

PSY 453 Section 1 Winter 2018
Child Language and Social Disadvantage
Tuesdays 2:30 – 5:20 p.m.
RCH 205

Instructor

Instructor: Daniela O'Neill

Office: PAS 4015

Office Hour: By appointment. Just email me to set up a time to meet.

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.

TA: Dana Bernier

TA email: dbernier@uwaterloo.ca

TA office hour: Wednesdays 1 – 2 PM PAS Room 4016

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 readings in relevant fields and projects that will allow you to think these issues from a more applied and experiential perspective. The challenge of accounting for differences in early language ability observed among children is extremely complex. Whether the differences found in research studies are best interpreted as individual differences, differences in styles of talk, differences due to parental attitudes and beliefs, and/or differences due to socio-economic deprivation are issues that have provoked much discussion and disagreement among researchers. But the issue of why some children lag 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 – especially those that seek to assure that all children receive the best start they can to benefit from formal education and and develop to their full potential. 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 and their impact; discussion of different theoretical approaches to explain variability observed among children; and the possible differences between the language of home and school.

Course Goals and Learning Outcomes

This course has several interrelated goals:

1. To bring together a wide range of literature and sources of information across different fields regarding language development in different social contexts.
2. To help students appreciate the complexity of the issue and gain an understanding of various factors influencing language development, and the extent of their influence, based on the strongest empirical evidence to date.
3. To connect and apply this understanding to three applied projects the topics of which are relevant to the everyday experiences of parents and potentially other adults working with children within the context of our local community.
4. To gain the confidence to generate new research ideas and/or applied solutions to issues presented that can be carried forward into students' future academic or personal lives.

5. To help students develop several professional skills important within and beyond academia:
 - i. reading and reviewing empirical, theoretical, and mainstream media contributions;
 - ii. developing and expressing ideas concisely and clearly in both oral and written form;
 - iii. preparing oral presentations and engaging others in constructive, focused discussion;
 - iv. critiquing research and ideas in constructive ways for research and applied uses.

Course Readings

There are **2 REQUIRED TEXTS** for this course, that can be purchased at the Bookstore.

Hart, B. & Risley, T.R. (1995). *Meaningful differences in the everyday experience of young American children.* (Brookes)

Newman, S.B. & Celano, D.C. (2012). *Giving our children a fighting chance: Poverty, literacy, and the development of information capital.* (Teachers College)

In addition, there are **REQUIRED READINGS** for class sessions that are all available on LEARN. All students are expected to read and reflect on them and come to class prepared to discuss them.

Further **recommended readings** and **optional readings**, related to the topics of the course and discussions that arise in class, will be made available on LEARN throughout the term. These may be the full article to a point made in lecture, or may provide a starting point for background research and further focused exploration of each project topic.

Course Materials and Anticipated Costs

In addition to the readings, participation in this course will require the use of 2 picture books 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., grocery store, bookstore, library, toy store) in order to do research for their project and/or 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.)

Evaluation, Required Course Assignments, and Grade Breakdown

This course has no midterms or exams. Your grade will be determined by performance on the three main projects (90%), attendance (5.5%) and forum discussion commentary (4.5%) as shown in the table below with relevant due dates. The grade for each Project Paper will be out of 100 points and will be calculated into your final grade according to the percentage weights as shown in the table below. Each of the three projects can be completed individually or in groups. 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 out of 100 for a project. 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 and the group has all agreed to, and indicated, a different grading scheme to me in additional documentation as outlined further on p. 8 (#1).

Assignment	Weighting	Final Due Date for Paper at 4 PM to Dropbox on LEARN	Final Due Date for Hardcopy (identical to Dropbox version)
Project 1	25%	Friday Feb. 9	Friday Feb. 9 Mailbox in PAS 3021a at 4:30 PM
Project 2	30%	Friday Mar. 9	Friday Feb. 9 Mailbox in PAS 3021a at 4:30 PM
Project 3	35%	Monday April 9	Monday Apr. 9 Mailbox in PAS 3021a at 4:30 PM
Class Attendance	5.5%	Taken beginning of class by 2:35 PM	
LEARN Forum Participation	4.5%	LEARN Forum contribution due each Monday before class by 3:00 PM	N/A
Total	100%		

- 1) Late penalty for Project Papers: -2% per day up to a maximum of 10 days and then a grade of 0 will be assigned.
- 2) 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 2.5% for each class, taken off your final course grade. Coming late to class (or leaving before dismissal) is also not acceptable and 0.25% per occasion will be deducted from your final grade if this happens persistently and without good reason.

