

PSYCH 453
HONOURS SEMINAR: BEING BILINGUAL
Winter 2019
Time: MON 11:30-2:20
Location: PAS 4032

INSTRUCTOR

Dr. Katherine White
Office: PAS 4014
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Office Hours: By appointment

COURSE DESCRIPTION

Learning even a single language is a monumental task. Yet, while most research on how people acquire and use language focuses on monolinguals, the majority of the world's population speaks (or signs) more than one language. In this seminar, we will explore the complexities of multilingualism. Some of the questions we will ask include: In what ways does the developmental course of bilingual acquisition differ from or parallel the acquisition of a single language? How separate or interdependent are a bilingual's two languages? How do bilinguals process and handle multiple languages? And finally, does learning more than one language have effects outside of the language system itself, affecting other aspects of our cognition?

COURSE OBJECTIVES

The goals of this course are to help you:

- *Learn how to read research articles and think critically about psychology and language research
- *Develop knowledge of important issues in bilingual research (and language/psychology research more generally)
- *Relate research findings to your own experiences
- *Build confidence in expressing your ideas
- *Develop your writing and presenting skills

READINGS

There is no official textbook for this course. Readings listed on the syllabus will be made available through the course website on LEARN. Announcements will be posted to LEARN or communicated over email. Please check both LEARN and UW email regularly.

COURSE REQUIREMENTS AND ASSESSMENT

Class attendance and Participation (20% of your grade): As this is an honours seminar, it will not be sufficient for you to listen passively in class. Rather, you are expected to actively engage in class discussions. In order to be an informed participant in class, you will need to do the readings each week. Your participation grade will be determined by your preparedness (i.e., bringing in the articles being discussed, ability to answer questions posed by presenter, instructor, or other students), asking questions, and providing comments during the presentation.

Because it is difficult for everyone to participate in class regularly (we may run out of time, you may not feel comfortable talking on a particular day, or you may be absent*), you also have the option of submitting paper responses to contribute to your participation grade. The due date for a paper response is one week after the date of the topic you are responding to. By writing a paper response, you will earn participation points for that week. You may write about any aspect of one or both of the articles for that week. Your paper response should be approximately 1 page

(double-spaced). You may find it helpful to structure your critical response by answering one or two of the following questions:

1. What is the problem or issue being addressed?
2. Do you feel the data support the claims made by the authors?
3. Given the research question, did the investigators employ the best approach?
5. What are the short-term and/or long-term implications of the results?
6. Do you think the authors have any biases or assumptions that have affected their methodology or framing of the problem? Or their interpretation of the results?
7. Do you feel that anything has been missed by the paper(s) or that there is an alternative explanation for the results?

*Note: if you are absent, to be able to apply a response paper to your participation grade, you must have notified the instructor of your absence in advance, and present a medical note within 48 hours of the missed class.

Weekly questions (**10%** of your grade): Each week, you should submit three thoughtful questions or comments about the readings to the instructor. The questions for each week should be submitted by **9pm on Sunday**. These questions will help get you thinking about the readings and serve as a foundation for our class discussion.

Discussion leader (**25%** of your grade): During the first week of the semester, you will look over the syllabus topics and reading list and submit your top 3 preferences to the instructor. During class on January 14, we will assign topics to each student. You will serve as a discussion leader for that class and will present one of the assigned articles. You should aim to make your presentation approximately 30 minutes long. One-three students will present per week, depending on enrollment. The discussion leaders do not need to submit weekly questions for that week. In doing your presentation, you should make sure to cover the following areas:

1. Background and Question: what research question was addressed? What other background research on this topic is necessary to understand it?
2. Method: what methodology and material were used?
3. Results: what was found?
4. Conclusion: what was the main conclusion and what logic and/or assumptions were used to reach that conclusion? Was the conclusion convincing?
5. News: what was new or important about the findings?
6. Implications: what are the broader implications of this article? How is it connected to other issues we've talked about?
7. What do you think of the study? What's good about it? What's bad about it?
8. What are some remaining questions about this topic? What follow-up studies would you do?

