



AFFILIATED WITH THE UNIVERSITY OF WATERLOO

**Renison University College**  
Affiliated with the University of Waterloo  
240 Westmount Road N, Waterloo, ON  
Canada N2L 3G4

Phone: 519-884-4404 | Fax: 519-884-5135 | [uwaterloo.ca/Renison](http://uwaterloo.ca/Renison)

## **Renison University College Land Acknowledgement**

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

## **Fall 2019**

**Course Code:** Psych 312R

**Course Title:** Learning Disabilities

**Class Time and Location:** Tuesdays and Thursdays from 8:30am-9:50am  
(REN 2918)

## **Instructor Information**

Instructor: Tiffany Doan

Office: PAS 4011

Office Hours: By appointment

Email: [t3doan@uwaterloo.ca](mailto:t3doan@uwaterloo.ca)

## **Course Description**

This course explores different learning disabilities and other related disabilities such as Autism Spectrum Disorders and Attention Deficit Hyperactivity Disorder. It also examines the role that memory and attention plays in the development of learning problems. Assessments and interventions will also be discussed.

## **Course Objectives and Learning Outcomes**

1. Identify the key aspects of learning disabilities and related disabilities
2. Compare different learning disabilities and related disabilities
3. Describe different assessment tools and interventions/treatments
4. Consider the social, emotional, and behavioural challenges associated with learning disabilities and related disabilities
5. Apply knowledge from course to own experience, assignments, and class discussions

## Required Text

Lerner, J. W., & Johns, B. H. (2015). *Learning Disabilities and Related Disabilities: Strategies for Success (13th Edition)*. Stamford, Connecticut: Cengage Learning

## Enrollment Requirements

One of PSYCH 207, 211, 212/212R, 213/213R, Level at least 2B; Cross-listed with PSYCH 312

## Course Schedule

Week	Date	Topics and Readings
1	Thurs, Sept 5 <sup>th</sup> , 2019	<i>No readings</i>
2	Tues, Sept 10 <sup>th</sup> , 2019	Introduction to Learning Disabilities; <i>Textbook: Chapter 1</i>
	Thurs, Sept 12 <sup>th</sup> , 2019	
3	Tues, Sept 17 <sup>th</sup> , 2019	Assessment and the Individualized Education Program (IEP) Process; <i>Textbook: Chapter 2</i>
	Thurs, Sept 19 <sup>th</sup> , 2019	
4	Tues, Sept 24 <sup>th</sup> , 2019	Specialized Instruction, Educational Settings and the Role of the Family; <i>Textbook: Chapters 3 and 4</i>
	Thurs, Sept 26 <sup>th</sup> , 2019	
5	Tues, Oct 1 <sup>st</sup> , 2019	Theories of Learning; <i>Textbook: Chapter 5</i>
	Thurs, Oct 3 <sup>rd</sup> , 2019	
6	Tues, Oct 8 <sup>th</sup> , 2019	Social, Emotional and Behavioural Challenges; <i>Textbook: Chapter 6</i>
	Thurs, Oct 10 <sup>th</sup> , 2019	
<b>Thanksgiving &amp; Reading Week</b>		
7	Tues, Oct 22 <sup>nd</sup> , 2019	Related Disabilities (ASD & ADHD); <i>Textbook: Chapter 7</i>
	Thurs, Oct 24 <sup>th</sup> , 2019	
8	Tues, Oct 29 <sup>th</sup> , 2019	Young Children, Adolescents and Adults with Learning Disabilities; <i>Textbook: Chapters 8 and 9</i>
	Thurs, Oct 31 <sup>st</sup> , 2019	
9	Tues, Nov 5 <sup>th</sup> , 2019	Spoken Language Difficulties; <i>Textbook: Chapter 11</i>
	Thurs, Nov 7 <sup>th</sup> , 2019	
10	Tues, Nov 12 <sup>th</sup> , 2019	Reading Difficulties; <i>Textbook: Chapter 12</i>
	Thurs, Nov 14 <sup>th</sup> , 2019	
11	Tues, Nov 19 <sup>th</sup> , 2019	Written Language Difficulties; <i>Textbook: Chapter 13</i>
	Thurs, Nov 21 <sup>st</sup> , 2019	
12	Tues, Nov 26 <sup>th</sup> , 2019	Mathematics Difficulties; <i>Textbook: Chapter 14</i>
	Thurs, Nov 28 <sup>th</sup> , 2019	
13	Tues, Dec 3 <sup>rd</sup> , 2019	<i>No readings</i>

## Course Requirements and Assessments

Activities, Assignments, and Tests	Date	Weight
Introduce Yourself	Mon, Sept 30 <sup>th</sup> , 2019 (before 11:59pm)	Bonus 1%
SONA Credits		Bonus 3%
Assignment 1	Fri, Nov 15 <sup>th</sup> , 2019 (before 11:59pm)	15%
Assignment 2	Tues, Dec 10 <sup>th</sup> , 2019 (before 11:59pm)	18%
Test 1	Tues, Oct 1 <sup>st</sup> , 2019	21%
Test 2	Tues, Nov 5 <sup>th</sup> , 2019	21%
Test 3	Tues, Dec 3 <sup>rd</sup> , 2019	21%
5-Minute Papers	Throughout the term	4%

### Assignments

There will be two assignments and detailed information about the assignments can be found on LEARN. The assignments are due by 11:59pm on the due date specified. Late submissions will be penalized 5% per day. After 7 days, late assignments will not be accepted. If you have a legitimate reason for submitting an assignment late (e.g., illness or death in the family), please let me know as soon as possible with the appropriate documentation.

