CHILD PSYCHOPATHOLOGY WINTER 2023

PSYCH 317

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CLASS SCHEDULE

Section	Location	Time	Instructor(s)
PSYCH 317 001 *[LEC]*	AL 208	Mondays 8:30 a.m. - 11:20 a.m.	Tracy Mewhort-Buist tmewhort@uwaterloo.ca
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INSTRUCTOR / TA INFORMATION

Instructor: Tracy Mewhort-Buist, Ph.D., C.Psych (she/her/hers)

Contact Information: Please connect through email (tmewhort@uwaterloo.ca (mailto:tmewhort@uwaterloo.ca))

Office hours: By appointment; Location: PAS 3237

Teaching Assistants:

Mahsa Sadeghi Janbahan (she/her/hers): m9sadegh@uwaterloo.ca (mailto:m9sadegh@uwaterloo.ca)

Contact Information: Please connect through LEARN or by Email (above)

Office hours: By appointment, PAS 3275

Nadine Ghanem (she/her/hers): nghanem@uwaterloo.ca (mailto:nghanem@uwaterloo.ca)

Contact Information: Please connect through LEARN or by Email (above)

Office hours: By appointment, PAS 4012

Even though this is an in-person course (remote delivery if public health measures should require), please be aware that LEARN (discussion boards, chat) and email are the <u>primary methods of communication</u> with the TAs and instructor.

Course website and grade posting through LEARN (https://learn.uwaterloo.ca/) .

EMAIL COMMUNICATION:

Students are responsible for all e-mail that is sent to the official UWaterloo email address. Check e-mail regularly for important and time sensitive messages. See "Official Student E-mail Address (https://uwaterloo.ca/information-systems-technology/about/policies-standards-and-guidelines/email/statement-official-student-email-address) " for further details *(e.g., procedures and warnings regarding forwarding e-mail to other accounts).*

Please write **Psychology 317** in the subject line of all emails to the Instructor and TAs, and include your name and student ID# in the body of the email. The TAs and I will make every effort to respond to emails within 48 hours of receiving them. If your question or concern is of an urgent matter, please use the importance notation in your email to show that it is highly urgent (**!**) and resend the email again after 24 hours if you have not received a reply. You may also 'call' via MS Teams if your issue is urgent (voicemail is available).

COURSE DESCRIPTION

> *Calendar Description for PSYCH 317*
>
> An examination of children's psychological disorders from several major perspectives with an emphasis on current research findings. Theoretical and clinical issues are considered.
>
> Prereq: PSYCH 211

The learning objectives of PSYCH 317 are to provide students with an overview of psychological disorders in children and adolescents, including:

- Understanding psychological problems in children and adolescents broadly: what is typical and atypical development?
- Assessment, diagnosis and treatment for psychological disorders in children across the main categories of psychological disorders, such as:
  - Neurodevelopmental Disorders
  - Behavioural and Emotional Disorders
  - Problems related to Physical and Mental Health
- Ethical Issues related to the assessment, diagnosis, and treatment of psychological disorders in children
- The impact of systemic racism and Eurocentric values on the assessment, diagnosis, and treatment of psychological disorders in children

In addition to these content-related learning objectives, students will also learn important skills related to advancing in the field of psychology including:

- Research methods in psychology
- Critical analysis of published scientific research papers
- How to write scientific research papers in the field of psychology including:
  - literature review process
  - following APA-7 format
  - building an argument
  - structure and organization of research papers
  - appropriate language for scientific writing

Students are expected to read all assigned chapters, and to participate actively in class. Attendance is essential in being successful in this course. This course will be interactive, and students are expected to offer their opinions, perspectives, and answers when invited to do so by the instructor and peers.

As participation and interaction is a key element in this course, it is important that we foster and maintain an atmosphere of respect and civility. All class members have a role in creating this type of atmosphere, which includes minimizing distractions, responding to comments with interest, and allowing all students to participate. It is my hope that we can all work together to make the in-person and online learning environment as collaborative and positive as possible. Questions and discussion of course content are highly encouraged.

LEARNING OUTCOMES

No explicit learning outcomes defined for this course.

