

PSY 453 Section 1 Fall 2015

**Child Language and Social Disadvantage
Tuesdays 12:30 – 2:20 p.m.
Modern Languages (ML) Room 354**

Instructor

Instructor: Daniela O’Neill

Office: PAS 4015

Office Phone: 888-4567 x32545

Office Hours: 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.

Course Description

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 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.

Course Goals and Learning Outcomes

The course will consist of 3 main projects organized around 3 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 3 projects will each occupy approximately 4 class sessions and will include an oral presentation and a final paper due for each at the end. All projects can be completed individually or in group form (maximum group size is three people). All projects will be discussed and worked on in class. My impressions of preparation for, and work done or presented in, class will factor into grades for each project via a weekly participation component. 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: (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. There are required readings for class discussion related to each project which ALL students are expected to read and reflect on, and come to class prepared to discuss, even if working in a group. During group-work classes, it should be evident when I or Dana are speaking with you, that you are familiar with the required readings if relevant to our discussion.

In addition, there are other recommended readings (hint: HIGHLY recommended readings) related to each of the major topics that are provided as a starting point for background research and further focused exploration of each topic. All the readings for this course are available on LEARN. Throughout the course, depending on the discussions encountered, further optional reading materials may be made available on LEARN if they are relevant to the projects being conducted.

Course Materials and Anticipated Costs

In addition to the readings, participation in this course will require the use of 2 picturebooks for Project 2. It will most likely be easiest to purchase these (estimated cost \$20-\$30), but retrieving two from a library is also possible.

For Project 3, it may also be necessary for students to purchase relevant materials depending on the topic chosen. It is not anticipated that these costs would exceed \$20, and if students are working in a group, the costs may be less per person.

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

Because class time will be used by students to work on their projects 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 your group.)

Class Structure and Attendance

This course has no midterms or exams. Your grade will be determined by performance on three main projects that can be completed individually or in a group (or a combination of these). A portion of your grade will also come from your demonstrated “class preparation and participation” (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. **Attendance and participation in class is very important in this course. Any undocumented absences (e.g., illness without doctor’s note), or without a**

compelling reason, from class will result in penalty of 5% for each class, taken off your final course grade up to up to the maximum percentage of your course grade allotted to participation

Evaluation, Required Course Assignments, and Grade Breakdown

Note that if you work in a group for any/all of 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 notes regarding class discussion, the progress of groups during in-class working sessions, and your oral presentations will also be taken into account. Your individual/group grade also depends on how your work compares to the projects of your peers. *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 then be calculated into your final grade according to the percentage weights as shown below.

Assignment	Weighting	Final Due Date for Paper at 4 PM to Dropbox on LEARN	Final Due Date for Hardcopy (identical to Dropbox version) Mailbox in PAS 3021a at 4:30 PM
Project 1	25%	Friday Oct. 9	Tuesday Oct. 13
Project 2	25%	Friday Nov. 6	Monday Nov. 8
Project 3	30%	Tues. Dec. 8	Tues. Dec. 8
Class Preparation and Contributions	20%	N/A	N/A
Total	100%		

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 (see page x for more details on the latter).

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

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 20% portion of your grade to in-class participation (approximately 5% per project x 3 = 15% + 5% overall). 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 and a penalty of -5% off your final grade for each day absent up to a maximum of -20%.

Topics Addressed in the Three Main Projects

Project 1: Exposure to Language among Children in Low-Income Families in Everyday Contexts and Variability in Home and Community Environment

Project 2: Oral Language Development via Book Sharing Interactions and the Role of Parental Age, Education and Beliefs about Language Development

Project 3: Impacting Conversational Interactions that Impact Children’s Ability to Thrive in School and/or their Quality of Life.

Three Main Projects

Project 1 will cover three class sessions (Weeks 2 and 3 below will be combined into one class) and Projects 2 and 3 will each cover four class sessions as described in the table below. All projects may involve an applied excursion to a community location (e.g., grocery store, bookstore easily accessible by public transit) outside of class time). The table below outlines in more detail how class time will be utilized. **A final paper (maximum 1500 words) will be due into the Project’s Dropbox on LEARN at 4 p.m. as per the schedule in the Table above. In addition, an identical hardcopy of the emailed paper for grading purposes will be due in my mailbox in the Psychology Mailroom PAS 3021a at 4:30 pm as per the schedule in the Table above.**

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 readings as a class. The objectives of the project will be explained and provided in more detail in a handout to be discussed in class.	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. I will visit with everyone during this time to learn of your progress on your project, provide further direction, advice, comments as needed. I may suggest readings that I think will be beneficial to your project.	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 3, 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.

