

**Faculty of Health  
Department of Psychology  
HH/PSYC 4280 3.0 Section A  
SEMINAR IN EDUCATIONAL PSYCHOLOGY  
Founders College 110  
Wed. 8:30-11:30am  
Fall 2016**

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**Instructor Information**

Instructor: Melody Wiseheart  
Office: BSB 242  
Office Phone: x33266 (do not use)  
Office Hours: after class and by appointment  
Email: melodywiseheart@gmail.com

**Course Prerequisite(s): Course prerequisites are strictly enforced.**

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- HH/PSYC 2021 3.00 (Statistical Methods I) or HH/PSYC 2020 6.00 (Statistical Methods I and II)
- HH/PSYC 2030 3.00 (Introduction to Research Methods) or substitutes
- HH/PSYC 3410 3.00 (Educational Psychology)
- Students must be in an Honours program in Psychology and have completed at least 84 credits (excluding (EDUC) education courses)

**Course websites:** <http://www.yorku.ca/ncepeda/psyc4280/> This website contains the course syllabus and assignment descriptions.

<https://mwcourses.wikidot.com/> This website allows you to post readings and assignments and provide feedback to peers. Course updates will be posted on the wiki, as needed. For the password, please email the instructor.

**Course Description**

This course will help you learn how to critically evaluate educational psychology literature.

**Learning Outcomes**

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge of educational psychology.
2. Critically evaluate, synthesize and resolve conflicting results in educational psychology.
3. Articulate trends in educational psychology.
4. Locate research articles on educational psychology and show critical thinking about research findings.
5. Express knowledge of educational psychology in written form.
6. Engage in evidence-based dialogue with course director and peers.
7. Demonstrate an ability to work with others.

## Specific Learning Objectives

You will learn how to read and write scientific papers, discuss research in a group setting, and provide feedback on peer writing.

## Required Text

There are no textbooks. Weekly readings will be provided to students in the course, consisting of journal articles and book chapters.

## Course Requirements and Assessment

Assessment	Date of Evaluation (if known)	Weighting
Attendance	Weekly (1% per class)	10%
Instructor evaluation of paper draft	One week after Oct 19 (due date)	20%
Peer feedback on paper draft	One week after Oct 26 (due date)	20%
Instructor evaluation of final paper	One week after Nov 23 (due date)	20%
Peer feedback on final paper	One week after Nov 30 (due date)	20%
Overall quality of work	Dec 5	10%
Total		100%

## Description of Assignments

Assignments are described in a separate document.

## Writing Help

If you would like professional assistance while writing your paper, please talk to the writing department, <http://www.yorku.ca/laps/writ/>. Online writing help websites are **not** an acceptable resource. I welcome your requests for help with writing. For APA style, please purchase the APA manual or see <http://owl.english.purdue.edu/owl/resource/560/01/>.

## Library Skills

For general assistance using the library, see <http://www.library.yorku.ca/cms/undergraduate/>. If you need help locating research articles, the psycinfo database and Google Scholar (<http://scholar.google.com/>) provide excellent search tools. A tutorial on how to locate and download articles is at <http://researchguides.library.yorku.ca/journalarticles>.

## Feedback

I want you to succeed in this course! You are encouraged to see me during office hours if you have questions about assignments or your performance in the course, or if you have comments about how the course is being run. I'm also happy to talk about other educational issues, such as whether to attend graduate school and how to improve your writing skills.

## Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests\* will bear either a

letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - <http://calendars.students.yorku.ca/2016-2017/academic-and-financial-information/academic-services/grades-and-grading-schemes>)

## **Late Work**

Assignments are due at the beginning of class on the due date. Printers not working, computers crashing, misreading the assignment deadlines, wiki page locks, etc. are not acceptable reasons to hand in an assignment late. Regularly back up your work, preferably stored away from your computer! Flash drives can fail catastrophically, so make a second copy.

If you turn in an assignment 10 min to 24 hours late, 10% will be taken off; 24 to 72 hours late, 20%; up to one week late, 30%; up to two weeks late, 50%. As soon as they are completed, please turn in the late assignment. I will use course wiki date and time stamps to discern when an assignment was completed.

