

PSY 363 Section 1 Winter 2016
Language and Learning
Thursdays 4:30 – 7:30 p.m.
EV2 2002

Instructor

Daniela O'Neill

Office: PAS 4015

Office Hour: Wednesdays 1:00-2:00 pm

Email: doneill@uwaterloo.ca

Email is the best way to reach me to set up convenient time to meet on course/project related matters or to reach me quickly on matters related to accommodations needed for illness, family emergencies etc.

Teaching Assistant

Emily Downs

Office: PAS 4012

Office Hour: By appointment only.

Email: edowns@uwaterloo.ca

Course Description

How is children's exposure to, understanding, and use of language related to important socio-emotional, academic (e.g., reading), and social-interpersonal outcomes during the preschool and elementary school years? Building on the readings and material presented in this course, students can choose to work individually or in small groups on several projects throughout the term that will require the demonstration and application of material learned to real-world issues. A portion of each class time will be devoted to project work and allow for 1-on-1 discussion with the instructor. Readings for the course will come from empirical, applied and popular media sources. They will also reflect children's language and learning in different settings such as home, daycare/preschool and school and different family/cultural backgrounds. In addition, students will also hear the perspective of the role of language in learning first-hand from relevant professionals in the community including a preschool teacher, kindergarten teacher, speech-language pathologist and early literacy specialist who will visit the class.

Course Goals and Learning Outcomes

The course will consist of 3 main projects organized around 3 key topics and related assigned readings, class discussion and in-class interviews with community professionals in fields related to the topics. All combined, these 3 projects will provide, over the course of the term, an in-depth exploration of key topics related to language development and its role in children's learning in varied everyday settings such as home and school.

The 3 projects will each occupy approximately 4 weeks and will include a presentation in oral and/or poster format and a final paper due for each at the end. The projects can be completed individually or in a group of a maximum size of 2. All projects will be discussed and worked on in class. My, and Emily's, impressions of preparation for, and work done or presented in, class will factor into the grades for each project. These projects and the structure of the course are detailed further below.

The focus of this course will be providing you with an overview of the importance of children's language development to different domains of learning and an opportunity to explore several key topics in-depth

around several applied projects. In addition, the projects aim to offer you the opportunity to consider children's language development, and its implications for learning-related outcomes, within the real-life contexts in which it will matter – at home, at school, with peers and so on. This course also has the goal of developing several professional skills important within and beyond academia: (1) reading and reviewing empirical and theoretical contributions, (2) developing and expressing ideas concisely and clearly in both oral and written form, (3) preparing oral presentations and engaging others in constructive, focused discussion, and (4) critiquing research and ideas in a productive and constructive way with a more applied perspective.

Course Readings

There is no required text for this course. There are required reading(s) for class discussion during the mini-lectures related to each project that ALL students are expected to have read and reflected on, and come to class prepared to discuss, even if working in a group. It should also be evident when I or Emily are speaking with you and/or your group during in-class working sessions, that you are familiar with the required readings if relevant to our discussion.

Required readings per class have been kept to only 1 or 2 to permit more in-depth discussion. However, it is EXPECTED in this course, that for your projects you will conduct further research into the topics, as relevant to your project, by following up references in the required reading and incorporating material from those articles. At times I will also post to LEARN other articles and information via different media related to the topic that may be particularly pertinent to the main topic or projects being conducted by the class. Thus the required reading(s) are ONLY a starting point for background research and further focused exploration of each topic. All the required readings for this course are available on LEARN.

Course Materials and Anticipated Costs

In addition to the readings, participation in this course will require the purchase of some materials to carry out one or more of the projects (e.g., toy game). The estimated cost of these materials is not anticipated to exceed \$50 overall, and if students purchase these as a group, then the costs would be less.

Some public transportation travel costs may be incurred by students to travel to community locations (e.g., toy store) in order to secure materials for the course.

Because class time will be used by students to work on their projects alone or with their group members, access to the web by one or more group members will be necessary via a mobile device in order to be able to complete work in class. (Please let me know if this presents a problem for you or your group.)

