Instructor
Daniela O'Neill
PAS 4015 x.32545 (Best day to find me in/around my office: Thursdays before or after 12:30-2 pm)
Email: **doneill@uwaterloo.ca** (Email 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.)

Course Objectives

What factors impact children's language development, both positively and negatively, among children growing up in more socially and economically disadvantaged situations? This is the question we will explore in depth in this course via primary readings in relevant fields and projects that will take you out into community locations to think about these issues from a more applied and experiential perspective. The issue of accounting for differences in early language ability observed among children is extremely complex. Whether the differences noted in research studies are best interpreted as individual differences, differences in styles of talk, differences in parental attitudes and beliefs, and/or differences due to socio-economic deprivation has provoked much discussion and argument among researchers. But the issue of why some children are far behind other children with respect to language development, particularly upon the age of school entry, is of great importance in many countries around the world who seek to assure that all children receive the best start they can and develop to their full potential, especially with respect to educational attainment. Via several more in-depth projects, topics explored will include seminal and recent work investigating child and parent-child interactions in different socio-economic and cultural groups; examination of variables such as maternal education level and SES; discussion of different theoretical approaches to explain variability observed among children; and possible differences between the language of home and school.

The course will consist of 4 main projects organized around 4 topics and subtopics of focus within each project that, all combined will, over the course of the term, explore in more depth many of the factors mentioned above that can influence children's language development (e.g., low-income, maternal age, parental education level, technology, cultural beliefs, etc.). These projects will also consider children's talk in different contexts such as the home, everyday settings outside the home, and school.

The first 3 projects will each occupy 3 class sessions and the fourth will occupy the last 2 class sessions. Each of the first three projects can be completed individually or in group form (max group size is 4). The fourth and last project must be completed by all students individually. These projects and the structure of the course are detailed further below.

The focus of this course will be on trying to bring together a vast amount of literature and sources of information, across different fields and decades; to generate positions regarding the role and extent of the contribution of different factors; to generate new research ideas; and to see connections and evaluate the feasibility of potential solutions to applied applications. This course also has the goal of developing several professional skills important within and beyond academia: The (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 text for this course. *Apart from required reading(s) for each of the four projects on the day the projects are introduced,* all other readings are recommended readings (hint: HIGHLY recommended readings) related to each of the major topics and are provided as a starting point for background research and further, focused exploration of each topic.

Class Structure

This course has no midterms or exams. Your grade will be determined by your own (if you chose to work individually) or your groups' (if you choose to work in a group for any of Projects 1, 2 or 3) performance on the three major projects and your own individual performance on the fourth project. 10% of your grade will also come from your demonstrated "class spirit" (see Evaluation section below for more details on the breakdown). 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.

First three projects (Classes: Sept. 17 – Nov. 12)

The first three projects will each cover 3 class sessions and will *each involve a very highly recommended applied excursion to a community location (e.g., grocery store, bookstore easily accessible by public transit) outside of class time).* For each of the first three projects, class time will be utilized in the following manner as shown in the Table below. A final paper (Max. 1500 words) will be due at the beginning of the fourth class (which will also be the first class of the next project.)

Class #1 of each Project	First 45-60 min.	The topic of the project will be introduced by me and relevant background information will be given. The objectives of the project will be explained and provided in more detail in a handout to be discussed in class.
	Next 45 min.	You will be given a first question to work on and can decide to work in groups or individually on this question. **Because you will want most likely to gather information from the web, having access via phone/tablet/laptop will be essential.** During this time, I will visit with individuals/groups to help with advice, information as needed.
	Final 20 min.	Discussion as a group.
Class #2 of each Project	Full class time	Work in groups or individually to progress on the project. I will be available and will visit with everyone during this time to provide further direction, advice, comments as needed. There will also be time for class members to seek information and feedback from the class as a whole if desired.
Class #3 of each Project	Full class time	Presentation of projects. 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, but will be a maximum of 10 minutes. The presentation is to be done orally, without the use of powerpoint or other electronic devices. This is an opportunity for everyone to try out their ideas in front of the group. The title of the presentation and the member(s) of the group must be emailed to me by Sunday midnight. Group members will need to decide themselves which member(s) will give the presentation.
(Class #4)	**Upon entry.**	A hardcopy of your paper must be handed in at the beginning of class. This paper has a maximum length of 1500 words (see further details below). **For group papers, two further things need to be appended to the manuscript:** (1) A hardcopy of an email cc'd to all members of the group should be appended at the end of your paper that describes briefly how each member contributed to project as a whole. It will then be assumed that the cc'd members have been part of the discussion of these described contributions, have each seen this email, and are in agreement. (2) A signed *Group Assignment Checklist* (see page 10 for a copy). It is possible that an electronic version of a paper may be requested from me, and so a final copy should be kept by each student. (3) Students working in groups should also familiarize themselves below with the further requirements regarding the References.