TENTATIVE COURSE SCHEDULE

Week	Dates	Topic	Readings	Activities/Assignments
1	January 9	Course Introduction and Orientation Research	Chapter 3	• Obtain textbook, and get oriented to LEARN site • Getting to know you exercise (not graded)
2	January 16	Introduction to Normal and Abnormal Behaviour in Children and Adolescents Theories and Causes	Chapter 1 Chapter 2	• One and a half weeks until article summary due
3	January 23	Assessment, Diagnosis and Treatment	Chapter 4	• **Article summary due January 27th at 11:59 PM**
4	January 30	Intellectual Disability	Chapter 5	• **Last day** to have your grader approve your research paper topic, if you chose one on your own (i.e., not on the list of suggested topics)
5	February 6	Autism Spectrum Disorder Communication and Learning Disorders	Chapter 6 – pages 155-185 Chapter 7	• Childhood schizophrenia to be discussed in Week 9 • One and a half weeks until thesis paragraph, outline and reference list for research paper due.
6	February 13	Attention-Deficit/Hyperactivity Disorder	Chapter 8	• **Thesis paragraph, outline and reference list for research paper due February 17th at 11:59 PM**

N/A	February 20	*Reading Week – Have a Good Break*		
7	February 27	**Midterm**		• Chapters 1-8, and lecture materials from weeks 1-6 (not including section on childhood schizophrenia)
8	March 6	Conduct Problems	Chapter 9	
9	March 13	Depressive and Bipolar Disorders Childhood Schizophrenia	Chapter 10 Chapter 6, pages 186-193	• **Last day** to receive feedback on a draft of your paper by your grader. You may still ask questions or meet with your grader after this date, but you will not receive written feedback on drafts submitted after this date.
10	March 20	Anxiety and Obsessive-Compulsive Disorders	Chapter 11	• **Research Paper due March 24th, 11:59 PM.**
11	March 27	Trauma- and Stressor-related disorders	Chapter 12	
12	April 3	Health-Related and Substance-Use Disorders Feeding and Eating Disorders	Chapter 13 Chapter 14	
N/A	April 13-28	**Final Exam:** To be scheduled by registrar		• Chapters 9 -14, and lectures from weeks 8-12, plus the section on childhood schizophrenia; also includes questions integrating information from the whole course.

TEXTS / MATERIALS

Title / Name	Notes / Comments	Required
Abnormal Child Psychology, Seventh Edication	by Eric J. Mash and David A. Wolfe (2019)	Yes

The text is available at the [University of Waterloo Book Store](https://wstore.uwaterloo.ca/course-materials/my-booklook.html) (https://wstore.uwaterloo.ca/course-materials/my-booklook.html) . You may elect to use the paperback or e-text version of the book.

In addition to the textbook, there may be some articles included as part of the course content. These will be freely available from the University of Waterloo Library, and links will be posted in LEARN at least one week before the material will be covered in class.

STUDENT ASSESSMENT

Component	Value
Participation	10%
Article Summary Assignment	10%
Research Paper: Thesis paragraph, outline, and reference list	10%
Midterm Test	20%
Research Paper: Final Draft	25%
Final Exam	25%

All work will be submitted through the LEARN dropbox, and must be submitted in MS Word format (.doc or .docx). Student grades for each component will be posted on LEARN. To ensure fairness, tests/exams may not be re-written, assessments will not be re-weighted, and students will not be able to improve their marks by completing additional assignments or re-submitting assignments.

PARTICIPATION – 10%

Participation marks will be given for participation during class (e.g., asking relevant and/or meaningful questions, offering responses to instructor questions, participating in small-group discussions or role plays, etc.), or on LEARN discussion boards (e.g., asking relevant and/or meaningful questions, answering questions posed by other students, participating in any discussions). Making use of office hours will also be credited towards participation. If you participate once in class, online, OR during office hours each week for at least 8 weeks of the course you will earn full credit on this component. Students who are actively engaged in my courses tend to earn the highest grades, so you will likely benefit in other areas of the course by maintaining consistent participation.

