

Course Schedule

contensis.uwaterloo.ca/sites/courses/1191/PSYCH-312/toc/syllabus/course-schedule.aspx

Important: **ALL TIMES EASTERN** - Please see the [University Policies](#) section of your Syllabus for details

Week	Module	Readings	Activities and Assignments	Begin Date	Due Date	Weight (%)
Week 1	<u>Module 1: Learning Disabilities and Related Disabilities: Characteristics and Current Directions</u>	Text, Chapter 1	Introduce Yourself		Friday, January 11, 2019 at 1:00 PM	Ungraded
			<u>Written Assignment 1</u>			2.5%
Week 2	<u>Module 2: Assessment and the IEP Process</u>	Text, Chapter 2	Groups for <u>Group Discussions</u> will be created by Technical Support		Check after Thursday, January 17 at 4:30 PM	
			<u>Written Assignment 2</u>			Friday, January 18, 2019 at 1:00 PM
Week 3	<u>Module 3: Specialized Instruction, Technology, Educational Settings, and the Role of the Family</u>	Text, Chapter 3 and 4	<u>Group Discussion 1</u>	Monday, January 21, 2019 at 9:00 AM	Friday, January 25, 2019 at 1:00 PM	2.5%
			<u>Quiz 1</u>			5%
Week 4	<u>Module 4: Theories of Learning</u>	Text, Chapter 5	<u>Group Discussion 2</u>	Monday, January 28, 2019 at 9:00 AM	Friday, February 1, 2019 at 1:00 PM	2.5%
Week 5	<u>Module 5: Social, Emotional, and Behavioural Challenges</u>	Text, Chapter 6	<u>Written Assignment 3</u>		Friday, February 8, 2019 at 1:00 PM	2.5%

Week 6	<u>Module 6: Autism Spectrum Disorders (ASD) and Attention Deficit Hyperactivity Disorder (ADHD)</u>	Text, Chapter 7	<u>Group Discussion 3</u>	Monday, February 11, 2019 at 9:00 AM	Friday, February 15, 2019 at 1:00 PM	2.5%
			<u>Quiz 2</u>			5%
Reading Week - Study Days (Sunday, February 17, 2019 to Saturday, February 23, 2019)						
Week 7	<u>Module 7: Young Children with Disabilities</u>	Text, Chapter 8	<u>Group Discussion 4</u>	Monday, February 25, 2019 at 9:00 AM	Friday, March 1, 2019 at 1:00 PM	2.5%
Week 8	<u>Module 8: Adolescents and Adults With Learning Disabilities and Related Disabilities</u>	Text, Chapter 9	<u>Written Assignment 4</u>		Friday, March 8, 2019 at 1:00 PM	2.5%
Week 9	<u>Module 9: Spoken Language Difficulties and Disorders</u>	Text, Chapter 11	<u>Group Discussion 5</u>	Monday, March 11, 2019 at 9:00 AM	Friday, March 15, 2019 at 1:00 PM	2.5%
			<u>Quiz 3</u>			5%
Week 10	<u>Module 10: Reading Difficulties</u>	Text, Chapter 12	<u>Written Assignment 5</u>		Friday, March 22, 2019 at 1:00 PM	2.5%
Week 11	<u>Module 11: Written Language: Written Expression, Spelling, and Handwriting</u>	Text, Chapter 13	<u>Written Assignment 6</u>		Friday, March 29, 2019 at 1:00 PM	2.5%
Week 12	<u>Module 12: Mathematics Difficulties</u>	Text, Chapter 14	<u>Group Discussion 6</u>	Monday, April 1, 2019 at 9:00 AM	Friday, April 5, 2019 at 1:00 PM	2.5%
			<u>Quiz 4</u>			5%
<u>Final Examination</u>						50%

Final Examination Arrangements and Schedule

Please carefully review the information about [writing exams](#) for online courses, including dates, locations, how to make examination arrangements, writing with a proctor, and deadlines.

If you are taking **any on-campus courses**, you will automatically be scheduled to write your exam on campus. No action is required.

If you are taking **only online courses, do one of the following:**

- If your **address in QUEST is within 100 km** of an [examination centre](#), you must choose an exam centre in [Quest](#) by **Sunday, January 13, 2019**. This must be done each term.
- If your address in Quest is **more than 100 km from an exam centre, you must arrange for a proctor**. Please review the guidelines and deadlines for [writing with a proctor](#). This must be done each term.

Your online course exam schedule will be available in Quest approximately four weeks before your exam date(s). Instructions on how to find your schedule are posted on the [Quest Help](#) page.

