

Course Schedule

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

Week	Module	Readings	Activities and Assignments	Due Date	Weight (%)
Week 1	Module 1: Introduction	Chapters 1, 2, 4 in Lerner & Johns. Chapter 2 in Edmunds & Edmunds.			
Week 2	Module 2: Tests and Assessment	Chapters 2, 3 in Lerner & Johns. Chapter 3 in Edmunds & Edmunds.			
Week 3	Module 3: Assessment of Intelligence	Chapter 2 in Lerner & Johns. Chapter 5 in Edmunds & Edmunds.			
Week 4	Module 4: Using the WISC-IV to Assess Michael and Mary	Chapter 8 in Lerner & Johns. Chapter 5 in Edmunds & Edmunds.	Assignment 1	Wednesday, January 27, 2016 at 11:55 PM	16.6%
Week 5	Module 5: Learning and Memory	Chapter 5 in Lerner & Johns.			
Week 6	Module 6: Attention Deficit Disorders	Chapters 6, 7, 10 in Lerner & Johns. Chapter 6 in Edmunds & Edmunds.			
READING WEEK (Sunday, February 14, 2016 to Saturday, February 20, 2016)					
Week 7	Module 7: Language	Chapter 11 in Lerner & Johns. Chapter 5 in Edmunds &			

		Edmunds.			
Week 8	Module 8: Word Reading and Spelling	Chapters 12, 13 in Lerner & Johns.	Assignment 2	Wednesday, February 24, 2016 at 11:55 PM	16.6%
Week 9	Module 9: Reading Comprehension	Chapters 12, 13 in Lerner & Johns. Chapter 5 in Edmunds & Edmunds.			
Week 10	Module 10: Arithmetic	Chapter 14 in Lerner & Johns. Chapter 5 in Edmunds & Edmunds.			
Week 11	None	None			
Week 12	None	None	Assignment 3	Wednesday, March 23, 2016 at 11:55 PM	16.6%
Final Exam					50%

Final Examination Arrangements and Schedule

Please carefully review the information about [final examinations 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 17, 2016**. 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 [examination regulations and related matters](#) 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

News

Your instructor uses the **News** widget of the **Course Home** page to make announcements during the term to communicate new or changing information regarding due dates, instructor absence, etc., as needed. You are expected to read the **News** on a regular basis.

To ensure you are viewing the complete list of news items, you may need to click **Show All News Items**.

Discussions

A **General Discussion** topic* has also been made available to allow students to communicate with peers in the course. Your instructor will not monitor or participate in the discussions.

Contact Us

Who and Why	Contact Details
<p>Instructor and TAs</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 your TA discussion topic before emailing the TAs*. This allows other students to benefit from your questions as well.</p> <p>Questions of a personal nature can be directed to your instructor.</p> <p>Instructor: Tiffany Doan t3doan@uwaterloo.ca</p> <p>The TAs for PSYCH 312 are listed below. You will most likely hear from your TAs throughout the term. While Tiffany is your primary contact, the TAs may often respond to your queries.</p> <p>Madison Pesowski mlpesowski@uwaterloo.ca</p> <p>Samantha Gualtieri samantha.gualtieri@uwaterloo.ca</p> <p>Hanna Negami hnegami@uwaterloo.ca</p>

Your TAs check the “Ask Your TA” discussion topic frequently and will make every effort to reply to your questions within 24 hours, Monday to Friday.

Technical Support,

Centre for Extended Learning

- Technical problems with Waterloo LEARN

learnhelp@uwaterloo.ca

Include your full name, WatIAM user ID, student number, and course name and number.

Learner Support Services,

Centre for Extended Learning

- General inquiries
- WatCards (Student ID Cards)
- Examination information

[Useful Information for Students in Online Courses](#)extendedlearning@uwaterloo.ca

+1 519-888-4002

Include your full name, WatIAM user ID, student number, and course name and number.

*Discussion topics can be accessed by clicking **Connect** and then **Discussions** on the course navigation bar above.

Course Description and Objectives

Description

A critical examination of the concept of learning disabilities and of current issues in the assessment and remediation of learning problems.

Objectives

The course addresses the issues of what is a learning disability and of how it is assessed. Along the way, the question of what is meant by learning is raised, as well as the role played by memory and attention in the development of learning problems. Specific difficulties in academic skills are then discussed along with issues in remediation.

This online course was developed by Dr. MacKinnon, 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 Author

Dr. Ernie MacKinnon

EDUCATIONAL BACKGROUND

Associate Professor Emeritus

Applied Psychology

B.A. (Queen's University), Ph.D. (Johns Hopkins University)

RESEARCH INTERESTS

Generally, I am interested in individual differences in basic academic skills (e.g., reading, writing, spelling, arithmetic, problem solving in mathematics, science, etc.) and their implications for models of skill and for training programmes to facilitate skill development.