### In-Class Tests

There will be three tests, each consisting of multiple choice questions. They will be based on lecture material and the assigned readings from the textbook. Although we will not be taking attendance, and it does not make up a formal part of your final grade in the course, everything that is covered in class is fair game on the tests. If you miss class, it is your responsibility to get the notes from someone in the class to catch up. Each test will make up 21% of your final grade.

If you know in advance that you will not be available on a test date, please let me know as soon as possible so we can schedule an alternative time. Keep in mind that rescheduling of tests are only permitted for legitimate reasons. Further, unless you have a serious, documented reason for missing a test, there will be no make-up tests once the test date has passed.

### Five-Minute Papers

Once in a while, at the end of class, I will ask you to reflect on the class by briefly writing down your thoughts, what you've learned, or any questions you might have. I will grade these for completion and these papers will make up 4% of your final grade.

## **SONA Participation and Research Experience Marks Information and Guidelines**

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn a **"bonus" grade of up to 3%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 3% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%.

The two options for earning research experience grades (participation in research and article review) are described below. Students may complete any combination of these options to earn research experience grades.

### **Option 1: Participation in Psychology Research**

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee.

### ***How to earn extra marks for your Psychology course(s) this term by participating in studies ...***

- You will earn "credits" which will be converted to "marks" (1 credit = 1%)
- You can schedule your LAB and/or ONLINE studies using the "Sona" website.
- **UP TO 50%** of your credits can be earned through ONLINE studies. The remaining need to be earned through in-lab participation.

### ***Educational focus of participation in research***

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results

- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in LAB studies has increment values of 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies has increment values of .25 credits for each 15-minutes of participation. Researchers will record student's participation, and at the end of the term, the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

### ***How to participate?***

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible go to:

[Participating/SONA information: How to log in to Sona and sign up for studies](#)

*\*\*\* Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website. \*\*\**

More information about the REG program in general is available at:

[Sona Information on the REG Participants website](#) or you can check the [Sona FAQ on the REG website homepage](#) for additional information.

### **Option 2: Article Review as an alternative to participation in research**

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your TA to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the [last day of lectures](#). Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.

Keep a copy of your review in the unlikely event we misplace the original.

## **Notes/Policies:**

### **Learn Site**

Please check LEARN every day. This is where I will post announcements, lecture notes, grades, etc.

### **Late Work**

Assignments are due by 11:59pm on the specified due date. Late assignments without documentation of illness or extenuating circumstances will lose 5% per day. After 7 days, late assignments will not be accepted.

### **Electronic Device Policy**

Electronic devices are allowed in class, as long as they do not disturb or distract from teaching and learning. During class time, please only use your electronic devices appropriately (e.g., for taking notes or looking up something that is discussed in class).

### **Attendance Policy**

Attendance will not be taken during class. However, in order to succeed, I recommend you attend all lectures. Tests will cover lecture material and I will present some material that will not be covered in your textbook.

## **Final Examination Policy**

For **Fall 2019**, the established examination period is **December 6-21, 2019**. The schedule will be available at the end of September. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see:

<https://uwaterloo.ca/registrar/final-examinations>

## **Accommodation for Illness or Unforeseen Circumstances**

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See

[http://www.registrar.uwaterloo.ca/students/accom\\_illness.html](http://www.registrar.uwaterloo.ca/students/accom_illness.html).

## **Academic Integrity**

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage \(https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour\)](https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

**Discipline:** Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. [Check [the Office of Academic Integrity \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/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 Academic Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties\)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo’s policy on Fair Dealing is available here: <https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory> Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

**Grievance:** A student who believes that a decision affecting some aspect of university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4 (<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>). When in doubt, please be certain to contact the department's administrative assistant, 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 are grounds. Students who believe they have grounds for an appeal should refer to [Policy 72, Student Appeals](#) (<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72>).

**Academic Integrity Office (uWaterloo):** <http://uwaterloo.ca/academic-integrity/>

### **Accommodation for Students with Disabilities**

**Note for Students with Disabilities:** 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 AAS office at the beginning of each academic term.

### **Intellectual Property**

Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their



instructor's intellectual property in online repositories are encouraged to alert the instructor.

## **Mental Health Support**

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

### **On Campus**

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 xt 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: 519-749-433 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 at 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

## **A respectful living and learning environment for all**

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

If you experience or witness harassment or discrimination, seek help. You may contact Credence & Co., Renison's external anti-harassment and anti-discrimination officers, by email ([info@credenceandco.com](mailto:info@credenceandco.com)) or by phone (519-883-8906). Credence & Co. is an independent K-W based firm which

works with organizations toward thriving workplace cultures, including professional coaching, consulting, facilitation, policy development, conflict mediation and ombudsperson functions.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.