Week of Each Project	What Class Time Will Be Used For	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, 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 a final opportunity for everyone to present their material in front of the class. All group members should participate in the oral presentation.	No.
4 PM on due date as per schedule on p. 3	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. 7.	

A Note About Oral Presentations

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.

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.**

FULL CLASS SCHEDULE – FALL 2015		
Introduction	Sept. 15	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. You will have a chance to meet each other and begin to form groups.
Project 1	Sept. 22	Introductory lecture and class discussion of scheduled Required Readings for Project 1. Introduction and discussion of Project 1 Handout. See Required Readings and Project Handout on LEARN
	Sept. 29	Further class discussion of scheduled Required Readings & in-class individual/group working session. See Required Readings
	Oct. 6	Oral presentation of projects. Final paper due 4 PM on Friday Oct. 9.
Project 2	Oct. 13	Introductory lecture and class discussion of scheduled Required Readings for Project 2. Introduction and discussion of Project 2 Handout. See Required Readings Project Handout on LEARN
	Oct. 20	Further class discussion of scheduled Required Readings & in-class individual/group working session. See Required Readings
	Oct. 27	Further class discussion of scheduled Required Readings & in-class individual/group working session. See Required Readings
	Nov. 3	Oral presentation of projects. Final paper due 4 PM on Friday Nov. 6.
Project 3	Nov. 10	Introductory lecture and class discussion of scheduled Required Readings for Project 3. Introduction and discussion of Project 3 Handout. See Required Readings and Project Handout on LEARN
	Nov. 17	Further class discussion of scheduled Required Readings & in-class individual/group working session. See Required Readings
	Nov. 24	In-class individual/group working session
	Dec. 1	Oral presentation of projects. Final paper due 4 PM on Tues. Dec. 8

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. (See p. 11). **For students working in groups, 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.)

Referencing for Papers in this Class

In evaluating your written projects, it is helpful if Dana 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 that will be provided in full detail in the References section. Use **LETTERS [A], [B] for references beyond required readings**.
- In your Reference list, please list Numbered references first, followed by Letter references.
- Make sure your references follow APA format.
- For text chapters, reference the **specific chapter** of the text (not the whole book).
- Include a **page number for ALL references** (not just quoted material as usual). The exception would be material from a source without page numbers (e.g., website).
- **Groups: 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 Conducted in Group Form

1. Groups must include on a separate page 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 Dana and me (e.g., 35% Person A/35% Person B/30% Person C) 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.

REQUIRED READINGS – Schedule for FALL 2014 – All available in LEARN		
Project 1	Sept. 22	1. Hart & Risley (1995) Chapters 3 to 6. 2. Bradley, Corwyn, McAdoo & Garcia-Coll (2001) – Focus on Table 3
	Sept. 29	1. Snow, Dubber, & De Blauw (1982) 2. Hammer & Weiss (2000)
Project 2	Oct. 13	1. Rowe, Pan & Ayoub (2005)
	Oct. 20	1. Cross, Fletcher, & Neumeister (2011) 2. Nyhout & O’Neill (2013)
	Oct. 27	3. Kang, Kim & Pan (2009) 1. Dickinson et al. (2012)
Project 3	Nov. 10	1. Snow & Uccelli (2009) 2. Gee (2004). Ch. 3
	Nov. 17	1. Nelson, Welsh, Vance Trup, & Greenberg (2010). 2. Florez (2011).
	Nov. 24	1. Snow & Beals (2006) 2. Johnston & Wong (2002)

There are no readings assigned on presentation classes (Oct. 6; Nov. 3; Dec. 1).

