and supported by documentation.

PSYC 3590H, FA 2011 Provisional Course Schedule			
Date	Topic	Chapter	Seminar Topic
Sept. 12	Introduction, research methods	1	No seminar
Sept. 19	Development	2 & 3	Taking Sides issue 1 (single gender classrooms) Seminar group A
Sept. 26	Individual Differences	4	Taking Sides issue 1 (single gender classrooms) Seminar group B
Oct. 3	Diversity	5	Takings Sides issue 4 (achievement gap) Seminar group A
Oct. 10	<b>Thanksgiving – no class</b>		No seminar
Oct. 17	Exceptionality	6	Takings Sides issue 4 (achievement gap) Seminar group B
Oct. 24	<b>Reading Week!</b>		No seminar
Oct. 31	<b>Midterm Test (all assigned materials to date)</b>		No seminar
Nov. 7	Behavioural & Social Cognitive Approaches	7	Taking Sides issue 3 (full inclusion) Seminar group A
Nov. 14	Cognitive Information Processing	8	Taking Sides issue 3 (full inclusion) Seminar group B
Nov. 21	Social Constructivist Approaches	9	Taking Sides, issue 13 (parent involvement) Seminar group A
Nov. 28	Assessment ( <b>Research Papers Due</b> )	13 & 14	Taking Sides, issue 13 (parent involvement) Seminar groups B
Dec. 5	Assessment cont., exam review	13 & 14	Make-up Seminar (topic TBA)
Dec. 19	<b>Final exam (all assigned material since midterm)</b>		

## University Policies

### ACADEMIC INTEGRITY:

Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offence and carries penalties varying from a 0 grade on an assignment to expulsion from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University's *Academic Integrity Policy*. You have a responsibility to educate yourself – unfamiliarity with the policy is not an excuse. You are strongly encouraged to visit Trent's Academic Integrity website to learn more – [www.trentu.ca/academicintegrity](http://www.trentu.ca/academicintegrity).

### ACCESS TO INSTRUCTION:

It is Trent University's intent to create an inclusive learning environment. If a student has a disability and/or health consideration and feels that he/she may need accommodations to succeed in this course, the student should contact the Disability Services Office (DSO office #111, 905-435-5100) [disabilityservices@trentu.ca](mailto:disabilityservices@trentu.ca) as soon as possible. Complete text can be found under Access to Instruction in the Academic Calendar.

### Departmental Policy on Tests, Exams, and Assignments

#### A. MIDTERMS & FINAL EXAMINATIONS

Midterm examinations for half courses within the Psychology Department are scheduled by the instructor of the course. Midterm examinations for full courses and final examination for all courses are scheduled by the Registrar's Office. Students are strongly urged NOT to make any commitments (i.e., vacation, job related, or other travel plans) during either the term as a whole or the final examination period. Students are required to be available for all examinations during the periods for which they are scheduled (as published in course syllabi).

#### B. DEFERRAL OF MIDTERM / FINAL EXAMINATIONS and/or TERM WORK

Extensions of deadlines for completion of assignments or writing of midterms/final examinations may be granted to students on the basis of illness, accident, or other extreme and legitimate circumstances beyond their control. Consideration for deferrals will not normally be granted on the basis of vacation/travel plans or job-related obligations.

#### C. SUPPORTING DOCUMENTATION

Students should expect that supporting documentation will be required and must be submitted before a deferral is approved. For illness or accident, supporting documentation will take the form of: (1) the Trent University Medical Certificate from Health Services: (<http://www.trentu.ca/healthservices/medical.html>), or (2) a certificate or letter from the attending physician clearly indicating the start and end dates of the illness and the student's inability to write an examination, complete assignments, and/or attend classes, as relevant to the particular request. For other circumstances, students should consult the individual Psychology faculty member about acceptable forms of documentation.

#### Notes

##### 1. Academic Integrity:

For the purpose of interpreting and applying the University policy on academic dishonesty, the Department of Psychology has adopted the following:

*When a student submits a piece of written work in fulfillment of an assignment, he/she implicitly acknowledges the following: a) that she/he is the sole author of the work; b) that the wording and organization of the work, apart from acknowledged quotations, is her/his own; and c) that she/he has not and will not submit this work, either as a whole or in part, to satisfy another course requirement. These basic assumptions will be reasonably interpreted. They do not preclude collaboration between students upon a single project, by prior arrangement with the instructor, for shared academic credit (either for written or oral presentation).*

For an elaboration of the Department's policy on, and for specific examples of, plagiarism, students should consult the sections on academic honesty (pp. 6-8), and appropriate citing and referencing (pp. 135-137, 169) in Mitchell et al. (2010). Students who have doubts about what might be considered academic dishonesty are urged to consult the instructor of the course. Ignorance of the University or Department policy does not excuse academic dishonesty. Submissions that fail to meet one or more of these considerations will be subject to procedures laid down in the policy on academic dishonesty as stated in the University calendar.

2. It is the policy of the Department NOT to accept faxed assignments.
3. The same assignment cannot be submitted in more than one course without the prior written permission of all instructors concerned. The written approval must be attached to the work when it is submitted.
4. Students are required to use American Psychological Association style (6<sup>th</sup> edition).
5. Please see the Trent University academic calendar for University Diary dates, Academic Information and Regulations, and University and departmental degree requirements.
6. Last date to withdraw from a Fall half-term course without academic penalty in 2011-2012 is November 9, 2011.