ARTICLE SUMMARY ASSIGNMENT – 10%

One of the key skills required to go further in the field of psychology is the ability to critically appraise published primary research articles. You will be asked to read and summarize a research study relevant to childhood psychological disorders (provided by the instructor), including a brief description of the research question, methods, results and implications. You will also be asked to discuss strengths and limitations of the study. This assignment is designed to help you build the skills needed to summarize research for your larger research paper (described below), and to get you started on using APA-7 formatting. You should include a title page (APA-7 Student Paper format), 1-2 pages of text (2-5 paragraphs, double-spaced), and then a reference list (APA-7 format), which will include the assigned paper and any other referenced sources. You are not required to include additional references, but will need to reference them if you make startements that are not supported by the assigned paper. ***Due date:*** January 27th at 11:59 PM. This assignment is subject to my *Time Management Policy* (described below).

RESEARCH PAPER – (10% + 25% = 35%)

You will have the opportunity to prepare a research report on a contemporary controversial topic in the area of child and/or adolescent psychological disorders. You may choose a topic from the list, or choose one of your own. *NOTE: if you choose your own topic, it must be approved by your grader by January 30th.* This assignment has two graded components to help you develop the skills to write a scientific paper, which is a critical skill in advanced psychology courses and beyond (i.e., graduate school). More detailed information is available on LEARN in the Administrative module. Several resources are available in LEARN to help you to be successful on this project.

- ***Thesis paragraph, outline, and reference list (10%)***
  - You are asked to write a paragraph that outlines the main thesis of your paper and your key points that you will expand upon throughout the essay. Following this paragraph, please provide an outline of your essay using point-form and/or headings to demonstrate how you will discuss your topic. Include in your outline the main references that are informing your paper. This will be followed by a reference list of the key articles that you are discussing. The reference list is to be in APA-7 format. The purpose of this assignment is to ensure that you have a solid start to your research for your paper well in advance of the deadline for the full paper, and so that the TAs and/or I will be able to provide feedback on your research topic, the strength of your arguments, and whether the research that you have chosen fits the topic. ***Due date:*** February 17th, 11:59 PM. This assignment is subject to my *Time Management Policy* (described below).
- ***Full Draft (25%)***
  - Building upon your outline, the full draft of the reseach paper should include a title page (APA-7 student paper format), 8-10 pages of double-spaced text, and a reference list (APA-7 format). You will be graded on your discussion of the research literature (including critical analysis of the papers), your writing style and APA formating, the development of your argument (including discussing both sides of the controversy and offering a path forward), and the professionalism of the paper, including how well you integrated the information. ***Due date:*** March 24th, 11:59 PM. This assignment is subject to my *Time Management Policy* (described below). *You may ask for feedback on rough drafts prior to the due date, up to March 13th at 11:59 PM.*

You will be assigned your grader at the beginning of the term for this project (i.e., one of the TAs or the instructor). It is this person who will grade both components of the paper, approve your topic (if neccessary), and provide feedback or guidance (i.e., during office hours) thoughout the process. It is our goal to help you succeded on this paper, so please reach out for help if you need it!

MIDTERM TEST (20%) **AND FINAL EXAM** (25%)

The midterm and the final exam will be will be composed of multiple-choice and short answer questions. The final will also have some long answer questions that integrate information across the whole course. Both the midterm and the final are designed to evaluate your knowledge and understanding of the course content. Any material assigned as reading may be tested, regardless of whether it was also covered in lecture. All material covered in lecture that is not in the readings may also be tested on the tests or final exam. The midterm test will occur during class time (150 minutes) and the final exam will be scheduled during the final exam period (150 minutes; April 13 to 28, 2023). Further details regarding the midterm test and final exam will be provided in class.

Students must bring proper identification (student ID card) to the midterm test and final exam. No electronic devices, including cell phones, will be allowed during midterm tests or final exam. If you are ill on the day of the midterm or final, you must notify me ***before*** the start time of the test/exam.. You will not be permitted to write a make-up test/exam if you do not notify me prior to the test/exam start time.

TIME MANAGEMENT POLICY

Time management and meeting deadlines are critical life skills that are required in nearly all educational and work settings. In order to encourage students to develop stronger time management skills, I will be implementing the following policy for all graded assignments this term. This is a scaffolded approach, with built-in flexibility. Reminders of the due dates will be given during class and through announcements on LEARN. *There will be no exceptions to this policy*.