All Readings (Required* and Recommended) Organized by Subtopic by Publication Date	
All available in LEARN	
SES and Language Development	Hoff-Ginsberg (1991). Mother-child conversation in different social classes and communicative settings. <i>Child Development</i> , 62, 782-796.
	*Hart & Risley (1995) Chapters 3 to 6 in <i>Meaningful differences in the everyday experience of young children</i> .
	Hoff (2003). The specificity of environmental influence: Socioeconomic status affects early vocabulary development via maternal speech. <i>Child Development</i> , 74, 1368-1378.
	Introduction and Ginsborg (2006). The effects of socio-economic status on children’s language acquisition and use. Ch. 1 in <i>Language and social disadvantage: Theory into practice</i> .
	Roseberry-McKibbin (2008). Language skills and behavioral characteristics in children of families of low socioeconomic status. Ch. 2 in <i>Increasing language skills of students from low-income backgrounds</i> .

Variability in Home Environments	*Bradley, Corwyn, McAdoo & Garcia-Coll (2001). The home environment of children in US. Part 1: Variations by age, ethnicity, and poverty status. <i>Child Development</i> , 72, 1844-1867.
	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
Parental Age & Education	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. <i>First Language</i> , 22, 173-196.
	*Rowe, Pan & Ayoub (2005). Predictors in variation in maternal talk to children: A longitudinal study of low-income families. <i>Parenting: Science and Practice</i> , 5, 285-310.
	Oxford & Spieker (2006). Preschool language development among children of adolescent mothers. <i>Journal of Applied Developmental Psychology</i> , 27, 165-182.
Early Conversational Interactions & Routines	*Snow, Dubber, & De Blauw (1982). Routines in mother-child interaction. In <i>The language of children reared in poverty</i> .
	*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. <i>Journal of Early Childhood Literacy</i> , 11, 25-46.
Fathers	Rowe, Coker, & Pan (2004). A comparison of fathers' and mothers' talk to toddlers in low-income families. <i>Social Development</i> , 13, 278-291.
	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. <i>Early Childhood Research Quarterly</i> , 25, 450-463.
Early Exposure to Abstract & Complex Language	Raikes et al. (2006). Mother-child bookreading in low-income families: Correlations and outcomes during the first three years of life. <i>Child Development</i> , 77, 924-953.
	*Snow, C. E., & Beals, D. E. (2006). Mealtime talk that supports literacy development. <i>New Directions for Child and Adolescent Development</i> , 111, 51-66.
	*Kang, Kim & Pan (2009). Five-year-olds' book talk and story retelling: Contributions of mother-child joint bookreading. <i>First Language</i> , 29, 243-

	265.
	*Dickinson, D. K., Griffith, J. A., Golinkoff, R. M., & Hirsh-Pasek, K. (2012). How reading books fosters language development around the world. <i>Child Development Research</i> , Article ID 602807, doi:10.1155/2012/602807
	*Nyhout, A. & O'Neill, D. K. (2013). Mothers' complex talk when sharing books with their toddlers: Book genre matters. <i>First Language</i> , 33, 115-131.
Parental Beliefs about Language Development	*Hammer & Weiss (2000). African American mothers' views of their infants' language development and language-learning environment. <i>American Journal of Speech-Language Pathology</i> , 9, 126-140.
	*Johnston & Wong (2002). Cultural differences in beliefs and practices concerning talk to children. <i>Journal of Speech, Language and Hearing Research</i> , 45, 916-926.
	Ball & Lewis (2005). <i>First Nation Elders' and parents' views on supporting children's language development.</i> 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. <i>International Journal of Language and Communication Disorders</i> , 42, 445-465.
Language for School and Beyond	*Gee (2004). Language and identity at home. Ch. 3 in <i>Situated language and learning. A critique of traditional schooling.</i>
	Tough (1977). Language and disadvantage in school. Ch. 13 and 14 in <i>The development of meaning.</i>
	*Snow, C. E. & Uccelli, P. (2009). The challenge of academic language. Ch. 7 in <i>The Cambridge handbook of literacy.</i>
	*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. <i>First Language</i> , 31, 164-194.
≈	*Florez, I. R. (2011). Developing young children's self-regulation through everyday experiences. <i>Young Children</i> , (July Issue), 46-51.
	Cristofaro, T. N., & Tamis-LeMonda, C. S. (2011). Mother-child conversations at 36 months at pre-kindergarten: Relations to children's school readiness. <i>Journal of Early Childhood Literacy</i> , 12, 68-97.

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 to the hardcopy version of each Project paper submitted by students working in a group. Note that this is in addition to the hardcopy email/sheet described on p. 6 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: _____ 2015

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: 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.