The topics that will be addressed in these first three projects are:

Project #1 – Exposure to Language among Children in Low-Income Families in Everyday Contexts
Project #2 – Oral Language Development via Reading and the Role of Maternal Age and Education
Project #3 – The Impact of Technology on Language Development and School Readiness

Last project - individual, short written and oral presentation (Classes: Nov. 19 and 26)

The final fourth project will cover the last 2 class sessions and be completed individually by all class members. The topic to be addressed and further details will be announced in Nov. 19th's class, but the goal will be to place children's early language development and its importance within the frame of longer-term outcomes. Each student will be required to prepare a written piece of work *in an op-ed style* (i.e., **max. 750 words** and presenting 2-3 convincing arguments based on background sources). **All students will submit a draft of their piece at the beginning of class on Nov. 26 and present piece orally to the class on this day** without any electronic aids (Given the possible number of students, this presentation is likely to be only about 5 minutes long. Think of it as being similar to presenting at an editorial meeting of a magazine or newspaper. You are pitching the ideas in your paper. The order in which students will present will be determined by random lottery. Attendance at both of these classes is very important. Failure to attend will result in a grade of 32% for this project. All students will be given the opportunity to hand in a revised version of their paper if they wish on **Dec. 3 at 5 p.m**. for final grading. (That is, this is optional. If you are happy with your first draft, you can let me know that you wish me to consider this your final version.) The final version submitted on Dec. 3rd must be a revision of the first, and cannot contain new topics and evidence, unless these are entirely new and were not presented by any other student on Nov. 26. (That is, you can't take something you heard another student present on the 26th and now incorporate it into your own piece.) But allowing all students the opportunity to have another week until the paper is due means that you can revise your paper in light of feedback as a result of your presentation and as a result of being an audience member.

A note about oral presentations in this class

Presenters: In this class, 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 external aids are not 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. **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.

Written Papers: Formatting Details

Unfortunately my eyesight is not very good. Some of the following accommodations aid greatly 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.

- In the **top header**, right justified, list the name(s) of the student(s) by last name only in alphabetical order
- At the top of page 1, centered, provide the Project number and title of the project, centered, in the following manner: Project #1: (title). 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.**
- Use APA referencing style within the text and for the References at the end
- 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 and 750 words for Project 4.**

Penalties will apply to late submissions of Project papers unless a request for accommodation has been requested and granted. (See p. 11).

For students working in Groups: As indicated on p. 2, there are a few extra requirements. These are:

In the manuscript: Each reference/source in the Reference list (apart from readings in the syllabus) must be accompanied at the end by the *name of the student providing the reference* (i.e., put their name in brackets).

Appended to the one hardcopy of the manuscript you hand in as a group, you will need to append:
(1) A *hardcopy of an email* cc'd to all members of the group (*or sheet signed by all members*) that describes briefly how each member contributed to project as a whole. If an email is used, it is the responsibility of the sender to have received written confirmation from each student that they are in agreement with the description of their contribution and to state this clearly in the email. I will assume that this has been done and that the cc'd members have been part of the discussion of these described contributions, have each seen this email, and are in agreement.
(2) A signed *Group Assignment Checklist* (see page 10 for a copy). It is possible that an electronic version of a paper may be requested from me, and so a final copy should be kept by each student.

In-Class Participation

Students are expected to actively contribute individually to class discussions, student presentations, and discussion with me and/or their group when working in class each week. I have allocated a 10% portion of your grade to in-class participation (approximately 1% per class). By definition, you need to attend the seminar in order to participate in the discussion. Absences (except in cases of documented medical or family emergencies) will result in loss of participation credit. If you do have to miss a class, if it is a day on which a Project paper is due, you can submit your paper by email to me before class begins to avoid losing any credit for the assignment as well as for participation. And if you will be absent on a day in which we are working in class, please contact me as soon as possible to explore whether any alternative solutions are possible.

