

University of Waterloo
Online Course
Centre for Extended Learning

PSYCH 312

Winter 2011

Syllabus And Schedule

Communication

Email

Administrative questions should be directed to the [Centre for Extended Learning office](#).

Technical problems with UW-ACE should be directed to [Technical Support](#).

Academic issues (e.g., course content, deadlines, etc.) can be directed to your instructor, **Dr. MacKinnon**, at: emackinn@uwaterloo.ca.

Dr. MacKinnon checks email frequently and you should expect an answer to your questions by email within 24 hours (excluding weekends).

The TAs for PSYCH 312 listed below. You will most likely hear from your TA throughout the term. While Dr. MacKinnon is your primary contact, the TA may often respond to your queries.

Punya Singh p9singh@uwaterloo.ca
Bianca Bucarelli brbucare@uwaterloo.ca
Ivana Lizdek ilizdek@uwaterloo.ca

Announcements

Dr. MacKinnon makes announcements frequently during the term. Please check your announcements at least twice a week.

To ensure you are viewing the complete list of announcements, you must click ALL. Please note you may also be required to click MORE.

[More](#) | View: [Past](#) [Present](#) [All](#) | Sort: [Descending](#)

Discussion Boards

For questions relating to **course content**, select the Communicate tab to post a question or read questions and answers from other students. Dr. MacKinnon does not monitor the discussion boards.

About the Course

Course Author — Dr. Ernie MacKinnon

Educational Background

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 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 disassociation 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.

Description

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

Prerequisites: PSYCH 211 or 212 or 213

Antirequisite: PSYCH 160

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.

Grade Breakdown

| | |
|--------------------------------|-----|
| Assignments | 50% |
| Final Exam and Glossary | 50% |

Materials and Resources

The Centre for Extended Learning is no longer automatically mailing a course CD/DVD containing lectures that are also found within UW-ACE. Content available on the CD/DVD can now be downloaded free-of-charge via the Content Modules in UW-ACE. However, if you wish to purchase a CD/DVD, please visit our [online ordering system](#).

Textbook(s)

Required:

1. *Learning Disabilities and Related Mild Disabilities: Characteristics, Teaching Strategies, and New Directions*, 11th edition, Janet W. Lerner and Beverley Johns, Houghton-Mifflin, 2009. Packaged with a guide to APA.
2. *Special Education in Canada*, Canadian Edition, Custom Publication, Alan Edmunds and Gail Edmunds, McGraw Hill, 2008.

Recommended:

Other Sources You Might Enjoy - Optional Yet Recommended Readings

Glossary - from the PSYCH 312 media content - a glossary of terms and topics to help prepare for the Final Examination

Glossary 2 - from the textbook by Learner: helpful terms and topics

For textbook ordering information, please contact the Waterloo Bookstore.

For your convenience, you can compile booklists of required and optional textbooks based on your current courses through BookLook using your Quest userID and password (look for the **Shop Online with BookLook** link in the centre-top section of the main Waterloo Bookstore page). 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.

- **UW Library** (Centre for Extended Learning)

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

Students in UW courses who are ill and unable to meet assignment due dates or write a term test or final examination should seek medical treatment and provide confirmation of the illness to the instructor(s) within 48 hours by submitting a completed UW Verification of Illness Form to support requests for accommodation due to illness. Students in online courses must also provide confirmation of the illness but submit it to the Centre for Extended Learning Office. The UW Verification of Illness Form is normally the only acceptable medical documentation and is available online at: **www.healthservices.uwaterloo.ca/Health_Services/verification.html**. Note that if you require an accommodation as a result of this illness during the term (for assignments or quizzes), please send an email to your class instructor after you are well. If your course has a final exam and you require an accommodation as a result of this illness, please send an email to **examinations@uwaterloo.ca** once you are well.

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.** The undergraduate online tutorial can be found at **http://www.lib.uwaterloo.ca/ait/** and the graduate tutorial is at

<http://www.lib.uwaterloo.ca/gradait/>. For other information about academic integrity check www.uwaterloo.ca/academicintegrity/.

Discipline

A student is expected to know what constitutes academic integrity (check www.uwaterloo.ca/academicintegrity/) 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, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties check Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

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, www.adm.uwaterloo.ca/infosec/Policies/policy72.htm.