Three Main Projects (90%)

The course is divided into three sections of about 4 weeks apiece, each organized around a main project. Over the course of the term, these three projects will allow students to 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.), as well as consider children's talk in different contexts – home, school, and other everyday settings. Each project will be described and explained on the first day of the part of the course devoted to that project.

Topics Addressed in the Three Main Projects

Project 1: Everyday family contexts and the large variability in quantity and quality of linguistic input young children are exposed to via parental talk. (Age focus: 0 – 3 year-olds)

Project 2: Oral language, conceptual and knowledge development and how they can be fostered via book sharing interactions. (Age focus: 3- to 4-year-olds)

Project 3: Conversational interactions that impact children's ability to thrive as they transition to school settings. (Age focus: 4- to 6-year-olds)

The 3 projects will each occupy 4 class sessions and will include an oral presentation in the fourth class. 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. 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 structured over the term of the course.

Week of Each Project	What Class Time Will Be Used For	Required Readings?
1	I will introduce the topic of the project and highlight issues covered in the required readings for further class discussion. The objectives of the project will be explained and provided in more detail in a handout to be discussed in class. You will have in-class working time to begin the project and I will circulate between individuals/groups to help you get started on your ideas.	Yes. See table with schedule of required readings.
2	I will highlight issues covered in the required readings for further class discussion. During in-class working time, the goal will be to refine your ideas, find relevant background research, and make progress towards applying what you are learning to the project. I will visit with everyone during this time to learn of your progress on your project, provide further direction, advice, comments as needed.	Yes. See table with schedule of required readings.
3	I will highlight issues covered in the last set of required readings related to the project for further class discussion. During in-class working time, your goals will be to begin to consider in more detail the organization and writing up of your project and map out the specific content, points, and background information you want to include. You can also use this time to consider what information in particular you want to present the following week in order to get feedback most beneficial to your project. As in Week 2, I will visit with everyone during this time to hear about your progress, and provide further direction and advice.	Yes. See table with schedule of required readings.
4	During this class, the final projects will be presented orally. Those working individually will present individually. Those working in groups will present as a group. The time for the presentation will depend on the number of groups and individuals overall. The presentation is to be done mainly orally, (with use of document reader or powerpoint limited to illustrative material difficult to describe orally). This is a final opportunity to hear and get feedback from the class and me to incorporate into your final written project to strengthen it. All group members should participate in the oral presentation. This presentation is mandatory but not graded.	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 at the latest at 4:00 PM . A hardcopy must also be deposited in my mailbox in PAS3021a by 4:30 PM . Maximum length is 1500 words (see further details below). For group papers, note the important extra information to be included as described on p. 8.	

During in-class discussion and working sessions, I will be making notes regarding your individual/group progress, noting such things as preparatory work, familiarity with material in the required readings, original ideas, background research/reading, field work etc. I will also make notes during your oral presentation in order to provide feedback, but also to see how feedback is incorporated, if relevant, into the final version of the paper.

For all projects, the final grade will be determined by the quality of the final paper and how this compares to the projects of your peers in the class. Your paper should demonstrate writing that is clear, succinct and carefully proofed and edited. Non-grammatical sentences, lack of clarity, misunderstanding of key points and material in readings, redundancy, poor logical structure, spelling errors and the like will reduce your grade.

Each final project 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.

Project Oral Presentations

Oral presentation of the each project is mandatory, but not graded. The purpose of the presentation is to provide you a final opportunity before completing your paper to assess points you have made and get feedback from me and the class. Given the class size, these presentations are usually quite short – about 5 minutes with 2-3 minutes for discussion.

Presenters: You can use the document projector or PowerPoint for your presentation, but only as an auxiliary tool. Bear in mind that the most effective and audience-engaging talks are often accompanied only by illustrative photographs, key graphics, and minimal text. You need to be able to convey your message orally in a clear and concise 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 can also break your connection with your audience as you read aloud the text on slides. Being able to get your message across with minimal external aids 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.