Critical review (**15%** of your grade): You will do a critical review of the article you present (details will be provided in a separate file). Your first draft will be worth 10% and should be submitted electronically to the instructor on the day of your class presentation (**PRIOR** to class). Your review should be 2-3 pages long (double-spaced). Your review will be returned the following week with comments from the instructor. Within one week of receiving the comments, you will rewrite your review. Your revised version will be worth another 5%. Your revised version will be assessed based on how thoroughly you addressed the comments. Please include a separate document explaining how you responded to the comments.

Final proposal (**30%** of your grade): Choose one of the topics that we talked about and conduct a brief literature review on this topic, highlighting an open question that you think deserves more attention. You should then propose an experiment (or variation on a previously discussed experiment) to address this question. You will need to consider which methods might be appropriate, how to design the experiment, and what the possible outcomes might be based on the literature review you have conducted. The write-up should be approximately 6-8 pages, and will be due one week after the last day of classes (April 8).

Assignments

Written assignments should be typed and double-spaced. See below for information about late submissions.

Grading Summary

Participation: 20%

Weekly Questions: 10%

Discussion Leader: 25%

Article Review: 15%

Final Write-up: 30%

COURSE SCHEDULE

Date	Topic
1-7-19	Organizational meeting (no readings)
1-14-19	Lecture: Overview of language and bilingualism
1-21-19	Infant bilingualism
1-28-19	Child bilingualism 1
2-4-19	Child bilingualism 2
2-11-19	Critical periods for second language acquisition
2-18-19	READING WEEK
2-25-19	Losing a first language
3-4-19	Adult bilingualism 1
3-11-19	Adult bilingualism 2
3-18-19	Bimodal bilingualism
3-25-19	Bilingualism and cognition 1
4-1-19	Bilingualism and cognition 2

PRELIMINARY READING LIST (*don't worry, we will narrow each week's reading list down to only 2-3 articles based on your preferences!!*)

January 14: Overview: language, bilinguals, methodology

*Grosjean, F. (1989). Neurolinguists, beware! The bilingual is not two monolinguals in one person. *Brain and Language*, 36, 3-15.

*Grosjean, F. (1998). Studying bilinguals: Methodological and conceptual issues. *Bilingualism: Language and Cognition*, 1, 131-149.

*Kroll, J. F., Bobb, S. C., & Hoshino, N. (2014). Two languages in mind: Bilingualism as a tool to investigate language, cognition, and the brain. *Current Directions in Psychological Science*, 23, 159-163.

January 21: Infant bilingualism

*Burns, T. C., Yoshida, K. A., Hill, K. & Werker, J. F. (2007) The development of phonetic representation in bilingual and monolingual infants. *Applied Psycholinguistics*, 28, 455-474.

*Byers-Heinlein, K. & Werker, J. F. (2009). Monolingual, bilingual, trilingual: infants' language experience influences the development of a word-learning heuristic. *Developmental Science*, 12, 815-823.

*Byers-Heinlein, K., Morin-Lessard, E., & Lew-Williams, C. (2017). Bilingual infants control their languages as they listen. *PNAS*, 34, 9032-9037.

*Kandhadai, P., Hall, D. G., & Werker, J. F. (2017). Second label learning in bilingual and monolingual infants. *Developmental Science*, 20, e12429.

*Pitts, C. E., Onishi, K. H., & Vouloumanos, A. (2015). Who can communicate with whom? Language experience affects infants' evaluation of others as monolingual or multilingual. *Cognition*, 134, 185-192.

*Polka, L., Orena, A.J., Sundara, M., Worrall, J. (2017). Segmenting words from fluent speech during infancy – challenges and opportunities in a bilingual context. *Developmental Science*, 20, e12419.

*Sundara, M., & Scutallero, M. (2011). Rhythmic distance between languages affects the development of speech perception in bilingual infants. *Journal of Phonetics*, 39, 505-513.

General reading:

*Sebastian-Galles, N. (2010). Bilingual Language Acquisition: Where does the difference lie? *Human Development*, 53, 245-255.