Purchase of a poster board will be required by groups for the presentations for Project 2 and Project 3 if this presentation mode is chosen.

Class Structure and Attendance

This course has no midterms or final exam. Your grade will be determined by performance on three main group projects. In addition, a portion of your grade will also come from your class attendance and participation as the in-class lecture discussions and in-class working sessions factor importantly into your progress on your projects and your ultimate performance on these projects. (See Evaluation section below for more details on the breakdown.) That is, individuals or groups who are in class to ask questions or contribute to discussion related to the assigned readings, discuss their progress on projects with the TA and I, and who can ask questions, seek advice, take advantage of further suggestions we provide around

topics, research, related readings etc., almost always do better on projects as observed over several years of conducting this type of more experiential learning oriented class. In-class working time can also be used to review material to be incorporated into the final project paper or write out flow-charts organizing information for the presentations or final paper, which are also likely to lead to a better final project.

Each of these projects will be described in much more detail in class on the first day of the project. However, a brief overview of the structure of the class and each of the projects is presented here. Note below that having access to the internet via a laptop/tablet/phone will be essential for work done in class.

Attendance and participation in class is very important in this course and attendance will be taken at every class. Any undocumented absences from class (e.g., illness without doctor's note), or absences without a compelling reason, will result in penalty of 3.5% for each class, taken off your final course grade up to the maximum 12% of your course grade allotted to participation. Note however that each student will be granted 1 absence without penalty as long as a reason is provided to me. If you are going to miss a class, please email me with the reason for my files. Coming late to class (or leaving before dismissal) is also not acceptable and 0.25% per occasion will be deducted if this happens persistently.

Students are expected to actively contribute individually to class discussions, student presentations, and discussion with me and/or Emily when working in class in their groups each week. Participation in (whole) class discussion is monitored and students are expected to contribute in a substantial manner to discussions occurring with the class as a whole **at least twice per project**. Failure to do so will result in a deduction of 2% per project taken off the maximum of 4% of your course grade allotted to participation for each project. By definition, you need to attend the seminar in order to participate in the discussion.

Evaluation, Required Course Assignments, and Grade Breakdown

For all Projects 1 to 3, in all but rare circumstances, all group members will receive the same final grade out of 100 for a project. For all projects, the final grade will include consideration of (1) background work done in and out of class and during in-class working sessions; (2) the oral presentation and (3) the final written paper. While the grade will be largely determined by the quality of the final paper, my and Emily's notes regarding our discussions with you, progress during in-class working sessions, and your oral presentations will also be taken into account. Your grade also depends on how your work compares to the projects of other class members. *As is evident though, a large portion of your grade for every Project will be dependent on the final written paper which should reflect all of the remaining parts in writing that is clear, succinct and very carefully proofed and edited. Grammatical errors, lack of clarity, redundancy, poor logical structure, spelling errors and the like will all result in significantly lower grades.* **The grade for each Project Paper out of 100 points** will be calculated into your final grade according to the percentage weights as shown below.

Different Grades Within Group

Different grades may be assigned **within groups** in unusual circumstances where a group member has contributed substantially less to a project than other group members. This would occur only in circumstances where there are a number of indications of this, such as repeated absences from class or outside-of-class work sessions, observations by me during class, concerns communicated to me by the group, and/or a group's unequal description and weighting of the % contributions of its members in the accompanying statement on a final project paper (see page 7 for more details on the latter).

Assignment	Weighting	Due Date for Paper at 4 PM to Project's dropbox on LEARN..	Due Date for Hardcopy Paper at 4 PM to my mailbox PAS 3021a
Project 1	26%	Sunday Feb. 7	Monday Feb. 8
Project 2	28%	Sunday Mar. 6	Monday Mar. 7
Project 3	34%	Sunday Apr. 3	Monday Apr. 4
Attendance & Participation	4% per project	N/A	
Total	100%		

Late penalty for written projects: -2% per day up to a maximum of 10 days and then a grade of 0 will be assigned.