Attendance in Class and Participation in Weekly LEARN Forum Discussion (10%)

Students are expected to keep up with the readings and actively contribute individually to class discussions, student presentations, and discussion with me and/or their group when working in class each week. Active, thoughtful, and informed discussion is a key condition for the vitality and success of the course--and is, therefore, a basic requirement for all class members. 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 2.5% off your final grade. Note however that each student will be granted 1 absence without penalty as long as a reason is provided to me. If you are going to miss a class, please email me with the reason for my files. Coming late to class (or leaving before dismissal) is also not acceptable and 0.25% per occasion will be deducted from your final grade if this happens persistently and without good reason.

Students are expected to attend class, keep up with the readings. To benefit fully from the course (and to fulfill your responsibilities to the other class members), it is very important that you carefully read and think about the assigned material before each class meeting. To enhance class discussion and aid in keeping up with the readings, each week students are expected to log on to the LEARN discussion forum for the week's readings and contribute at least **one comment, observation, or question based on the readings for that week**. These contributions can initiate a topic or respond to questions or comments from others. You can make your contribution any time, but they must be visible in the LEARN forum discussion by **3 p.m. Monday – a day before our class meeting** so that all of us can read them prior to the class. Each contribution will be counted at 0.5% for a total of 4.5% of your final grade.

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 WITH REQUIRED READINGS – WINTER 2018		
Note: There are no readings assigned on presentation classes (Feb. 6; Mar. 6; Apr. 3).		
Introduction	Jan. 9	No readings. We will cover the syllabus, the structure of the course, the nature of the class projects, and evaluation in the course in detail. Introduction of Project 1 Handout. You will have a chance to meet each other and form a working group for Project 1 if desired.
Project 1	Jan. 16	Instructor and class discussion of scheduled Required Readings. Further discussion of Project 1 Handout. In-class individual/group working session. Hart & Risley (1995). <i>Meaningful Differences</i>. Chap. 1-4 Lacroix, V., Pomerleau, A., & Malcuit, G. (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, 22</i> , 173-196.
	Jan. 23	Instructor and class discussion of scheduled Required Readings and in-class individual/group working session. Hart & Risley (1995). <i>Meaningful Differences</i>. Chap. 5-9.
	Jan. 30	Instructor and class discussion of scheduled Required Readings and in-class individual/group working session. Hammer & Weiss (2000). African-American mothers' views of their infants' language development and language-learning environment. <i>American Journal of Speech-Language Pathology, 9</i> , 126-140. Rowe, Pan & Ayoub (2005). Predictors in variation in maternal talk to children: A longitudinal study of low-income families. <i>Parenting: Science and Practice, 5</i> , 285-310. Rowe (2012). A longitudinal investigation of the role of quantity and quality of child-directed speech in vocabulary development. <i>Child Development, 83</i> , 1762-1774.