January 28: Child bilingualism 1

*Bail, A., Morini, G., & Newman, R. S. (2015). Look at the gato! Code-switching in speech to toddlers. *JCL*, 42, 1073-1101.

*Byers-Heinlein, K. (2013). Parental language mixing: Its measurement and the relation of mixed input to young bilingual children's vocabulary size. *Bilingualism, Language & Cognition*, 16, 32-48.

*Hoff, E. et al. (2012). Dual language exposure and early bilingual development. *JCL*, 39, 1-27.

*Hurtado, N., Gruter, T., Marchman, V. A. & Fernald, A. (2014). Relative language exposure, processing efficiency and vocabulary in Spanish–English bilingual toddlers. *Bilingualism, Language, & Cognition*, 17, 189-202.

*Legacy, J., Zesiger, P., Friend, M., & Poulin-Dubois, D. (2015). Vocabulary size, translation equivalents, and efficiency in word recognition in very young bilinguals. *JCL*, 43, 760-783.

*Marchman, V. A., Martínez, L. Z., Hurtado, N., Grüter, T. & Fernald, A. (2017). Caregiver talk to young Spanish-English bilinguals: Comparing direct observation and parent-report measures of dual-language exposure. *Developmental Science*, 20(1).

*Paradis, J. & Nicoladis, E. (2007). The influence of dominance and sociolinguistic context on bilingual preschoolers' language choice. *The International Journal of Bilingual Education and Bilingualism*, 10, 277-297.

*Paradis, J. & Jia, R. (2017). Bilingual children's long-term outcomes in English as a second language: Language environment factors shape individual differences in catching up to monolinguals. *Developmental Science*, 20, e12433.

*Pearson, B. Z., Fernandez, S. & Oller, D. K. (1995). Cross-language synonyms in the lexicon of bilingual infants: one language or two? *JCL*, 22, 345-368.

*Place, S., & Hoff, E. (2011). Properties of dual language exposure that influence two-year-olds' bilingual proficiency. *Child Development*, 82 (6), 1834–1849.

*Singh, L. & Quam, C. (2016). Can bilingual children turn one language off? Evidence from perceptual switching. *JECP*, 147, 111-125.

*Wermelinger, S., Gampe, A., Daum, M. M. (2017). Bilingual toddlers have advanced abilities to repair communication failure. *JECP*, 155, 84-94.

General reading:

*Paradis, J., Genesee, F. & Crago, M. (2011). Language Development in Simultaneous Bilingual Children. Chapter in *Dual Language Development and Disorders*. Baltimore: Paul H. Brookes Publishing Co.

*Hoff, E., Welsh, S., Place, S., & Ribot, K. M. (2014). Properties of dual language input that shape bilingual development and properties of environments that shape dual language input. Chapter in T. Gruter & J. Paradis (Eds). *Input and Experience in Bilingual Development*.

February 4: Child bilingualism 2

February 11: Critical periods for second language acquisition

*Birdsong, D. & Molis, M. (2001). On the evidence for maturational constraints in second-language acquisition. *JML*, 44, 235-249.

*Finn, A. S., Hudson Kam, C. L. (2008). The curse of knowledge: First language knowledge impairs adult learners' use of novel statistics for word segmentation. *Cognition*, 108, 477-499.

*Flege, J. E., Munro, M. J., MacKay, I. R. A. (1995). Factors affecting strength of perceived foreign accent in a second language. *JASA*, 97, 3125-3134.

*Flege, J. E., Yeni-Komshian, G. H., & Liu, S. (1999). Age constraints on second-language acquisition. *JML*, 41, 78-104.

*Hartshorne, J. K., Tenenbaum, J. B., & Pinker, S. (2018). A critical period for second language acquisition: Evidence from 2/3 million English speakers. *Cognition*, 177, 263-277.

*Johnson, J.S., & Newport, E.L. (1989). Critical period effects in second language learning: The influence of maturational state on the acquisition of English as a second language. *Cognitive Psychology*, 21, 60-99.