- All students who submit their papers <u>at or before</u> the posted deadline will earn a *5% bonus* on that paper. Extensions will not be provided for the bonus marks. There will be absolutely no exceptions.
- There will be a <u>48-hour grace period</u> after the deadline during which time students will NOT have any late penalites.
- <u>After the 48-hour grace period</u>, a *late penalty of -10% per day* will be applied.
- If you require an extension on the assignment, it must be requested **at least 24 hours prior** to the posted deadline. No extensions will be permitted after this.
    - The purpose of this rule is to help build self-awareness and time management skills. With the grace period, at 24 hours before the deadline, there are three full days to complete the assignment, which includes the weekend as all graded work is due on Fridays. It is important to assess where you are at with the paper well before the deadline, rather than at the last minute.
    - Acceptable reasons to request an extension include bereavement, mental or physical health problems, religious observances, and scheduling conflicts (i.e., multiple assignments or midterms at the same time). Extensions will not be provided for vacations or employment conflicts.
    - Students who are registered with Accessibility will be given additional reminders prior to the extension request deadline.

FILE FORMATS

Please submit <u>all written work in Microsoft Word (.doc or .docx) format</u> unless you have made other arrangements with me in advance. To maintain academic integrity, I cannot accept links to Google docs. Download your Google doc as .docx before submitting to the LEARN dropbox.

RESEARCH EXPERIENCE BONUS

Since experiential learning is highly valued in the Department of Psychology, students may earn a **"bonus" grade of up to 4%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 4% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%.

The two options for earning research experience grades; participation in research through online remotely operated and In Lab studies, as well as article review; are described below. Students may complete any combination of these options to earn research experience grades. For Winter 2023, credits will be permitted to be earned with half from online, and the other half (2.0) from In-lab or Remote Access studies. More information is available in the "Administrative" module of our course on LEARN, in the document titled "Sona Participation and Research Experience Marks Information and Guidelines".

ASSIGNMENT SCREENING

Text matching 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 week of the term, details will be provided about the arrangements for the use of Turnitin and alternatives in this course. See Administrative Policy below for more information and links.

NOTICE OF RECORDING

Lectures may be recorded for students who are unable to attend class or who have accommodations through Accessbility Services. Your personal information is protected in accordance with the [Freedom of Information and Protection of Privacy Act](https://www.ontario.ca/laws/statute/90f31) (https://www.ontario.ca/laws/statute/90f31) , as well as [University policies and guidelines](https://uwaterloo.ca/privacy/) (https://uwaterloo.ca/privacy/) and may be subject to disclosure where required by law.

The University will use reasonable means to protect the security and confidentiality of the recorded information, but cannot provide a guarantee of such due to factors beyond the University's control, such as recordings being forwarded, copied, intercepted, circulated, disclosed, or stored without the University's knowledge or permission or the introduction of malware into computer system which could potentially damage or disrupt the computer, networks, and security settings. The University is not responsible for connectivity/technical difficulties or loss of data associated with your hardware, software or Internet connection.

You are not permitted to disclose the link to/URL of an event or an event session recording or copies of recording to anyone, for any reason. Recordings are available only to authorized individuals who have been directly provided the link for their use. Recordings for personal use, required to facilitate your learning and preparation of personal course/lecture notes, should not be shared with others without the permission of the instructor or event coordinator. Review the University's [guidelines for faculty, staff and students entering relationships with external organizations offering access to course materials](https://uwaterloo.ca/secretariat/faculty-staff-and-students-entering-relationships-external) (https://uwaterloo.ca/secretariat/faculty-staff-and-students-entering-relationships-external) for more information on your obligations with respect to keeping copies of course materials. For more information about accessibility, connect with [AccessAbility Services](https://uwaterloo.ca/accessability-services/) (https://uwaterloo.ca/accessability-services/) .

ADMINISTRATIVE POLICY

ACCOMMODATIONS AND EXTENSIONS

Students requesting accommodation for course requirements in Psychology courses due to illness, religious observance, or self-declared absence should do the following:

- Follow the guildelines on the Arts Accommodations and Illness page at the following web address: [Accommodations and Illness page](https://uwaterloo.ca/arts/undergraduate/student-support/accommodations-illness-or-extenuating-circumstances) (https://uwaterloo.ca/arts/undergraduate/student-support/accommodations-illness-or-extenuating-circumstances)
- If you will be missing a test or exam, please also send an email to the instructor prior to the start time of the test/exam. No accommodations will be provided after the start time of the exam except under very extenuating circumstances.