	Feb. 6	Oral presentations of Project 1. Final paper due 4 PM on Friday Feb. 9.
Project 2	Feb. 13	Instructor and class discussion of scheduled Required Readings. Introduction and discussion of Project 2 Handout. In-class individual/group working session. Neuman & Celano (2012). <i>Giving our children a fighting chance.</i> Chap. 1-4.
	Feb. 20	Reading Week Break. LEARN Forum Discussion contribution required by 3 P.M. Feb. 20 (instead of Monday). Continue to work on your projects. Kang, Kim & Pan (2009). Five-year-olds' book talk and story retelling: Contributions of mother-child joint bookreading. <i>First Language, 29</i> , 243-265. Nyhout, A. & O'Neill, D. K. (2013). Mothers' complex talk when sharing books with their toddlers: Book genre matters. <i>First Language, 33</i> , 115-131. 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, 31</i> , 164-194.
	Feb. 27	Instructor and class discussion of scheduled Required Readings for Feb. 20 and today and in-class individual/group working session. Aram, D., Fine, W. & Ziv, M. (2003). Enhancing parent-child shared book reading interactions: Promoting references to the book's plot and socio-cognitive themes. <i>Early Childhood Research Quarterly, 28</i> , 111-122. Zevenbergen, A., & Whitehurst, G. (2003). Dialogic reading: A shared picture book reading intervention for preschoolers. In A. van Kleeck, S. A. Stahl, & E. B. Bauer (Eds.), <i>On Reading Books to Children</i> (p. 177-200). Routledge.
	Mar. 6	Oral presentations of Project 2. Final paper due 4 PM on Friday Mar. 9.
Project 3	Mar. 13	Instructor and class discussion of scheduled Required Readings. Introduction and discussion of Project 3 Handout. In-class individual/group working session. Neuman & Celano (2012). <i>Giving our children a fighting chance.</i> Chap. 5-6. Wright, C., Diener, M., & Kay, S. C. (2000). School readiness of low-income children at risk for school failure. <i>Journal of Children and Poverty, 6</i> , 99-117.
	Mar. 20	Instructor and class discussion of scheduled Required Readings and in-class individual/group working session. Neuman & Celano (2012). <i>Giving our children a fighting chance.</i> Chap. 7 and p. 146ff List of Studies Conducted over 12 years. Lareau, A. (2002). Invisible inequality: Social class and childrearing in black families and white families. <i>American Sociological Review, 67</i> , 747-776. Also highly recommended, the following short (1-2 page) articles from the website of the American Federation of Teachers (links in LEARN): Biemiller, A. (2003). Oral comprehension sets the ceiling on reading comprehension. Chall, J. S. & Jacobs, V. S. (2003). The classic study on poor children's fourth grade slump. Hirsch (2003). Reading comprehension requires knowledge – of words and the world.
	Mar. 27	Instructor and class discussion of scheduled Required Readings and in-class individual/group working session. Ochs, E., Taylor, C., Rudolph, D., & Smith, R. (1992). Storytelling as a theory-building activity. <i>Discourse Processes, 15</i> , 37-72. Kurkul, K E., & Corriveau, K. H. (2017). Question, explanation, follow-up: A mechanism for learning from others? <i>Child Development.</i>
	April 3	Oral presentations of Project 3. Final paper due 4 PM on Monday April 9.

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. **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 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 in brackets with page numbers (e.g., [1 p. xx] for Hart and Risley)**, for **COURSE TEXTS and REQUIRED READING** references that will be provided in full detail in the References section. Use **LETTERS and page numbers [A p. xx], [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.
- Include a **page number for ALL references as shown above** (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 me (e.g., 35% Person A/35% Person B/30% Person C would result in a grade 5% lower out of the grade of 100 for 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 10).

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 two required texts and the required readings must be accompanied by the name of the person citing and/or providing the reference or source of the material. It is the responsibility of that person to ensure that the material in the manuscript relevant to this reference is free of violations of academic integrity. Required readings will be assumed to be the responsibility of all members of the group.

Group Assignment Disclosure Checklist

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 reference list in APA style 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: _____ 2018

Name (print)	Signature

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

Academic Integrity

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 [UWaterloo Academic Integrity webpage](#) and the [Arts 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. 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.

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](#).

Accommodation for Students with Disabilities

Note for students with disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (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.

Accommodation for course requirements

- Students requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) due to illness should do the following:
 - Consult the University’s [examination regulations](#) for information about procedures and policies for requesting accommodations
 - seek medical treatment as soon as possible
 - obtain documentation of the illness with a completed uWaterloo [Verification of Illness Form](#)
 - submit that form to the instructor within 48 hours. Students in Centre for Extended Learning (CEL) courses must submit their confirmation of the illness to CEL.
 - (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 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, midterm test, or quiz, 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.
- Elective arrangements such as travel plans are not acceptable grounds for granting accommodations to course requirements per the uWaterloo Examination Regulations and Related Matters.

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.

Cross-listed course

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSYCH cross-list will count in the Philosophy major average, even if the course was taken under the Psychology rubric.

Mental Health Services

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.

Contact Health Services

[Health Services Building](#)

Call 519-888-4096 to schedule an appointment

Call 1-866-797-0000 for free 24/7 advice from a health professional

Contact Counselling Services

[Needles Hall Addition, NH 2401](#)

Call 519-888-4567 x 32655 to schedule an appointment

counserv@uwaterloo.ca

Territorial Acknowledgement

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River.