BIOGRAPHICAL SKETCH

Dr. G. E. (Ernie) MacKinnon received his B.A. degree from Queen's University in Kingston, Ontario and his Ph.D. degree from the Johns Hopkins University in Baltimore, Maryland. He came to the University of Waterloo in 1963, and is now Associate Professor Emeritus at Waterloo. In addition, he is a Registered Psychologist (retired status) in the Province of Ontario. He has taught undergraduate courses in Learning Disabilities, Reading, Speech and Language, Perception, Research in Developmental Psychology, General Experimental Psychology and Introductory Psychology. At the graduate level he has taught courses in Psychological Assessment, Perception and Cognition, and Cognitive Neuropsychology, and supervised graduate students who are learning to carry out psycho-educational assessments on children who encounter difficulties in school. He co-edited with T. Gary Waller a serial publication *Reading Research: Advances in Theory and Practice* and with D.L. Forest - Pressley and T. Gary Waller, the two volume set entitled *Metacognition, Cognition and Human Performance*. His research interests include word recognition, reading comprehension and spelling in developmental and acquired dyslexia; individual differences in perception, language, and psychomotor skills; use of prior knowledge in reading, writing, and mathematics problem solving; decision making during writing; and cognitive strategy training in both children and adults. When away from the university, he spends his time listening to chamber music and jazz, reading science fiction, traveling to the mountains and beaches in Mexico, working in his garden, and doing T'ai Chi.

SELECTED PUBLICATIONS

MacKinnon, G.E. (2009). Book Review: Charles Hulme and Margaret Snowling (2009). *Developmental Disorders of Language, Learning and Cognition*. Oxford, UK: Wiley-Blackwell. In *British Journal of Psychology*, 100, No. 4, November 2009, pp 800-802.

McDougall, P. Borowsky, R. MacKinnon, G.E., & Hymel, S. (2005). Process dissociation of sight vocabulary and phonetic decoding in reading: a new perspective on surface and phonological dyslexia. *Brain and Language*, 92, 185-203.

Buchanan, L., Hildebrandt, N., & MacKinnon, G.E. (1999). Deep dyslexia re-examined. In R.M. Klein & P.A. McMullen (Eds.), *Converging Methods for Understanding Reading and Dyslexia*. Cambridge, MA: MIT Press.

MacKinnon, G.E. (1999). Theories of reading. In *The Concise Encyclopedia of Educational Linguistics*. Oxford: Elsevier Science.

Pryde, K., Roy, E.A., Bryden, P.J., Kalbfleisch, L., & MacKinnon, G.E. (1998). The planning and control of goal-directed movement in a case of hemiparesis. *Brain and Cognition*, 37(1), 122-124.

Grimshaw, G.M., Adelstein, A., Bryden, M.P., & MacKinnon, G.E. (1998). First-language acquisition in adolescence: Evidence for a critical period for verbal language development. *Brain and Language*, 63, 237-255.

d'Ailly, H., Simpson, J., & MacKinnon, G.E., (1997). Where should "you" go in a math compare problem? *Journal of Educational Psychology*, 89(3), 562-567.

Young, A., Bowers, P., & MacKinnon, G.E. (1996). Effects of prosodic modeling and repeated reading on poor reader's fluency and comprehension. *Applied Psycholinguistics*, 17(1), 59-84.

Pauley, C., & MacKinnon, G.E. (1992). Topical structure and perceived quality of school-aged children's expository compositions. *Reflections on Canadian Literacy*, 10, 112-118.

Materials and Resources

Textbooks

Required:

1. Lerner, J. W., & Johns, B. (2014). *Learning disabilities and related disabilities: Strategies for Success*. (13th ed.). Belmont, CA: Wadsworth Cengage Learning
2. Edmunds, A., & Edmunds, G. (2008). *Special education in Canada*. Canadian Edition. Custom Publication for Psychology 312, University of Waterloo. McGraw-Hill.

Recommended:

1. Optional yet recommended readings for each module that are listed on the module pages
2. [Glossary 1](#) – from the lecture presentations - a glossary of terms and topics to help you prepare for the Final Exam
3. [Glossary 2](#) – from the textbook by Lerner - helpful terms and topics

For textbook ordering information, please contact the [Waterloo Bookstore](#).

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

The following table represents the grade breakdown of this course.

Activities and Assignments	Weight (%)
Assignments	50%
Final Exam	50%

Course Grades

To help you keep track of the points you are earning towards the final grade as the course proceeds, please click on the **Grades** link on the course navigation bar above.

The chart below shows the letter equivalents for numeric grades.

Numerical Grade	Letter Grade Equivalent
90-100	A+
84-89	A
79-83	A-
76-78	B+
73-75	B
69-72	B-
66-68	C+
63-65	C
59-62	C-
56-58	D+
53-55	D
50-52	D-

University Policies

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 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](#).

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 19 - 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 AccessAbility Services 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.