Evaluation

Note that if you work in a group for any/all of Projects 1 to 3, all group members will receive the same final grade for the project. All students must hand in a paper individually for Project 4. For all projects, the final grade will include consideration of background work done in and out of class and during in-class working sessions; the presentation and final written manuscript in approximately the percentage breakdown 20/20/60 or 15/15/70. An exact formula will not be used by me, as grading essays is not an exact science and because your grade also depends on how your work compares to that of your peers. *As is evident though, the majority of your grade for a Project will be dependent on the final written manuscript 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.* **One overall grade out of 100 points** will be awarded for each Project paper, which will then be calculated into your final grade according to the percentage weights as shown below.

Project #1	20%
Project #2	25%
Project #3	30%
Project #4	15%
Class Participation	10%

FULL CLASS SCHEDULE – FALL 2013		
Introduction	**Sept. 10**	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.
Project #1 Exposure to Language among Children in Low-Income and Low SES Families	**Sept. 17**	Introductory Lecture and In-Class Preparation for Project #1 **Required Reading:** *Hart & Risley (1995) Chapters 3 to 7.*
	Sept. 24	In-class individual/group working session
	Oct. 1	Student presentation of projects
	(Oct. 8)	Project #1 to be handed in at the beginning of class.
Project #2 Oral Language Development via Reading and the Role of Maternal Age and Education	**Oct. 8**	Introductory Lecture and In-Class Preparation for Project #2 **Required Reading:** *Dickinson, D. K., Griffith, J. A., Golinkoff, R. M., & Hirsh-Pasek, K. (2012).*
	Oct. 15	In-class individual/group working session
	Oct. 22	Student presentation of projects
	(Oct. 29)	Project #2 to be handed in at the beginning of class.
Project #3 The Impact of Technology on Language Development and School Readiness	**Oct. 29**	Introductory Lecture and In-Class Preparation for Project #3 **Required Reading:** *Gee (2004).* **Possible alternate location for class - TBA**
	Nov. 5	In-class individual/group working session
	Nov. 12	Presentation of projects
	(Nov. 19)	Project #3 to be handed in at the beginning of class.
Project #4 TBA in more detail in class Nov. 19	**Nov. 19**	Introductory Lecture and In-Class Preparation for Project #4 **Required Reading:** *Whitehouse, A. J. O., Watt, H. J., Line, E. A, & Bishop, D. V. M. (2009b).*
	Nov. 26	Roundtable: All students present first drafts of "op-ed" piece for Project #4
	Dec. 3	NO CLASS: **5 p.m.** Final due date for Project #4 (Hardcopy dropped off at my office PAS 4015.)

REQUIRED READINGS (Available in LEARN)

Date	Required Reading
Sept. 17	**Hart & Risley (1995) Chapters 3 to 7.** In *Meaningful differences in the everyday experience of young children.*
Oct. 8	**Dickinson, D. K., Griffith, J. A., Golinkoff, R. M., & Hirsh-Pasek, K. (2012).** How reading books fosters language development around the world. *Child Development Research*, Article ID 602807, doi:10.1155/2012/602807.
Oct. 29	**Gee (2004).** Ch. 3 Language and identity at home. In *Situated language and learning. A critique of traditional schooling*.
Nov. 19	**Whitehouse, A. J. O., Watt, H. J., Line, E. A, & Bishop, D. V. M. (2009b).** Adult psychosocial outcomes of children with specific language impairment, pragmatic language impairment and autism. *International Journal of Language and Communication Disorders, 44,* 511-528.

HIGHLY RECOMMENDED READINGS BY PROJECT AND SUBTOPICS WITHIN EACH PROJECT
(Ordered chronologically within subtopic. All are available in LEARN)

Note that while subtopics are presented under particular projects, at any time you may want to consider readings from other projects and subtopics if they become relevant (e.g., Parental beliefs).