*MacDonald, J. (2006). Beyond the critical period: Processing based explanations for poor grammaticality judgment performance by late second language learners. *JML*, 55, 381-401.

General reading:

*Newport, E., Bavelier, D. & Neville, H. (2001). Critical thinking about critical periods: perspectives on a critical period for language acquisition. In E. Dupoux (Ed.), *Language, Brain and Cognitive Development: Essays in Honor of Jacques Mehler*. Cambridge, MA: MIT Press.

*Hernandez, A. E. & Li, P. (2007). Age of Acquisition: Its neural and computational mechanisms. *Psychological Bulletin*, 133 (4), 638-650.

February 25: Losing a first language

*Au, T. K., Oh, J. S., Knightly, L. M., Jun, S-A. & Romo, L. F. (2008). Salvaging a childhood language. *JML*, 58, 998-1011.

*Bowers, J. S., Mattys, S. L. & Gage, S. H. (2009). Preserved implicit knowledge of a forgotten childhood language. *Psychological Science*, 20, 1064-1069.

*Choi, J., Broersma, M., & Cutler, A. (2017). Early phonology revealed by international adoptees' birth language retention. *PNAS*, 114, 7307-7312.

*Choi, J., Cutler, A., & Broersma, M. (2017). Early development of abstract language knowledge: evidence from perception-production transfer of birth-language memory. *Royal Society Open Science*, 4, 1-14.

*Oh, J. S., Jun, S-A., Knightly, L. M., Au, T, K. (2003). Holding on to childhood language memory. *Cognition*, 86, B53-B64.

*Pallier, C. et al. (2003). Brain imaging of language plasticity in adopted adults: Can a second language replace the first? *Cerebral Cortex*, 13, 155-161.

*Pierce, L., Klein, D., Chen, J-K, et al. (2014). Mapping the unconscious maintenance of a lost first language. *PNAS*, 111, 17314-17319.

*Singh, L., Liederman, J., Mierzejewski, R., & Barnes, J. (2011). Rapid reacquisition of native phoneme contrasts after disuse: you do not always lose what you do not use. *Developmental Science*, 14, 949-959.

General reading:

<http://nautil.us/issue/30/identity/the-strange-persistence-of-first-languages>

March 4: Adult bilingualism 1

*Bultena, S., Dijkstra, T., & Van Hell, J. G. (2015). Language switch costs in sentence comprehension depend on language dominance: Evidence from self-paced reading. *Bilingualism: Language and Cognition*, 18, 453-469.

*Costa, A. & Santesteban, M. (2004). Lexical access in bilingual speech production: Evidence for language switching in highly proficient bilinguals and L2 learners. *JML*, 50, 491-511.

*Goldrick, M., Runnqvist, E., & Costa, A. (2014). Language switching makes pronunciation less nativelike. *Psychological Science*, 25, 1031-1036.

*Gonzales, K., Byers-Heinlein, K., Lotto, A.J. (2019). How bilinguals perceive speech depends on which language they think they're hearing. *Cognition*, 182, 318-330.

*Gullifer, J. W., Kroll, J. F., & Dussias, P. E. (2013). When language switching has no apparent cost: lexical access in sentence context. *Frontiers in Psychology*, 4, 1-13.

*Linck, J. A., Kroll, J., Sunderman, G. (2009). Losing access to the native language while immersed in a second language: Evidence for the role of inhibition in second-language learning. *Psychological Science*, 20, 1507-1515.

*Marian V. & Spivey, M. (2003). Competing activation in bilingual language processing: Within- and between-language competition. *Bilingualism: Language and Cognition*, 6, 97-115.

*Meuter, R. F. & Allport, A. (1999). Bilingual language switching in naming: Asymmetrical costs of language selection. *JML*, 40, 25-40.

*Molnar, M., Ibáñez-Molina, A., Carreiras, M. (2015). Interlocutor identity affects language activation in bilinguals. *JML*, 81, 91-104

*Woumans, E. et al. (2015). Can faces prime a language? *Psychological Science*, 26, 1343-1352.

