Renison University College
Affiliated with the University of Waterloo
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Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Anishinaabeg, Hodinohsyó:ni, and Attawandaran (Neutral) Peoples, which is situated on the Haldimand Tract, the land granted to the Six Nations that includes ten kilometres on each side of the Grand River from mouth to source. Our active work toward reconciliation takes place in all corners of our campus through research, learning, teaching, community building and outreach. We are guided by the work of our Reconciliation and Re-storying Steering Committee and Anti-Racism and Decolonization Spokescouncil, as well as the [University of Waterloo's Office of Indigenous Relations](#).

Winter 2024

Course Code: PSYCH 213R

Course Title: EXCEPTIONAL CHILDREN

Class Times/Location: (building, room number):
TUESDAYS & THURSDAYS, 2:30 - 3:50 p.m. (REN 2107)

Instructor: SAMANTHA O'LEARY, PHD, RP

Office: REN 1451

Office Hours: AFTER CLASS OR VIRTUAL, BY APPOINTMENT

Email: s2oleary@uwaterloo.ca

Course Description

This course provides an overview of childhood exceptionalities including intellectual differences, communication disorders, sensory impairments, developmental and behaviour disorders, and health problems with specific attention given to philosophies of inclusion and inclusive practice. Different socio-cultural, medical, and political issues pertaining to disability and mental health will be explored, as it relates to the inclusion of students with disabilities in school settings, particularly within the Ontario educational system.

Course Objectives and Learning Outcomes - (Upon completion of this course, students should be able to)

1. Identify a wide range of exceptionalities for children and youth, with knowledge of how the exceptionality is defined, etiology, short-and long-term developmental outcomes, and the impact on the family system.
2. Understand and differentiate between the various theoretical models for conceptualizing disability, including the medical, social, and cultural models.
3. Explain the needs of exceptional learners, including social and educational barriers they face in school settings, particularly within the Ontario educational system.
4. Describe evidence-based practices that address the needs of exceptional learners in the classroom and in community settings.
5. Critically analyze previous and current educational and social practices, policies, assessment strategies, and the use of language/terminology as they relate to disabled students and concepts of inclusion.
6. Identify local and/or provincial resources for families with exceptional children.

Required Text

- Hutchinson, N.A., & Specht, J. A., (2020). Inclusion of learners with exceptionalities in Canadian schools: A practical guide (6th ed.) Pearson.

Additional Readings

- Anderson, S., & Adams Lyngback, L. (2022). 'But I feel more at home in the Deaf world even if I can talk': D/deaf adolescents' experiences of transitioning from a mainstream school to a Deaf school in Sweden. *Deafness & Education International, 24*(3), 249-266. DOI: 10.1080/14643154.2021.1970086
- Canadian Hearing Society. (2015). Classroom accessibility for students who are Deaf and hard of hearing.
- Gronneberg, J., & Johnston, S. (2015). [7 things you should know about universal design for learning [Brief]](#).
- McColl, M. A. (2020). Definitions of disability in Canadian disability policy. *Canadian Disability Policy Alliance.*
- McColl, M. A., Jaiswal, A., Jones, S., Roberts, L., & Murphy, C. (2017). A review of disability policy in Canada – 3rd edition. *Canadian Disability Policy Alliance.*
- Ontario Ministry of Education. (2010). Caring and safe schools in Ontario: Supporting students with special education needs through progressive discipline, kindergarten to grade 12.

- Ontario Ministry of Education (2017). Special education in Ontario, kindergarten to grade 12: Policy and resource guide.
- Poetri Lintangsari, A., & Emaliana, I. (2020). Inclusive education services for the blind: Values, roles, and challenges of university EFL teachers. *International Journal of Evaluation and Research in Education (IJERE), 9*(2), 439-447. DOI: 10.11591/ijere.v9i2.20436

Course Requirements and Assessment

Assessment	Date of Evaluation (if known)	Weighting
Quizzes	Week 2, 4, 7, 9, 11	40%
Participation (5 x 3% each)	Week 3, 5, 8, 10, 12	15%
Encountering Disability	February 15, 2024	20%
Resource Guide	April 4, 2024	25%
Total		**100%**

BONUS MARKS: A bonus grade of **up to 2%** can be added via SONA Participation (see Instructions and Guidelines for SONA participation at the bottom of syllabus).

Quizzes

Students will write 5 quizzes (week 2, 4, 7, 9, 11) located on the LEARN course site. The content of the quizzes will be based on the corresponding material covered in course readings. Each quiz has 20 multiple-choice questions and must be completed independently. The lowest quiz grade will be dropped, with the final grade value based on the cumulative scores of the top 4 quizzes. The quizzes will close at 11:59 p.m. on the Sunday of its corresponding week.