Use of LEARN

Via LEARN for this course, you will find the Syllabus, Project Handouts and any further Required and Recommended Readings beyond those in the text for the course. I will use LEARN to post relevant information related to the course, including handouts, further links related to course material that may be of interest, updates about grading progress and so on. I will also post the grades for all three project assignments for this course and your participation grade related to each project. **However, to reach me, please do not use LEARN but instead email me at doneill@uwaterloo.ca.**

Three Main Projects

Each project will cover approximately 4 weekly classes (roughly, one per month). The table below outlines in more detail how class time will be utilized. Each project will be introduced via a Handout in class that will be posted on LEARN on the day it is introduced. **A final paper (maximum 1500 words) will be due by at 4 p.m. into the Project's dropbox on LEARN as per the schedule in the Table above. An identical hardcopy version of your paper for grading purposes will be due in my mailbox in the Psychology Mailroom PAS 3021a at 4 p.m. as per the schedule in the Table above**

Topics Addressed in the Three Main Projects

Project 1: Power of Language for Emotion Understanding and Self-Regulation

Project 2: Power of Language and Stories for Literacy and Higher-Order Thinking

Project 3: Power of Language for Social-Cognitive and Interpersonal Understanding

A Note About Oral Presentations

Presenters: In this class, for Project 1, all information is to be presented verbally to the class from your notes *without external visuals*. (i.e., powerpoint is not an option). This is done expressly to give students the opportunity to develop their oral communication skills when no/minimal external aids are available, as is very often the case in situations outside a classroom and university setting (e.g., think of networking and conference settings where you need to "think on your feet"). Indeed, even when presenting talks using powerpoint, the best, and most audience-engaging talks often feature only accompanying pictures, key graphics and very little to no text. Being able to do the latter however, means being able to convey your message orally in a very simple and clear fashion. Powerpoint slides filled with textual information detract from this goal and make gaining this skill much more difficult. Consulting powerpoint slides during

a talk also can break your connection with your audience. This class will provide you with opportunity however to get better at getting your message across without any external aids, which is a powerful skill to have. The only exception to this is key images that you may wish to show the class of your toys/books/other relevant props, and these should be forwarded to me at least one day before your presentation to be uploaded to LEARN and shown in class during your presentation. For Project 2, individuals/groups will present their work in an oral poster format. For Project 3, there will be a choice to present either in oral or poster format.

Audience members: As audience members, I will also be expecting that you contribute in a thoughtful fashion with critical *and supportive* feedback that is relevant, helpful and substantive (i.e., Not just “I like your idea,” but why you like the idea.; Not just “This seems problematic,” but why you think it may be problematic.) Valuable feedback is not just about criticism but about sharing helpful and supportive feedback as an audience member as well.

Week of Each Project	What Class Time Will Be Used For	Required Readings?
1	The topic of the project will be introduced by me and relevant background information will be given. We will discuss issues covered in the required reading(s) as a class. The objectives of the project will be explained and provided in more detail in a handout to be discussed in class. Visit by community professional will be scheduled for Week 1 if possible according to their availability (otherwise Week 2). Last part of the class will be devoted to in-class working session where I and Emily will circulate to allow for 1-on1 discussion with us about your projects.	Yes. See table with schedule of required readings.
2	We will discuss further issues covered in the required readings as a class. In addition, the goal of this class will be to refine your topic, find relevant research, and make progress towards the final outcome of the material covered in your project. Emily and I will visit with everyone during this time to learn of your progress on your project, provide further direction, advice, comments, research references as needed.	Yes. See table with schedule of required readings.
3	We will discuss further issues covered in the required readings as a class. In addition, the goal of this class will be to turn to consider the organization and writing up of your project in more detail and the content, points, and background information you want to include. This class time will also be used to start to work out what you want to present in your briefer oral presentation for Class 4. As in Week 2, Emily and I will visit with everyone during this time to hear about your progress, provide further direction, advice, comments as needed.	Yes. See table with schedule of required readings.
4	During this class, the final projects will be presented orally. Those working individually will present individually. Those working in groups will present as a group. The time for the presentation will depend on the number of groups and individuals. The oral presentation is to be carried out without	No.