Missing a presentation or discussion deadline will result in a 50% grade reduction for that assignment. You are expected to make up the missed assignment the next class period, unless otherwise indicated by the course director.

It is your responsibility to begin working on assignments prior to the deadline. Non-penalized extensions related to illness or family emergencies will only be granted if the situation warrants an extension, at the sole discretion of the instructor. If you wish to avoid a late assignment penalty, the delay must be documented. Late assignments due to non-medical circumstances must be supported by appropriate documentation—death certificates, obituary notices, automobile accident reports, airline/train/bus tickets/receipts for emergency travel, etc. Airline/train/bus tickets/receipts must indicate destination, departure, and return dates. Late assignments due to medical circumstances must be supported by an Attending Physician's Statement from the Office of the Registrar. The Attending Physician's Statement can be downloaded from <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>. Please provide documentation within two weeks of a missed assignment.

## **Contesting Grades**

If you wish to contest a grade, you must do so in writing. There is a 24-hour waiting period before grade contest requests will be accepted, following the point when you receive your grade. You are expected to reflect on your grade and your work during this period, as well as prepare a strong justification for an adjusted grade. All decisions about contested marks are final; you may not contest the same mark twice. Therefore, it is in your best interest to carefully consider and outline exactly why you think a grade adjustment is justified.

## Add/Drop Deadlines

For a list of all important dates please refer to: [Important Dates](#)

<b>Important dates</b>	<b>Fall (F)</b>	<b>Year (Y)</b>	<b>Winter (W)</b>
Last date to add a course <b>without</b> permission of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 18
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 5	Oct. 19	Feb. 1
Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 11	Feb. 10	March 10
Course Withdrawal Period (withdraw from a course and receive a "W" on the transcript – see note below)	Nov. 12 - Dec. 5	Feb. 11 - Apr. 5	March 11 - Apr. 5

## Information on Plagiarism Detection

Don't cheat! Cheating and plagiarism not only impair your learning, but also are penalized by the university. If you cheat, you may receive a failing grade for the assignment or the course, or other actions may be taken against you.

## Electronic Device Policy

Electronic devices may be used to read articles and take notes.

## Attendance Policy

Attendance is expected every class.

## Academic Integrity for Students

York university takes academic integrity very seriously, please visit [an overview of Academic Integrity at York University](#) from the Office of the Vice-President Academic.

The following links will assist you in gaining a better understanding of academic integrity and point you to resources at York that can help you improve your writing and research skills:

- [Information about the Senate Policy on Academic Honesty](#)
- [Online Tutorial on Academic Integrity](#)
- [Information for Students on Text-Matching Software: Turnitin.com](#)
- [Beware! Says who? A pamphlet on how to avoid plagiarism](#)
- [Resources for students to help improve their writing and research skill](#)

## Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. Policy Statement

**Policy:** York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses.

Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#)

### **Course Materials Copyright Information:**

These course materials are designed for use as part of the HH/PSYC 4280 3.0A course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#)

### **Course Schedule**

Sep 14: Introduction to the course

Sep 21: Critical thinking (Paul & Elder, 2005)

Sep 28: How to write review papers (Bem, 1995)

Oct 5: Motivation (Ryan & Deci, 2000)

Oct 12: Self-efficacy (Zimmerman, 2000)

Oct 19: Autism (Reichow & Volkmar, 2010) **paper draft due**

Oct 26: Bullying (Swearer, Espelage, Vaillancourt, & Hymel, 2010) **feedback on paper draft due**

Nov 2: Cooperative learning (Slavin, Hurley, & Chamberlain, 2003, pp. 177-198)

Nov 9: Technology in the classroom (Sana, Weston, & Cepeda, 2013)

Nov 16: Teaching teachers (NCTQ, 2016)

Nov 23: Learning styles (Pashler, McDaniel, Rohrer, & Bjork, 2008) **final paper due**

Nov 30: Defining good teaching (Korthagen, 2004) **feedback on final paper due**