Learning Outcomes: 1, 2, 3, 4, 5

Participation

Participation is a key component of this course, both in-class and through the online discussions via LEARN. A portion of each week will be devoted to an engagement activity to deepen your understanding of the course content. The online discussions enable you to stay connected to current social issues while integrating course material, in a supportive learning community with your classmates. The collaborative nature of online discussions enables you to learn from each other and to consolidate your own course-specific knowledge. There will be 5 online discussions, focused on a specific topic/social issue related to disability. You will be assessed on the frequency of your posts, as well as the depth of your responses including how you

incorporate course material into the discussion. The discussion question will accompany a video/blog post either centered around disability or created by a disabled person. *In-class* engagement is considered an expectation in this course.

Learning Outcomes: 1, 2, 3, 4, 5

Encountering Disability

Students will write a 2-3-page (double spaced) narrative assignment describing their earliest encounter with disability that they can recall. This assignment will describe how students realized they were encountering disability, and how this shaped their understanding of disability. Students will be required to write a short description of this memory, then provide a brief analysis. A grading rubric and specific guidelines are provided. Please use APA 7th edition referencing style and provide a reference list at the end of the assignment. Note that the title page and reference list are not included within the page limits.

Learning Outcomes: 1, 2, 3, 4, 5

Resource Guide

In groups of 2, students will create a knowledge translation tool/resource guide to distil key information about one of the exceptionalities discussed in this course. The intention of this assignment is to create a practical, user-friendly tool for families with exceptional children to help them understand educational and community-based resources that may be available for their child. Students are encouraged to be creative for this project – you are free to develop an infographic/print based tool (maximum 2 pages), or a video (e.g., TikTok) or audio clip (maximum 2 minutes). Should you decide to create an alternative form please consult the instructor to ensure it is appropriate.

Learning Outcomes: 1, 3, 4, 5, 6

THERE IS NO FINAL EXAMINATION FOR THIS COURSE

Course Outline

Additional learning material may be posted to the course website (LEARN). Please check LEARN regularly for updates.

Note: This is a tentative schedule; due to various unknown factors, there may be changes. Any changes will be announced during class and an announcement will be posted on the course site.

Week	Date	Topic	Readings Due
1	Jan 9 & 11	Introduction to Disability Studies	READINGS: • Introduction & Chapter 1 (Hutchinson & Specht, 2020)
2	Jan 16 & 18	Theories and Models of Disability	READINGS: • Definitions of disability in Canadian disability policy (McColl, 2020) • Chapter 1 (Hutchinson & Specht, 2020) ASSESSMENT: Quiz due by Sunday January 21 at 11:59 p.m.
3	Jan 23 & 25	Disability Policy, Barriers, Eugenics	READINGS: • A review of disability policy in Canada - 3rd ed. (McColl et al., 2017; *Introduction, *Section on Ontario) • Eugenics Movement in Canada – Canadian Encyclopedia ASSESSMENT: Online Participation
4	Jan 30 & Feb 1	Autism and Neurodiversity	READINGS: • Chapter 4: Autism (Hutchinson & Specht, 2020) • Chapter 3 (pages 74-80): Learning and Behavioural Exceptionalities (Hutchinson & Specht, 2020) ASSESSMENT: Quiz due by Sunday February 4 at 11:59 p.m.
5	Feb 6 & 8	Learning and Developmental Disabilities	READINGS: • Chapter 3: Learning and Behavioural Exceptionalities and Mental Health Challenges (Hutchinson & Specht, 2020) ASSESSMENT: Online Participation
6	Feb 13 & 15	Physical Exceptionalities, Chronic Illnesses	READINGS: • Chapter 5: Physical Exceptionalities and Chronic Illnesses (Hutchinson & Specht, 2020) ASSESSMENT: Encountering Disability Assignment due Feb 15 by 11:59 p.m.