Project #1	Subtopics: Everyday Talk in Low SES & Low Income Homes	Relevant Recommended Readings
	Introductory Overview of Effects of SES	**Introduction and Ginsborg Ch. 1 (2006).** The effects of socio-economic status on children's language acquisition and use. In *Language and social disadvantage: Theory into practice.*
		Roseberry-McKibbin (2008). Ch. 2.Language skills and behavioral characteristics in children of families of low socioeconomic status. In *Increasing language skills of students from low-income backgrounds.*
	Overview of Variability in Home Environments	**The Chief Public Health Officer's Report on the State of Public Health in Canada 2008. Ch. 4** Social and Economic Factors that Influence our Health and Contribute to Health Inequalities. Access at: http://www.phac-aspc.gc.ca/cphorsphc-respcacsp/2008/fr-rc/index-eng.php
		Bradley, Corwyn, McAdoo & Garcia-Coll (2001). The home environment of children in US. Part 1: Variations by age, ethnicity, and poverty status. *Child Development, 72*, 1844-1867.
		Forget-Dubois, Dionne, Lemelin, Perusse, Trembley & Boivin (2009). Early child language mediates the relation between home environment and school readiness. *Child Development, 80*, 736-749.
		Roulstone, S., Law, J., Rush, R., Clegg, J. & Peters, T. (2010). Investigating the role of language in children's educational outcomes. Research Report for Department for Education.
	Parent-child Interactions: Early Conversations	**Hoff (2003).** The specificity of environmental influence: Socioeconomic status affects early vocabulary development via maternal speech. *Child Development, 74,* 1368-1378.
		Rowe, Pan & Ayoub (2005). Predictors in variation in maternal talk to children: A longitudinal study of low-income families. *Parenting: Science and Practice, 5*, 285-310.
		Pungello, Mills-Koonce, Iruka & Reznick (2009). The effects of socioeconomic status, race and parenting on language development in early childhood. *Developmental Psychology, 45*, 544-557.
		Florez, I. R. (2011). Developing young children's self-regulation through everyday experiences. *Young Children*, (July Issue), 46-51.

Project #2	**Subtopics: Book Sharing Interactions, Maternal Age and Education**	**Relevant Recommended Readings**
	Parent-Child Interactions: Role of Joint Attention & Routines	**Snow, Dubber, & De Blauw (1982).** Routines in mother-child interaction. In *The language of children reared in poverty*.
		Rowe (2000). Pointing and talk by low-income mothers and their 14-month-old children. *First Language, 60*, 305-327
		Cross, J. R., Fletcher, K. L., & Neumeister, K. L. S. (2011). Social and emotional components of book reading between caregivers and their toddlers in a high-risk sample. *Journal of Early Childhood Literacy, 11,* 25-46.
		Fuligni, A. S., Howes, C., Huang, Y., Hong, S. S., Lara-Cinisomo, S. (2012). Activity settings and daily routines in preschool classrooms: Diverse experiences in early learning settings for low-income children. *Early Childhood Research Quarterly, 27,* 198-209.
	Parent-Child Interactions: Simple vs. Complex Language	**Tough (1977).** Ch. 13 Language and disadvantage in school. In *The development of meaning*. **Tough (1977).** Ch. 14 The development of meaning. In *The development of meaning*.
		Raikes et al. (2006). Mother-child bookreading in low-income families: Correlations and outcomes during the first three years of life. *Child Development, 77*, 924-953.
		Kang, Kim & Pan (2009). Five-year-olds' book talk and story retelling: Contributions of mother-child joint bookreading. *First Language, 29*, 243-265.
	Parent-child Interactions: Role of Age and Maternal Education	**Dollaghan et al. (1999).** Maternal education and measures of early speech and language. *Journal of Speech, Language and Hearing Research, 42*, 1432-1443.
		Lacroix, Pomerleau, & Malcuit (2002). Properties of adult and adolescent mothers' speech, children's verbal performance and cognitive development in different socioeconomic groups: A longitudinal study. *First Language, 22*, 173-196.
		Oxford & Spieker (2006). Preschool language development among children of adolescent mothers. Journal of Applied Developmental Psychology, 27, 165-182.