Extensions

Where there are legitimate extenuating circumstances—such as an illness or a family emergency—contact the instructor promptly to arrange accommodations, no later than 24 hours prior to the deadline. Due to the grace period embedded in the *Time Management Policy*, requests will not be considered after this time point. No last-minute extensions will be granted. If an extension is granted, the assignment must be submitted by 11:59 PM on the new due date to avoid late penalties.

Religious Holidays

Requests for accommodation based on religious holidays must be submitted to the student's instructor(s) as **soon as the conflict becomes apparent**; in any case, **no later than one week** following the publication of the final exam schedule. Instructors may provide accommodations as outlined in the Accommodations section

(http://ugradcalendar.uwaterloo.ca/page/Acad-Regs-Accommodations) of the Undergraduate Calendar. Any unresolved disputes between instructors and students regarding the legitimacy of extenuating circumstances or the suitability of accommodations will be decided by the Associate Dean – Undergraduate Students.

CHOSEN/PREFERRED FIRST NAME

Do you want professors and interviewers to call you by a different first name? Take a minute now to verify or tell us your chosen/preferred first name by logging into WatIAM (https://idm.uwaterloo.ca/watiam/) .

Why? Starting in winter 2020, your chosen/preferred first name listed in WatIAM will be used broadly across campus (e.g., LEARN, Quest, WaterlooWorks, WatCard, etc). Note: Your legal first name will always be used on certain official documents. For more details, visit Updating Personal Information (https://uwaterloo.ca/the-centre/updating-personal-information) .

Important notes

- If you included a preferred name on your OUAC application, it will be used as your chosen/preferred name unless you make a change now.
- If you don't provide a chosen/preferred name, your legal first name will continue to be used.

MENTAL HEALTH SUPPORT

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

On Campus

Due to COVID-19 and campus closures, services are available only online or by phone.

- Counselling Services: counselling.services@uwaterloo.ca (mailto:counselling.services@uwaterloo.ca) / 519-888-4567 ext. 32655
- MATES (https://wusa.ca/services/uw-mates) : one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services

Off campus, 24/7

- Good2Talk (https://good2talk.ca/) : Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- Here 24/7 (https://here247.ca/) : Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- OK2BME (https://ok2bme.ca/) : set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts website (https://uwaterloo.ca/arts/get-mental-health-support-when-you-need-it)

Download UWaterloo and regional mental health resources (PDF) (https://uwaterloo.ca/arts/sites/ca.arts/files/uploads/files/counselling_services_overview_002.pdf)

Download the WatSafe app (https://uwaterloo.ca/watsafe/) to your phone to quickly access mental health support information.

TERRITORIAL ACKNOWLEDGEMENT

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River, of which they retain only a very small portion today.

For more information about the purpose of territorial acknowledgements, please see the CAUT Guide to Acknowledging Traditional Territory (https://www.caut.ca/content/guide-acknowledging-first-peoples-traditional-territory) .

ACADEMIC FREEDOM AT THE UNIVERSITY OF WATERLOO

Policy 33, Ethical Behaviour (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-33) states, as one of its general principles (Section 1), "The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible." This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6

INTELLECTUAL PROPERTY

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo.

Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

CROSS-LISTED COURSES

Please note that a cross-listed course will count in all respective averages no matter under which subject code it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken

under the Political Science subject code.

UNIVERSITY POLICY

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 the Office of Academic Integrity (https://uwaterloo.ca/academic-integrity/) for more information.]

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4 (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) . When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for their actions. [Check the Office of Academic Integrity (https://uwaterloo.ca/academic-integrity/) for more information.] 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 instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) . For typical penalties, check Guidelines for the Assessment of Penalties (https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties) .

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) (other than a petition) or Policy 71, Student Discipline (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to Policy 72, Student Appeals (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72) .

Note for students with disabilities: AccessAbility Services (https://uwaterloo.ca/disability-services/) , located in Needles Hall, Room 1401, 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 AccessAbility Services at the beginning of each academic term.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.