Week	Date	Topic	Readings Due
	Feb 17 – 25	**Reading Week**	
7	Feb 27 & 29	Mental Health Disabilities and Mad Studies	READINGS: • Chapter 3: Learning and Behavioural Exceptionalities and Mental Health Challenges (Hutchinson & Specht, 2020) ASSESSMENT: Quiz due by Sunday March 3 at 11:59 p.m.
8	Mar 5 & 7	D/deaf, Hard of Hearing and Blind/Low Vision	READINGS: • Classroom Accessibility for Students who are Deaf and Hard of Hearing (Canadian Hearing Society, 2015) • 'But I feel more at home in the Deaf world even if I can talk': D/deaf adolescents' experiences of transitioning from a mainstream school to a Deaf school in Sweden (Anderson & Adams Lyngback, 2022) • Inclusive education services for the blind: Values, roles, and challenges of university EFL teachers. (Poetri Lintangsari & Emaliana, 2020) ASSESSMENT: Online Participation
9	Mar 12 & 14	Universal Design for Learning and Instructional Design	READINGS: • Chapter 8: Using UDL and Differentiated Instruction (Hutchinson & Specht, 2020) ASSESSMENT: Quiz due by Sunday March 17 at 11:59 p.m.
10	Mar 19 & 21	Classroom Management and Community Building	READINGS: • Chapter 7: Climate, Community & Classroom Management (Hutchinson & Specht, 2020) ASSESSMENT: Online Participation
11	Mar 26 & 28	Differentiated Instruction and Assessment	READINGS: • Chapter 9: Differentiated Instruction and Using Assessment to Differentiate Teaching (Hutchinson & Specht, 2020)

Week	Date	Topic	Readings Due
			ASSESSMENT: Quiz due by Sunday March 31 at 11:59 p.m.
12	Apr 2 & 4	Disability and Social Relationships	READINGS: • Chapter 10: Enhancing Social Relationships; • Chapter 11: Enhancing Transition for Students "At Risk" (Hutchinson & Specht, 2020) ASSESSMENT: Online Participation Resource Guide due April 4 by 11:59 p.m.

Late or Incomplete Work

Students should make every effort to submit their assignments on time. Late work will be deducted cumulatively at 10% each day that the assignment is late, including weekends. If a student anticipates a conflict with an assignment deadline or has concerns about completing the assignment, the student should contact the instructor as soon as possible once the realization is made. Requests for extensions will be granted, provided the requests are made PRIOR to the assessment deadline. Please reach out to the instructor if you require extra time for assignments.

Coursework Submission Policy

Students are expected to complete all coursework, and submit their assignments electronically via the course website (LEARN). Marks and feedback will also be released on the site. After you receive a grade on LEARN, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time, changes to the grade will not be considered.

It is the responsibility of the student to notify the instructor, in the first week of term or at the time assignment details are provided if they wish to submit an alternate assignment.

Policy on Plagiarism

"Policy 71's glossary defines plagiarism, in part, as "presenting, whether intentionally or not, the ideas, expression of ideas or work of others (whether attributed or anonymous) as one's own in any work submitted whether or not for grading purposes"…

The Vice-President Academic and Dean has the authority to assess instances of plagiarism and the resultant penalties that are raised by an instructor. An instructor can propose a grade penalty to the Vice-President Academic and Dean, who will decide whether to accept the penalty or initiate a formal inquiry."

For additional information on how plagiarism is dealt with at Renison, review the policy from where the above text is copied: Policy 71 - Student Discipline.

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. See Waterloo's policy on Fair Dealing. Violation of Canada's Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

Generative Artificial Intelligence (GenAI)

This course includes the independent development and practice of specific skills, such as developing and practicing narrative writing skills, self-reflection, and creative expression. Therefore, the use of generative artificial intelligence (GenAI) trained using large language models (LLM) or other methods to produce text, images, music, or code, like Chat GPT, DALL-E, or GitHub CoPilot, is **not permitted** in this class. Unauthorized use in this course, such as running course materials through GenAI or using GenAI to complete a course assessment is considered a violation of Policy 71 (plagiarism or unauthorized aids or assistance). Work produced with the assistance of AI tools does not represent the author's original work and is therefore in violation of the fundamental values of academic integrity including honesty, trust, respect, fairness, responsibility and courage (ICAI, n.d.).

You should be prepared to show your work. To demonstrate your learning, you should keep your rough notes, including research notes, brainstorming, and drafting notes. You may be asked to submit these notes along with earlier drafts of their work, either through saved drafts or saved versions of a document. If the use of GenAI is suspected where not permitted, you may be asked to meet with your instructor or TA to provide explanations to support the submitted material as being your original work. Through this process, if you have not sufficiently supported your work, academic misconduct allegations may be brought to the Associate Dean.