Project #3	Main Subtopics: School Readiness & Technology subtopic to be decided by student(s). Further possibilities: Parental Beliefs, Fathers	Relevant Recommended Readings
	Language for School	**DeThorne, Petrill, Schatschneider, & Cutting (2010).** Conversational language use as a predictor of early reading development: Language history as a moderating variable. *Journal of Speech, Language & Hearting Research, 53*, 209-223.
		Cristofaro, T. N., & Tamis-LeMonda, C. S. (2011). Mother-child conversations at 36 months at pre-kindergarten: Relations to children's school readiness. *Journal of Early Childhood Literacy, 12*, 68-97.
		Nelson, K. E., Welsh, J. A., Vance Trup, E. M., & Greenberg, M. T. (2010). Language delays of impoverished preschool children in relation to early academic and emotion recognition skills. *First Language, 31,* 164-194.
		Tough (1977) Ch. 13 and 14 from Project #2 are also recommended.
	Role of Parental Beliefs and Attitudes	**Hammer & Weiss (2000).** African American mothers' views of their infants' language development and language-learning environment. *American Journal of Speech-Language Pathology, 9,* 126-140.
		Johnston & Wong (2002). Cultural differences in beliefs and practices concerning talk to children. *Journal of Speech, Language and Hearing Research, 45*, 916-926.
		Ball & Lewis (2005). *First Nation Elders' and parents' views on supporting children's language development.* Report presented at the Canadian Association of Speech-Language Pathologists and Audiologists, Regina, SK.
		Simmons & Johnston (2007). Cross-cultural differences in beliefs and practices that affect the language spoken to children: mothers with Indian and Western heritage. *International Journal of Language and Communication Disorders, 42*, 445-465.
	Parent-child interactions: Fathers and the Role of Setting and Context	**Hoff-Ginsberg (1991).** Mother-child conversation in different social classes and communicative settings. *Child Development, 62*, 782-796.
		Rowe, Coker, & Pan (2004). A comparison of fathers' and mothers' talk to toddlers in low-income families*. Social Development, 13*, 278-291.
		Tamis-LeMonda, Shannon, Cabrera, & Lamb (2004). Fathers and mothers at play with their 2- and 3-year-olds: Contributions to language and cognitive development. *Child Development, 75*, 1806-1820.
		Panscofar, N., Vernon-Feagans, L., & The Family Life Project Investigators (2010). Fathers' early contributions to children's language development in families from low-income rural communities. *Early Childhood Research Quarterly, 25*, 450-463.

Project #4	Subtopic: Longer-term outcomes	Relevant Recommended Readings
MAIN topic to be announced and discussed in class.	Diagnostic Issues and Outcomes for Children with Speech and Language Difficulties	**Justice, L., Bowles, R. P., Turnbull, K. L. P., & Skibbe, L. E. (2009).** School readiness among children with varying histories of language difficulties. *Developmental Psychology, 45*, 460-476.
		Whitehouse, A. J. O., Line, E. A, & Bishop, D. V. M. (2009a). Qualitative aspects of developmental language impairment relate to language and literacy outcome in adulthood. *International Journal of Language and Communication Disorders, 44,* 489-510.
		Ketelaars, M. P., Cuperus, J., Jansonius, K., & Verhoeven, L. (2010). Pragmatic language impairment and associated behavioural problems. *International Journal of Language and Communication Disorders, 45,* 204-214.

Use of LEARN

Via LEARN for this course, you will find the syllabus, required and recommended readings. I will also post the grades for all assignments for this course and your final grade. 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. **However, to reach me, please do not use LEARN but instead email me at doneill@uwaterloo.ca.**

Group Assignment Disclosure Checklist

If Project 1, 2 or 3 for this course has been completed as a group, each member of the group must print their name and sign this form as now recommended by the Associate Dean of Arts, Undergraduate Studies. This form must then be appended for every project at the end of the hardcopy version handed in at the beginning of class on the due date. Note that this is in addition to the hardcopy email/sheet described on p.4 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 bibliography/reference list 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 his or her individual contribution to the work submitted* such that if violations of academic integrity are suspected, then the student primarily responsible for the violations may be identified. Note that in this case the remainder of the team may also be subject to disciplinary action.

* In the written manuscript, this will be done primarily by attaching to each Reference in the manuscript (outside of readings in the syllabus) the name of the person 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.

Course: PSY 453-01

Assignment: Project # _____

Date: _____ 2013

Name (print)	Signature

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:
1. 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
2. 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 (*Myra Fernandes from July 1, 2012 through June 30, 2014*) is available for consultation and to mediate a resolution between the student and instructor. Contact information for Dr. Myra Fernandes is as follows:
Email: mafernan@uwaterloo.ca 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.