*Zhang, S., Morris, M. W., Cheng, C-Y, & Yap, A.J. (2013). Heritage-culture images disrupt immigrants' second-language processing through triggering first-language interference. *PNAS*, 110 (28), 11272-11277.

March 11: Adult bilingualism 2

March 18: Bimodal bilingualism

*Giezen, M. R. & Emmorey, K. (2016). Language co-activation and lexical selection in bimodal bilinguals: Evidence from picture-word interference. *Bilingualism: Language and Cognition*, 19(2), 264-276.

*Lillo-Martin, D., de Quadros, R. M., Pichler, D. C., & Fieldsteel, Z. (2014). Language choice in bimodal bilingual development. *Frontiers in Psychology*, 5, 1-12.

*Pyers, J. E., Gollan, T. H. & Emmorey, K (2009). Bimodal bilinguals reveal the source of tip-of-the tongue states. *Cognition*, 112, 323-329.

*Pyers, J. E. & Emmorey, K. (2008). The face of bimodal bilingualism. *Psychological Science*, 19, 531-536.

*Shook, A. & Marian, V. (2012). Bimodal bilinguals co-activate both languages during spoken comprehension. *Cognition*, 124, 314-324.

*Morford, J. P., Occhino, C., Pinar, P., & Kroll, J. (2017). The time course of cross-language activation in deaf ASL-English bilinguals. *Bilingualism*, 20, 337-350.

General reading: Emmorey, K., Giezen, M. R., & Gollan, T. (2016). Psycholinguistic, cognitive, and neural implications of bimodal bilingualism. *Bilingualism: Language and Cognition*, 19, 223-242.

March 25: Bilingualism and cognition 1

*Barac, R. & Bialystok, E. (2012). Bilingual effects on cognitive and linguistic development: Role of language, cultural background, and education. *Child Development*, 83, 413-422.

*Bialystok, E. & Viswanathan, M. (2009). Components of executive control with advantages for bilingual children in two cultures. *Cognition*, 112, 494-500.

*Bialystok, E., Craik, F. I. M., Freedman, M. (2007). Bilingualism as a protection against the onset of symptoms of dementia. *Neuropsychologia*, 45, 459-464.

*Brito, N. H., Sebastian-Galles, N., & Barr, R. (2014). Differences in language exposure and its effects on memory flexibility in monolingual, bilingual, and trilingual infants. *Bilingualism: Language and Cognition*, 18(4), 670-682.

*Costa, A., Hernandez, M., Costa-Faidella, J. & Sebastian-Galles, N. (2009). On the bilingual advantage in conflict processing: Now you see it, now you don't. *Cognition*, 113, 135-149.

*Dunabeitia, J. A. et al. (2014). The inhibitory advantage in bilingual children revisited. *Experimental Psychology*, 61, 234-251.

*Emmorey, K., Luk, G., Pyers, J. E. & Bialystok, E. (2008). The source of enhanced cognitive control in bilinguals. *Psychological Science*, 1201-1206.

*Engel de Abreu, P. et al. (2012). Bilingualism enriches the poor: enhanced cognitive control in low-income minority children. *Psychological Science*, 23, 1364-1371.

*Luk, G., De Sa, E., & Bialystok, E. (2011). Is there a relation between onset age of bilingualism and enhancement of cognitive control? *Bilingualism: Language and Cognition*, 14, 588-595.

*Samuel, S., Roehr-Brackin, K., Pak, H., & Kim, H. (2018). Cultural effects rather than a bilingual advantage in cognition: A review and an empirical study. *Cognitive Science*, 42 (7), 2313-2341.

*Yeung, C. M., St John, P. D., Menec, V., & Tyas, S. L. (2014). Is bilingualism associated with a lower risk of dementia in community-living older adults? *Alzheimer Disease And Associated Disorders*, 28, 326-332.

General reading:

Costa, A., & Sebastian-Galles, N. (2014). How does the bilingual experience sculpt the brain? *Nature Neuroscience Reviews*, 15, 336-345.