In addition, you should be aware that the legal/copyright status of generative AI inputs and outputs is unclear. More information is available from the Copyright Advisory Committee: https://uwaterloo.ca/copyright-at-waterloo/teaching/generative-artificial-intelligence

Students are encouraged to reach out to campus supports if they need help with their coursework including:

- Student Success Office for help with skills like notetaking and time management
- Writing and Communication Centre for assignments with writing or presentations
- AccessAbility Services for documented accommodations
- Library for research-based assignments

Electronic Device Policy

Students who choose to use electronic devices to support their learning may do so provided that the individuals in the class are not disturbed or prohibited from their own learning. Electronic devices should be used for the purposes of supplementing the learning experience and focus on topics being discussed in class. These devices are encouraged so that online resources can be accessed to support discussions and in-class activities. Phones should be kept on silent during the class.

Attendance Policy

Student should make every effort to attend each class as scheduled. If a student is aware of an upcoming absence, the student should inform the instructor, as soon as possible after the realization. Your health and wellbeing is important - please take care of yourself and reach out to your instructor if you are unable to meet the requirements for this class. Lecture slides will be posted for students on the LEARN course website.

Communication Policy

Email, using the uWaterloo provided email address, is the approved method of communication for Renison. The Office 365 email that you use to login using your WatIAM login and password is secure and confidential. Take caution when forwarding your WatIAM email to an external email service as confidential information forwarded to a third-party provider could be a data security breach and violation of FIPPA (Freedom of Information and Protection of Privacy Act) under which all students, staff, and faculty are bound by law.

Final Examination Policy

For **Winter 2024**, the established examination period is **April 11 – April 25.** The schedule will be available early October. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time. See the Final Examination Schedule.

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 [Accommodation due to illness](#).

Accommodation Due to Religious Observances

The University acknowledges that, due to the pluralistic nature of the University community, some students may seek accommodations on religious grounds. Accordingly, students must consult with their instructor(s) within two weeks of the announcement of the due date for which accommodation is being sought. Failure to provide a timely request will decrease the likelihood of providing an accommodation. [See Request for accommodation on religious grounds.](#)

Academic Integrity, Grievance, Discipline, Appeals and Note for Students with Disabilities

Academic Integrity: 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](#) and the [Arts Academic Integrity](#) websites for more information.

Renison University College is committed to the view that when a problem or disagreement arises between a faculty member and a student every effort should be made to resolve the problem through mutual and respectful negotiation. Most issues are resolved by a student/faculty meeting to discuss differences of opinion. It is only after this stage, when a common understanding or agreement is not obtained that further actions listed below could be taken.

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](#) website 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 or academic advisor. 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 the [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of their 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 the Department's administrative assistant, or Academic Advisor, 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 they have a ground for an appeal should refer to [Policy 72, Student Appeals.](#)

Academic Integrity Office (UWaterloo): The website can be found at [uwaterloo.ca/academic-integrity/](#)

Accommodation for Students with Disabilities

[AccessAbility Services](#) is located in Needles Hall, Room 1401, and 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 AccessAbility Services at the beginning of each academic term.

Students are encouraged to register with AccessAbility Services (AAS) at the start of each term if they require accommodations due to a disability. However, some students not connected to AAS may require accommodations later in the term. In that case, you should immediately consult with your instructor and/or your Academic Advisor.

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 / 519-888-4096
- MATES: one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- Health Services – Student Medical Clinic: 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
- Empower Me: Confidential, multilingual, culturally sensitive, faith inclusive mental health and wellness service.
- Grand River Hospital: Emergency care for mental health crisis. Phone: 844-437-3247
- 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. Email: ok2bme@caminowellbeing.ca Phone: 519-884-0000

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.

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.

If you feel that you are experiencing the above from any member of the Renison community (students, staff, or faculty), you may contact Melissa Knox, Renison's external anti-harassment and anti-discrimination officer, by email (mnknox@uwaterloo.ca) or by phone or text (226-753-5669). Melissa is an employment and human rights lawyer and part-time Assistant Crown Attorney for the Ontario Ministry of the Attorney General. Melissa is experienced in case management, discipline and complaints processes, and works with organizations across Canada to foster safe, respectful, and inclusive work and learning environments through policy development, educational workshops, conflict mediation and dispute resolution, and organizational culture audits.

For additional information see Renison's [Harassment, Discrimination, and Abuse](#) policy.

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 2%** in this course through research experience. Course work will make up 100% of the final mark and your SONA mark, with a bonus of up to a 2% added to your final grade

The two options for earning research experience grades; participation in research through online remotely operated and In Lab studies, as well as article review; are described below. Students may complete any combination of these options to earn

research experience grades. Credits will be permitted to be earned with half from online, and the other half (1.0) from In-lab or Remote Access studies.

Option 1: Participation in Psychology Research

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in remotely operated, 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 Board.

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 studies using the "Sona" website.

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 remotely operated (counts as the same as in-lab) studies has increment values of 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies is worth .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.