Week of Each Project	What Class Time Will Be Used For	Required Readings?
	the use of powerpoint. This is a final opportunity for everyone to present their material in front of the class. All group members should participate in the oral presentation.	
4 PM on due date as per schedule on p. 4	The final version of your project's paper must be deposited into the Project's dropbox on LEARN . A hardcopy must also be deposited in my mailbox in PAS3021a. Maximum length is 1500 words (see further details below). For group papers, note the important extra information to be included as described on p. 9.	

FULL CLASS SCHEDULE WITH REQUIRED READINGS – Winter 2016		
Introduction	Jan. 7	No readings. We will cover the syllabus and the structure of the course and the nature of the class projects and evaluation in the course in detail. Introductory lecture for Project 1 and discussion of Project 1 Handout. You will have a chance to meet each other and form groups if desired. Copy of Project #1 Handout on LEARN.
Project 1	Jan. 14	Introductory lecture and class discussion of scheduled Required Readings for Project 1. Tentative visit and interview with ECEC teacher. In-class working session with 1-on-1 discussion of your projects with me and Emily Required Readings on LEARN: 1. Girard et al. (2014) . Physical aggression and language ability from 17 to 72 months: Cross-lagged effects in a population sample. 2. Brophy-Herb et al. (2015) . Toddlers with early behavioral problems at higher family demographic risk benefit the most from maternal emotion talk.
	Jan. 21	Further class discussion of scheduled Required Readings & in-class working session with 1-on-1 discussion of your projects with me and Emily. Required Readings on LEARN: 1. Petersen et al. (2015) . The role of language ability and self-regulation in the development of inattentive-hyperactivity behaviour problems 2. Aziz et al. (2015) . The effectiveness of self-regulatory speech training for planning and problem solving in children with specific language impairment.
	Jan. 28	Further class discussion of scheduled Required Readings & in-class working session with 1-on-1 discussion of your projects with me and Emily Required Readings on LEARN: 1. Florez (2011) . Developing young children's self-regulation through everyday experiences. 2. Curby et al. (2015) . Associations between preschoolers' social-emotional competence and preliteracy skills.
	Feb. 4	Oral presentation of projects. Final in-class working session with 1-on-1 discussion of your projects with me and Emily Final to incorporate feedback from your presentation. Final paper due 4 PM on Sunday Feb. 7.

Project 2	Feb. 11	<p>Introductory lecture and class discussion of scheduled Required Readings for Project 2. Introduction and discussion of Project 2 Handout. Tentative visit and interview with Kindergarten and Literacy teacher. In-class working session with 1-on-1 discussion of your projects with me and Emily.</p> <p>Copy of Project #2 Handout on LEARN.</p> <p>Required Readings on LEARN:</p> <ol style="list-style-type: none"> 1. Dickinson et al. (2010). Speaking out for language: Why language is central to reading development. 2. Callanan et al. (2012). Beyond Pedagogy. How children’s knowledge develops in the context of everyday conversations.
	(Feb. 18)	<p>READING WEEK. Required Readings this week will be for self-study. Questions regarding these readings can be discussed with Emily and me during the in-class working session on Feb. 25.</p> <p>Required Readings on LEARN:</p> <ol style="list-style-type: none"> 1. Nicolopoulou et al. (2015). Using a narrative- and play-based activity to promote low-income preschoolers’ oral language, emergent literacy, and social competence. 2. Haven (2007). Ch. 9 from <i>Story Proof: The science behind the startling power of story.</i>
	Feb. 25	<p>Further class discussion of scheduled Required Readings & In-class working session with 1-on-1 discussion of your projects with me and Emily.</p> <p>Required Readings on LEARN:</p> <ol style="list-style-type: none"> 1. Parish-Morris et al. (2013). Once upon a time: Parent- child dialogue and storybook reading in the electronic era. 2. Guernsey & Levine (2015). E-books: When print comes alive. Ch. 7 of <i>Tap, Click, Read.</i>
	Mar. 3	<p>Poster presentation of projects. Final in-class working session with 1-on-1 discussion of your projects with me and Emily Final to incorporate feedback from your presentation. Final paper due 4 PM on Sunday Mar. 6.</p>
Project 3	Mar. 10	<p>Introductory lecture and class discussion of scheduled Required Readings for Project 3. Introduction and discussion of Project 3 Handout. Tentative visit and interview with Speech Language Pathologist. In-class working session with 1-on-1 discussion of your projects with me and Emily.</p> <p>Copy of Project #3 Handout on LEARN.</p> <p>Required Readings on LEARN: TBA – Will be put on LEARN.</p>
	Mar. 17	<p>Further class discussion of scheduled Required Readings & In-class working session with 1-on-1 discussion of your projects with me and Emily.</p> <p>Required Readings on LEARN: TBA – Will be put on LEARN.</p>
	Mar. 24	<p>Further class discussion of scheduled Required Readings & In-class working session with 1-on-1 discussion of your projects with me and Emily.</p> <p>Required Readings on LEARN: TBA – Will be put on LEARN.</p>
	Mar. 31	<p>Oral/Poster presentation of projects. Final in-class working session with 1-on-1 discussion of your projects with me and Emily Final to incorporate feedback from your presentation. Final paper due 4 PM on Sunday April 3.</p>