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, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. 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**, 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 UW-ACE are unofficial.

Note for Students with Disabilities

The **Office for Persons with Disabilities** (OPD), located in Needles Hall, Room 1132, 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 the OPD at the beginning of each academic term and for each course.

Use of Computing and Network Resources

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

Copyright (©) Information

UW's Web Pages

All rights, including copyright, images, slides, audio, and video components, of the content of this course are owned by the course author, unless otherwise stated. These Web pages are owned or controlled by the University of Waterloo, Centre for Extended Learning. By accessing the Web pages, you agree that you may only download the content for your own personal, non-commercial use. You are not permitted to copy, broadcast, download, store (in any medium), transmit, show or play in public, adapt or change in any way the content of these Web pages for any other purpose whatsoever without the prior written permission of the course author and the University of Waterloo, Centre for Extended Learning.

Other Sources

Respect the copyright of others and abide by all copyright notices and regulations when using the computing facilities provided for your course of study by the University of Waterloo. No material on the Internet or World Wide Web (WWW) may be reproduced or distributed in any material form or in any medium, without permission from copyright holders or their assignees. To support your course of study, the University of Waterloo has provided hypertext links to relevant Web sites, resources, and services on the Web. These resources must be used in accordance with any registration requirements or conditions which may be specified. You must be aware that in providing such hypertext links the University of Waterloo has not authorized any acts (including reproduction or distribution) which, if undertaken without permission of copyright owners or their assignees, may be infringement of copyright. Permission for such acts can only be granted by copyright owners or their assignees.

If there are any questions about this notice, please contact the University of Waterloo, Centre for Extended Learning, Waterloo, Ontario, Canada, N2L 3G1 or by **email**.

Course begins Tuesday, January 4, 2011

ALL TIMES EASTERN – Please see the [Policies section](#) for details.

The Current time in Waterloo, Ontario, Canada is 9:32:44 AM.

| Week | Module | Readings and Other Assigned Material | Course Requirements and Important Dates | | |
|--|---|--------------------------------------|---|-----------------------------|--------------|
| | | | Activities and Assignments | Due Date | Weight (%) |
| <p>Please review the Getting Started page and the Course Syllabus including the Policies section before you begin your course.</p> | | | | | |
| Week 1 | Module 1: Introduction and Definition of Learning Disability | Chapters 1, 2, 4 | | | |
| Week 2 | Module 2: Tests and Assessment | Chapters 2, 3 | | | |
| Week 3 | Module 3: Assessments of Intelligence (Wechsler Scales) | Chapter 2 | Assignment 1 | Wednesday, January 19, 2011 | 16.6% |
| Week 4 | Module 4: Using the WISC-III to Assess; Michael and Mary; Visual Object Recognition; Visual-Motor Deficits | Chapter 8 | | | |
| Week 5 | Module 5: Learning and Memory | Chapter 5 | | | |
| Week 6 | Module 6: Attention Deficit Disorders | Chapters 6, 7, 10 | | | |
| Week 7 | Module 7: Language | Chapter 11 | | | |
| <p>READING WEEK (Sunday, February 20, 2011 to Saturday, February 26, 2011)</p> | | | | | |
| Week 8 | Module 8: Word Reading and Spelling | Chapters 12, 13 | Assignment 2 | Wednesday, March 2, 2011 | 16.6% |

| | | | | | |
|--------------------------|--|-----------------|----------------------------|---------------------------|---|
| Week 9 | Module 9: Reading Comprehension | Chapters 12, 13 | | | |
| Week 10 | Module 10: Arithmetic | Chapter 14 | | | |
| Week 11 | | | | | |
| Week 12 | | | <u>Assignment 3</u> | Wednesday, March 30, 2011 | 16.6% |
| <u>Final Exam</u> | | | | | 50% (The <u>Final Exam</u> is worth 50% of your final mark) |
| Total: | | | | | 100% |

Final Examination Arrangement and Schedule

All students taking online courses that have a final exam must **provide examination arrangement information** by **Friday, January 21, 2011**.

Examination schedule details will be available on **Quest** approximately four weeks prior to the exam date. For instructions on how to find exam information, go to the **Quest Help** page.

Official Grades and Academic Standings are available through Quest.

Please note: Your access to this course in UW-ACE will continue for the duration of the current term.

You will not have access to this course once the next term begins.