University of Waterloo Senate-approved [academic regulations related to assignments, tests, and final exams](#) can be found on the Registrar's website.

Official Grades and Course Access

Official Grades and Academic Standings are available through [Quest](#).

Your access to this course will continue for the duration of the current term. You will not have access to this course once the next term begins.

Contact Information

 contensis.uwaterloo.ca/sites/courses/1191/PSYCH-312/toc/syllabus/contact-information.aspx

Announcements

Your instructor and TA uses the **Announcements** widget on the **Course Home** page during the term to communicate new or changing information regarding due dates, instructor absence, etc., as needed.

You are expected to read the announcements on a regular basis.

To ensure you are viewing the complete list of announcements, you may need to click **Show All Announcements**.

Discussions

A **General Discussion** topic* has also been made available to allow students to communicate with peers in the course. Your instructor and TA may drop in at this discussion topic.


Contact Us

Who and Why	Contact Details
<p>Instructor and TA</p> <ul style="list-style-type: none"> • Course-related questions (e.g., course content, deadlines, assignments, etc.) • Questions of a personal nature 	<p>Post your course-related questions to the Ask the Instructor discussion topic*. This allows other students to benefit from your question as well.</p> <p>Questions of a personal nature can be directed to your instructor or your TA.</p> <p>Instructor: Dr. Maureen Drysdale maureen.drysdale@uwaterloo.ca +1 519-888-4567 ext. 28288 Office hours: By appointment only</p> <p>TA: Sarah Callaghan scallaghan@edu.uwaterloo.ca</p> <p>Your instructor checks email and the Ask the Instructor discussion topic* frequently and will make every effort to reply to your questions within 24–48 hours, Monday to Friday.</p>

<p>Technical Support, Centre for Extended Learning Technical problems with Waterloo LEARN</p>	<p>learnhelp@uwaterloo.ca</p> <p>Include your full name, WatIAM user ID, student number, and course name and number.</p> <p>Technical support is available during regular business hours, Monday to Friday, 8:30 AM to 4:30 PM (Eastern Time).</p> <p>LEARN Help Student Documentation</p>
<p>Learner Support Services, Centre for Extended Learning</p> <ul style="list-style-type: none">• General inquiries• WatCards (Student ID Cards)• Examination information	<p>Student Resources</p> <p>extendedlearning@uwaterloo.ca +1 519-888-4002</p> <p>Include your full name, WatIAM user ID, student number, and course name and number.</p>

*Discussions can be accessed from the **Course Home** page by clicking **Connect** and then **Discussions** on the course navigation bar.

Course Description and Learning OUTCOMES

 contensis.uwaterloo.ca/sites/courses/1191/PSYCH-312/toc/syllabus/course-description-and-learning-outcomes.aspx

Course Description

This course presents a critical examination of learning disabilities and other related disabilities such as Attention Deficit Hyperactivity Disorder (ADHD) and Autism. Both the theoretical and empirical research will be presented as well as the role played by memory and attention in the development of learning problems. Types of assessment and interventions will be provided as well as a repertoire of successful teaching strategies that can be used to enhance learning and ensure that all students can reach their potential.


Learning Outcomes

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

- Explain the historical and theoretical perspectives related to learning disabilities and related disabilities
- Explain and critique the definitions, characteristics, categories, and current directions of learning disabilities and related disabilities
- Critically examine the contributing factors of learning disabilities and related disabilities
- Compare and contrast learning disabilities and related disabilities
- Describe identification techniques, different assessment tools, and the IEP process
- Evaluate classroom behavioural management strategies
- Describe the ABC pathway and Functional Behavioural Assessment
- Evaluate critically the current landscape in special education and inclusive education
- Describe the responsibilities of the Ontario government with respect to educating students with learning disabilities and related disabilities
- Discuss the impact of learning disabilities across the course of child and adolescent development
- Describe the social, emotional, and behavioural challenges associated with learning disabilities and related disabilities
- Discuss the roles played by various medical and educational models
- Establish a repertoire of learning and instructional strategies for success

This online course was developed by Dr. Maureen Drysdale and Margaret McBeath, with instructional design and multimedia development support provided by the Centre for Extended Learning. Further media production was provided by Instructional Technologies and Multimedia Services.

About the Course Authors

 contensis.uwaterloo.ca/sites/courses/1191/PSYCH-312/toc/syllabus/about-the-course-author.aspx

Course Author — Dr. Maureen T. B. Drysdale

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Dr. Maureen Drysdale is Professor of Psychology at St. Jerome's University and Adjunct Professor in the School of Public Health and Health Systems at the University of Waterloo. She received a BSc in Geological Sciences and Psychology, a BEd in Secondary Physical Sciences, an MSc in Educational Psychology, followed by a PhD in Applied Psychology and Educational Research from the University of Calgary. In addition to Learning Disabilities, Dr. Drysdale teaches courses in Educational Psychology, Adolescence and Emerging Adulthood, Child and Adolescent Psychopathology, Statistics, and advanced Seminars in Educational Psychology and Adolescent Psychopathology.