Written Papers: Formatting Details

Unfortunately my eyesight is not very good. As a result, I will grade your papers in hardcopy form. Some of the following accommodations greatly affect the ease with which I can read your papers. Others make it easier for me to have space to provide comments while grading them. Please adhere to them carefully. Penalties will apply to late submissions of Project papers unless a request for accommodation has been requested and granted. **As you will be working in groups, please note the 3 extra pieces of information that need to be included with each project paper as described below.**

- At the **top of page 1, centered**, provide:
 - the **Project number and title** of the project
 - your **name/names** of all group members in alphabetical order
 - There is no need to include a cover page.
- **Use a sans serif font like Helvetica or Arial of at least 11 points**
- **Use one-and-half or double line spacing**
- **Minimum .75 inch or 2 cm margins on left and right side**
- **Do NOT print out 2-sided. Please print 1-sided.**
- Place the page numbers in the **bottom header**, right justified
- Include the **word count** at the end of the paper (e.g., Word count: 1449)
- Maximum length is **1500 words** for Projects 1, 2 and 3 unless otherwise stated in class and posted on LEARN (Word count does not include title, names of students, section titles within the paper, references, appendices or tables and figures.)
- For groups, the 3 extra pieces of information described below

Referencing for Papers in this Class

In evaluating your written projects, it is helpful if Emily and I can easily assess how broadly you have incorporated material from the course text and readings, and other research you have done. To enable this, there is a specific required format for Referencing in this course as outlined below.

- Within your paper, to reduce word count, use **NUMBERS [1], [2] for COURSE REQUIRED READING** references (and citations within these) that will be provided in full detail in the References section. **Provide the relevant page number for all these references, even if not quoted material.**
- Use **LETTERS [A], [B] for references you consulted beyond required readings.**
- In your Reference list, please list Numbered references first, followed by Letter references.
- Make sure your references follow APA format.
- **Don't forget!** At the end of each lettered reference pertaining to non-required readings, please put the name of the group member responsible for it. (Numbered references are the responsibility of the entire group.)

Information to be Included with Written Final Projects Due to Group Nature

1. Groups must include at the end of their project paper a brief description of how each member contributed to project as a whole. As part of this description it would be helpful if there is an explicit statement as to whether all group members participated equally. If the latter is not the case, groups may want to signal a difference using a percentage breakdown that will be taken into account in grading by Emily and me (e.g., 55% Person A/45% Person B) It will be assumed that the copied members on the emailed version have been part of the discussion of these described contributions, have each seen this page, and are in agreement with its content. Copied members will also be presumed to have signed the Group Assignment Checklist (see page 9).