<https://www.scientificamerican.com/article/debate-rages-over-whether-speaking-a-second-language-improves-cognition/>

April 1: Bilingualism and cognition 2

* Athanasopoulos et al., (2015). Two languages, two minds: Flexible cognitive processing driven by language of operation. *Psychological Science*, 26, 518-526.

*Chabal, S., Schroeder, S. R., & Marian, V. (2015). Audio-visual object search is changed by bilingual experience. *Attention, Perception, and Psychophysics*, 77, 2684-2693.

*Corey, J. D., Sayuri, H., Foucart, A., Aparici, M., Botella, J., Costa, A., & Keysar, B. (2017). Our moral choices are foreign to us. *JEP: LMC*, 43, 1109-1128.

*Costa, A. et al. (2014). Your morals depend on language. *PLOS One*, 9, 1-7.

*Goetz, P. J. (2003). The effects of bilingualism on theory of mind development. *Bilingualism: Language and Cognition*, 6, 1-15.

*Greenberg, A., Bellana, B. & Bialystok, E. (2013). Perspective-taking ability in bilingual children: Extending advantages in executive control to spatial reasoning. *Cognitive Development*, 28, 41-50.

*Hayakawa, S., Tannenbaum, D., Corey, J. D., & Keysar, B. (2017). Thinking more or feeling less? Explaining the foreign-language effect on moral judgment. *Psychological Science*, 28(10),

1387-1397.

*Kovacs, A. M. (2009). Early bilingualism enhances mechanisms of false-belief reasoning. *Developmental Science*, 12, 48-54.

Late Work

You will receive partial credit for weekly questions that are submitted after the 9 pm Sunday deadline, but still before class. If you do not submit your questions before class, you will not receive credit. This is because the goal of the questions is for you to be thinking about the research in preparation for class discussion.

If you are the discussion leader, the first draft of your article review is due *prior* to your presentation. This is because the article review is supposed to reflect your thoughts on the article and not issues that are raised by the class. If you do not submit it by the beginning of class on your presentation date, but still submit it the same calendar day, you will receive a maximum score of 7/10. For each additional day there will be an additional 1-point penalty.

If you miss a deadline because of personal illness or family emergency (documentation required in both cases), the following university procedures apply:

It is your responsibility to inform the instructor of your illness and provide documentation in a timely manner. If there is undue delay, the instructor reserves the right to refuse an extension. The timing of the extension will be at the discretion of the instructor.

- If you are requesting accommodation for course requirements due to illness you should:
 - a. Consult the University's [examination regulations](#) for information about procedures and policies for requesting accommodations
 - b. seek medical treatment as soon as possible
 - c. obtain documentation of the illness with a completed uWaterloo [Verification of Illness Form](#)
 - d. submit that form to the instructor within 48 hours.
 - e. (if possible) 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 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.
- Elective arrangements such as travel plans are not acceptable grounds for granting accommodations to course requirements per the [uWaterloo Examination Regulations and Related Matters](#).

Mental Health Services

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

Mental Health Services aim is to provide holistic programming and services to help you lead a healthy and balanced life. We strive to provide a secure, supportive environment for students of all orientations and backgrounds.

Students suffering from problems with anxiety, depression, problems with sleep, attention, obsessions or compulsions, relationship difficulties, severe winter blues, etc., may make an

appointment by phone or in person. Appointments are usually available within two days of initial contact with one of our medical doctors. All contacts are completely confidential.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- **MATES**: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- **Good2Talk**: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- **Here 24/7**: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME**: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

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. See the [Office of Academic Integrity webpage](#) for more information.

Discipline

A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. Check [the Office of Academic Integrity](#) for more information. 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](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Concerns about a Course Policy or Decision

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 Affairs (Richard Eibach) is available for consultation and to mediate a resolution between the student and instructor: Email: reibach@uwaterloo.ca; Ph 519-888-4567 ext. 38790

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact Richard Eibach, the Associate Chair for Undergraduate Affairs who will provide further assistance; reibach@uwaterloo.ca.

Appeals

A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

AccessAbility Services

The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 1401), 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 AS office at the beginning of each academic term.