Prior to joining St. Jerome's University and the University of Waterloo, Dr. Drysdale taught in the Department of Psychology and the Faculty of Education at the University of Calgary where she taught Basic Multivariate Statistics & Psychometrics, Classroom Measurement & Evaluation, and supervised student teachers in the BEd program. She also spent considerable time working in the schools conducting psychological assessments of children with mental health and learning problems.

Dr. Drysdale is the Director of the Well-Link Research Lab at St. Jerome's University where she leads a large research team of undergraduate interns, graduate research assistants, and collaborators from institutions around the globe who are dedicated to enhancing the mental health and wellbeing of students during school-to-school and school-to-work transitions. The research in the lab examines self-efficacy, learning strategies, work ethic, motivation, sense of belonging, peer support, social support, anxiety, depression, and other mental health and wellbeing constructs. Dr. Drysdale has a particular interest in vulnerable populations, students with exceptionalities, and experiential education.

UW Scholar Website: <https://uwaterloo.ca/scholar/mdrysdal>

Course Author — Margaret McBeath

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Margaret McBeath is a PhD Candidate in the School of Public Health and Health Systems at the University of Waterloo. She completed her Bachelor's degree in Psychology and Master of Science in Health Studies also at Waterloo. Her research interests include: student mental health and well-being, the impact of sense of belonging and peer support, and the role of social media use for emerging adults. She has been involved in numerous research projects examining school-to-work transitions and mental health in emerging adults and is also a researcher and the lab manager for the Well-Link Research Lab at St. Jerome's University.



As a researcher, Margaret is acutely aware of the impact of learning disabilities on developmental and mental health outcomes for individuals. Additionally, Margaret's interest and expertise in the field of learning disabilities has been shaped by her lived experience as a parent of children with learning disabilities. Margaret has had extensive experience working closely with psychologists, therapists, teachers, and school administrators. Her intimate understanding of the diagnostic process for learning disabilities, complexity of navigating treatment and school programs, and of the long-term effects of learning disabilities brings an important and highly relevant perspective to this course.

UW Scholar Website: <https://uwaterloo.ca/scholar/mlmcbear>

Contributor — Sarah Callaghan

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Sarah recently graduated from the University of Waterloo with a B.A. Honours in Psychology and a minor in Sexuality, Marriage, and Family studies. Her undergraduate thesis project examined the wellbeing of self-identified gifted university students. Sarah is currently pursuing a Master's of Counselling Psychology at the University of Ottawa. Her research interests are focused around mental health and wellbeing, such as resiliency and hope among students. As a member of the Well-Link Research Lab, she is interested in mental health literacy and how it can be integrated into education.



Materials and Resources

 contensis.uwaterloo.ca/sites/courses/1191/PSYCH-312/toc/syllabus/materials-and-resources.aspx

Textbook

Required

Lerner, J. W., & Johns, B. H. (2015). *Learning Disabilities and Related Disabilities: Strategies for Success (13 ed.)*. Stamford, Connecticut: Cengage Learning

For textbook ordering information, please contact the W Store | Course Materials + Supplies.

For your convenience, you can compile a list of required and optional course materials through BookLook using your Quest userID and password. If you are having difficulties ordering online and wish to call the Waterloo Bookstore, their phone number is +1 519-888-4673 or toll-free at +1 866-330-7933. Please be aware that textbook orders **CANNOT** be taken over the phone.

Resources

[Library services for co-op students on work term and distance education students](#)

Grade Breakdown

contensis.uwaterloo.ca/sites/courses/1191/PSYCH-312/toc/syllabus/grade-breakdown.aspx

The following table represents the grade breakdown of this course.

Activities and Assignments	Weight
Introduce Yourself	Ungraded
Group Discussions	6 x 2.5% = 15%
Written Assignments	6 x 2.5% = 15%
Quizzes	4 x 5% = 20%
Final Examination - Cumulative	50%

Course Policies

 contensis.uwaterloo.ca/sites/courses/1191/PSYCH-312/toc/syllabus/course-and-department-policies.aspx

Late Additions to the Course

If you enroll in this course after any of the due dates have passed, but before the add period ends, contact your instructor directly to make alternate arrangements. See the [Course Schedule](#) for due dates. See the [Contact Information](#) page for how to get in touch with your instructor.