2. A hardcopy of the Group Assignment Checklist with all signatures is to be appended to the **hardcopy version** of your Project paper turned in to my mailbox in the Psychology mailroom.
3. As noted on the Group Assignment Checklist, in the written paper, **each reference** beyond the course's *Required Readings* must be accompanied by the name of the person citing and/or providing the reference or source of the material. It is the responsibility of that person to ensure that the material in the manuscript relevant to this reference is free of violations of academic integrity. Required readings will be assumed to be the responsibility of all members of the group.

Group Assignment Disclosure Checklist – MUST be appended to hardcopy of EACH project.

Completion of this form for coursework completed and submitted as a group is now recommended by the Associate Dean of Arts, Undergraduate Studies. Each member of the group must read this form, print their name and sign this form. This form must then be appended to the hardcopy version of each Project paper submitted for this course. Note that this is in addition to the hardcopy sheet described on p. 7 detailing the contributions of each group member to the project.

Please read the checklist below following the completion of your group assignment. Once you have verified these points, hand in this signed checklist with your group assignment.

1. All team members have referenced and footnoted all ideas, words or other intellectual property from other sources used in the completion of this assignment.
2. A proper reference list in APA format has been included, which includes acknowledgement of all sources used to complete this assignment.
3. This is the first time that any member of the group has submitted this assignment or essay (either partially or entirely) for academic evaluation.
4. **Each member of the group has read the full content of the submission and is assured that the content is free of violations of academic integrity.** Group discussions regarding the importance of academic integrity have taken place.
5. **Each student has identified any individual contributions to the work submitted beyond the assigned readings*** such that if violations of academic integrity are suspected, then the student primarily responsible for the violations may be identified. All members of the group are jointly responsible if violations of academic integrity concern material in required and assigned course readings.

* In the final written paper, this should be done by noting, in the final list of References at the end of the paper, who contributed any reference material that was *not part of the required readings for the course*. This can be noted by placing the name of the student who provided the reference in brackets at the end of any such reference. It is the responsibility of that student to ensure that the material in the paper relevant to this reference is free of violations of academic integrity.

Course: PSY 316-01 2015

Assignment: Project # _____

Date: _____ 2015

Name (print) of Group Members	Signatures
1.	
2.	
3.	
4.	
5.	

The Fine Print: Statements and Links Included on all Course Outlines in Arts and Psychology:

The Official Version of the Course Outline: If there is a discrepancy between the hard copy outline (i.e., if students were provided with a hard copy at the first class) and the outline posted on LEARN, the outline on LEARN will be deemed the official version. Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.

Requests for accommodation for course requirements: Students who are requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) due to illness should do the following:

- seek medical treatment as soon as possible and obtain a completed UW Verification of Illness Form:
http://www.healthservices.uwaterloo.ca/Health_Services/verification.html
- submit that form to the instructor within 48 hours.
- (preferably) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.
- In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam which will typically be written as soon as possible, but no later than the next offering of the course.
- In the case of a missed assignment deadline or midterm test, the instructor will either: waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or provide an extension.

In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

Accommodations 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 accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

Concerns About the Course or Instructor (Informal Stage): We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Studies Dr. Richard Eibach is available for consultation and to mediate a resolution between the student and instructor. Contact information for Dr. Eibach is as follows: reibach@uwaterloo.ca Email: Phone: 519-888-4567 ext 32142

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. See Policy 70 and 71 below for further details.

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. [Further details: <http://www.uwaterloo.ca/academicintegrity/>]

Discipline: A student is expected to know what constitutes academic integrity [<http://www.uwaterloo.ca/academicintegrity/>], to avoid committing academic offences, 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 professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.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, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>.

Academic Integrity website (Arts): <https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behavior>

Academic Integrity Office (uWaterloo): <http://uwaterloo.ca/academicintegrity/> Page 3 of 8

Psychology document retention/storage policy: Graded papers as well as unclaimed graded assignments and essays for this course will be kept in storage in the Psychology Department for a maximum of 16 months after the final grades have been submitted to the Registrar's Office. After that time, these documents will be destroyed in compliance with UW's confidential shredding procedures.