Correspondence

- All correspondence and announcements will be posted on Learn.
- Students using the telephone to contact the professor **must** include their first and last names, student number, and course in which they are enrolled. All emails should be respectful, polite, professional, and structured with a salutation/greeting (e.g., Dear/Hello Dr. Drysdale or Dear/Hello TA Sarah), a purpose, and a closing signature (e.g., regards, kind regards, sincerely). If emails are not structured correctly, we will not respond.
- Do not email or telephone asking for grades. All grades will be posted on Learn.

Assessment Deadlines and Grades

Deadline dates, grades, and weightings are **final**. Please do not request changes to the weighting of any assessments, or deadline dates, or times (medical exceptions - see policy for deferrals below - and late additions excluded).

Release of Grades

When assessments are graded, the results will be posted on Learn. Grades are not released over email or telephone. Do not send an email to the Instructor or TA regarding "when will the grades be posted?". We endeavour to complete the grading as quickly as possible and normally grades are posted within a week of the assessment.

Regarding Cheating

Cheating is strongly discouraged for the quizzes. You can maximize your learning by completing the readings and assignments and taking responsibility for studying. We encourage all students to complete the quizzes with integrity.

Cheating is not tolerated in the Final Examination: See the University Policies page for details. Looking at the test of another student, allowing another student to view your exam, obtaining information about a test in advance, having crib/cheat notes, and/or

having information written on your body or in your phone are all examples of cheating. Students found cheating will (1) receive a zero (0%) on the test and be asked to leave the room if cheating materials cannot be confiscated OR (2) have cheating materials and the answer booklet/scantron confiscated and be given a new exam that must be completed in the time allotted.

A number of safeguards will be employed to discourage cheating on the final exam. For example, invigilators of the tests can ask students to move to another seat during the exam, cover their paper, avert their eyes from other students' papers, remove baseball caps, check for crib/cheat notes, etc. This is not meant as a personal affront or as an accusation of cheating, rather as vigilant attempts at proctoring. All incidences of cheating will be reported.

Extensions and Deferrals Policy for Assessments and the Final Exam

- **Extensions for the quizzes and/or assignments as well as a deferral of the final exam is decided by your Instructor.** Extensions and deferrals **are not automatic.**
- **A change of due date or change of date for the final exam will be refused if the Instructor's policy is not followed.** If a student completes a quiz, assignment, or final examination while ill, the grade stands.
- Only on the documented basis of illness or other extreme circumstance will students be permitted to an extension for a quiz or assignment, or alternate date for the final examination.
- **In all cases (e.g., death in the family, illness) it is the student's responsibility to inform the Instructor BEFORE the due date or final examination date and time.** Failure to contact the Instructor before the due date or examination date forfeits a right to an extension or make-up. 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 Form" (VIF) from the University of Waterloo (available online at the [Student Medical Clinic](#)) - which states that, due to medical (physical and/or mental health) reasons, it was IMPOSSIBLE (i.e., severe illness) for the student to complete the quiz and/or assignment by the due date, or write the final examination on the scheduled date.**
- **The verification of illness form must be completed, endorsed, and stamped by a licenced medical practitioner BEFORE OR ON THE SAME DAY as the scheduled exam or due date. Once the student has been seen by a licenced medical practitioner and the VIF has been completed, the student must inform the Instructor by email or phone ASAP. A form completed after the day and time of the exam or due date WILL NOT BE ACCEPTED. The completed form must be submitted to the Instructor within 24 hours of the exam or due date - a photo of the VIF can be emailed as soon as it is received from the licenced medical practitioner (see below for submitting the hard copy).** Doctors' notes created by a physician or clinic, or notes scribbled on a prescription pad are **not acceptable**

medical certificates.

- **In the case of an immediate family members' illness or hospitalization, documentation from the hospital or attending physician is required. Deferrals and extensions 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 FINAL EXAMINATION. *If you are ill and you contact the Instructor after the exam or due date, you will NOT be permitted to complete the quiz, assignment, and/or final exam.*** You will receive a '0' on the assessments. Exception: if you are involved in an accident and/or hospitalized during the week of the quiz, assignment, or final examination (documentation required) and as a result you are not able to call the day of the exam or on the due date, then the Instructor must be notified and a request for an extension or deferral must be received no later than *24 hours after the due date or exam date*. If you are extremely incapacitated or severely ill (physical or mental health) and hospitalized, or have had an unexpected death in the family within 24 hrs prior to the exam or due date, then have a friend or family member call ASAP and *no later than 48 hours after the due date or examination date*.
- Any student missing a quiz, assignment, or the final examination with a valid reason and having followed policy must complete the quiz, assignment, or examination that was missed. The format of the assignment may differ. *A make-up final examination may differ in format from the original.*
- Please note that the following are NOT valid reasons for rescheduling an exam or requesting an extension:
 - Travel (varsity athletic, other sports teams, or personal – family or friend weddings included)
 - Work overload
 - Forgetting you had a due date or exam

University Policies

 contensis.uwaterloo.ca/sites/courses/1191/PSYCH-312/toc/syllabus/university-policies.aspx

Submission Times

Please be aware that the University of Waterloo is located in the **Eastern Time Zone** (GMT or UTC-5 during standard time and UTC-4 during daylight saving time) and, as such, the time that your activities and/or assignments are due is based on this zone. If you are outside the Eastern Time Zone and require assistance with converting your time, please try the [Ontario, Canada Time Converter](#).

Accommodation Due to Illness

If your instructor has provided specific procedures for you to follow if you miss assignment due dates, term tests, or a final examination, adhere to those instructions. Otherwise:

Missed Assignments/Tests/Quizzes

Contact the instructor as soon as you realize there will be a problem, and preferably within 48 hours, but no more than 72 hours, have a medical practitioner complete a [Verification of Illness Form](#).

Email a scanned copy of the Verification of Illness Form to your instructor. In your email to the instructor, provide your name, student ID number, and exactly what course activity you missed.

Further information regarding Management of Requests for Accommodation Due to Illness can be found on the [Accommodation due to illness](#) page.

Missed Final Examinations

If this course has a final exam and if you are unable to write a final examination due to illness, seek medical treatment and have a medical practitioner complete a [Verification of Illness Form](#). Email a scanned copy to the Centre for Extended Learning (CEL) at extendedlearning@uwaterloo.ca within 48 hours of your missed exam. Make sure you include your name, student ID number, and the exam(s) missed. You will be REQUIRED to hand in the original completed form before you write the make-up examination.

After your completed Verification of Illness Form has been received and processed, you will be emailed your alternate exam date and time. This can take up to 2 business days. If you are within **150 km** of Waterloo you should be prepared to write in Waterloo on the

additional CEL [exam dates](#). If you live outside the 150 km radius, CEL will work with you to make suitable arrangements.

Further information about [Examination Accommodation Due to Illness](#) regulations is available in the Undergraduate Calendar.

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. **If you have not already completed the online tutorial regarding academic integrity you should do so as soon as possible.** Undergraduate students should see the [Academic Integrity Tutorial](#) and graduate students should see the [Graduate Students and Academic Integrity](#) website.

Proper citations are part of academic integrity. Citations in CEL course materials usually follow CEL style, which is based on APA style. Your course may follow a different style. If you are uncertain which style to use for an assignment, please confirm with your instructor or TA.

For further information on academic integrity, please visit the [Office of Academic Integrity](#).

Turnitin

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 the alternate assignment.

[Turnitin® at Waterloo](#)

Discipline

A student is expected to know what constitutes [academic integrity](#) to avoid committing an academic offence, and to take responsibility for his/her 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 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](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

Appeals

A decision made or penalty imposed under [Policy 70 - Student Petitions and Grievances](#), (other than a petition) or [Policy 71 - Student Discipline](#), may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

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. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.

Final Grades

In accordance with [Policy 46 - Information Management](#), Appendix A - Access to and Release of Student Information, the Centre for Extended Learning does not release final examination grades or final course grades to students. Students must go to [Quest](#) to see all final grades. Any grades posted in Waterloo LEARN are unofficial.

AccessAbility Services

[AccessAbility Services](#), located in Needles Hall, 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 accommodation to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term and for each course.

Accessibility Statement

The Centre for Extended Learning strives to meet the needs of all our online learners. Our ongoing efforts to become aligned with the [Accessibility for Ontarians with Disabilities Act \(AODA\)](#) are guided by University of Waterloo accessibility [Legislation](#) and policy and the [World Wide Web Consortium's \(W3C\) Web Content Accessibility Guidelines \(WCAG\) 2.0](#). The majority of our online courses are currently delivered via the Desire2Learn Learning Environment. Learn more about [Desire2Learn's Accessibility Standards Compliance](#).

Use of Computing and Network Resources

Please see the [Guidelines on Use of Waterloo Computing and Network Resources](#).

Copyright Information

UWaterloo's Web Pages

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Other Sources

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If there are any questions about this notice, please contact the University of Waterloo, Centre for Extended Learning, Waterloo, Ontario, Canada, N2L 3G1 or extendedlearning@uwaterloo.ca.