

# PSYC\*1300, Course Outline: Winter 2021

## General Information

\*\*\*

**DUE to the COVID-19 pandemic, this course is offered in an alternative format.**

**Alternative Delivery Synchronous – AD-S Virtual: see below for day and time of class lecture**

\*\*\*

**Course Title:** Learning Disabilities - Experience to Understanding

### **Course Description:**

Learning Disabilities (LDs): Experience to Understanding is a credit course offered through Student Accessibility Services (SAS) for students diagnosed with a specific learning disability. Offered since 1999, this course is highly recommended by students who have taken it in the past.

This special course is designed to provide students with an understanding and acceptance of their learning needs. It aims to help students become more self-directed, active and successful learners.

Lectures introduce students to central issues in the area of LD and provide an opportunity for discussion, question asking and group sharing. A variety of seminars are offered to assist students in applying and practicing strategies to aid in their understanding of their specific learning needs.

**Credit Weight:** 0.5

**Academic Department (or campus):** Psychology

**Semester Offering:** Winter 2021

### **Class Schedule and Location:**

Lectures: Tuesdays & Thursdays, T&R: 1:30-2:20

Seminars: Section 1: Tuesdays & Thursdays, 11:30-12:20

Section 2: Tuesdays & Thursdays, 2:30-3:20

## Instructor Information

Instructor Name: Dr. Karl Hennig, PhD., CPsych.

Instructor Email: khennig@uoguelph.ca

Office location: zoom/us/my/khennig

Office hours: Tuesdays & Thursdays, 2-3pm, or by appointment

## **GTA Information**

GTA#1 11:30 lab - Name: TBA (Tues. seminars)

GTA#2 2:30 lab -Name: Eri Vander Hoeven <[vanderhe@uoguelph.ca](mailto:vanderhe@uoguelph.ca)> (Thurs. seminars)

GTA office location and hours: To be posted on Courselink/front NewsPage

## **Course Content**

### **Specific Learning Outcomes:**

This course is a part of the Learning Opportunities Program for students at the University of Guelph who have a learning disability. The goal of this course is to foster a high level of motivation and sense of self-responsibility, an understanding of learning disabilities in general and one's own ability-disability profile, and the acquisition and enhancement of strategies to become a good information processor. The course is also aimed at helping students understand themselves as learners, at enhancing self-determination, and at developing proactive internalized approaches to successful task completion. By the end of this course, successful students will develop a rich understanding of the key concepts of learning disabilities, especially their own learning profile. Students will be able to apply a variety of effective learning strategies to improve their memory, reading, and writing skills, time management, organization, active learning skills, and oral presentation skills. Students will develop self-advocacy skills and be able to conduct scholarly literature reviews. Please see the course schedule for detailed lecture and seminar topics, assigned readings, and major assignments with due dates.

Upon successful completion of this course, students will be able to:

#### 1. Critical and Creative Thinking

- 1.1. Depth and Breadth of Understanding: Understand basic concepts from core areas in the field of child abnormal psychology
- 1.2. Inquiry and Analysis: Understand the process of evidence-based inquiry in the field
- 1.3 Problem Solving: Identifying and evaluate solutions. Create and follow a resulting plan.
- 1.4 Creativity: (With 1.3) students will find personal solutions to their own style of learning

#### 2. Literacy

- 2.1 Information Literacy: The ability to know when there is a need for information, where to locate it and the ability to identify the value and differences of potential resources in a variety of formats
- 2.4 Technological Literacy: The ability to select and use appropriate technology (e.g., learning & reading "assistive technology")
- 2.5. Visual Literacy: Read and apply information as presented in graphs, tables, images, and visual media

### 3. Global Understanding

- 3.3 Civic Knowledge and Engagement: Working locally and globally to make a difference in the civic life of communities and being aware of different perspectives (e.g., advocacy for self and others)

### 4. Communication

- 4.1 Oral Communication: Includes interpersonal skills, oral speaking and active listening as they apply to psychology
- 4.2 Written Communication: Write clearly and demonstrate general knowledge in the field.
- 4.3 Reading Comprehension. The understanding of theoretical and empirical literature in psychology.

### 5. Professional and Ethical Behaviour

- 5.5. Personal Organization/ Time Management: An ability to manage several tasks at once and prioritize

#### **Lecture Content:**

Lectures will introduce students to central issues in the area of learning disabilities and provide an opportunity for discussion, question asking, and group sharing. Topics will highlight the continuum of cognitive characteristics associated with learning disabilities, what is known about successful and unsuccessful learners, and research findings and psychological concepts to support the strategies practiced in accompanying seminars. As such, they will serve as a foundation for the application in the seminars and students' ongoing work. Assigned readings will accompany lectures.

#### **Additional Notes:**

##### **Communication:**

Students are minimally expected to read the Courselink front NEWS Page for the course. This will be the instructor's primary means of communication outside of the classroom. It is strongly recommended that students also read 'Discussions/Posts to-from Dr. Hennig' for more detailed clarifications regarding assignments as well as further course content discussion.

**Course Assignments and Tests:**

Assignment or Test	Due Date	Contribution to Final Mark	Learning Outcomes Assessed
Seminars	- 2 Seminars completed each week	20%	1.1, 1.2; 4.1, 4.3
Assignments	- Jan.19 Hypothetical - Advocacy e-mail - Mar.11 Mock Exam Questions - Mar.18 In-class quiz	20%	1.1 to 1.4; 2; 3.3
Research	- Feb.09 Essay Backbone	20%	1.1 to 1.4; 2; 4.2
Presentations	- Mar.09 Presentation outline due - Mar. 23 & 25 Class Presentations	20%	1.1 to 1.4; 2; 4.1
Individual Learning Plan (ILP)	- Mar.02 Part B - Apr.12 Final ILP	20%	1.1 to 1.4; 2; 3.3

This is a 0.5 credit course, requiring the regular amount of time associated with a credit course (10 -12 hours per week for the average student). While percentage grades will be given, **THE FINAL GRADE IS A PASS OR FAIL**. This alternate grading scheme has been selected to minimize competition between students and maximize focus on the process of the learning. Students' performance will be monitored in five major areas to determine whether the credit will be awarded. Due dates are to be met. Late penalties are applied at 5% deduction per day late.

**1. Seminars** (weekly assignments, preparation, participation; 20%)

Seminars are designed to complement what is learned in lecture and to assist in the completion of course assignments. One purpose of the seminars is to help students apply information processing strategies and to help students regulate their thoughts and cognitive state.

Assigned readings and exercises accompany the seminars. All students are required to attend and participate in the seminars accompanying the lectures. . It is important to attend student presentations even if it is not your turn to present. In each seminar, students will complete a portion of their Learning Strategies Log, which aims to support the completion of the Individual Learning Plan (ILP) submitted at the end of the semester. Attendance is key. Students will be evaluated on their completion of the seminar assignments and preparedness/participation within the seminar. If a seminar is missed, it is the student's responsibility to contact the teaching assistant and complete any exercises that were done at the missed seminar

**The Learning Strategies Log.** Logs are completely on a weekly basis. These are to be submitted along with the other materials in the final Appendix section of the Individual Learning Plan (ILP) at the end of term.

## 2. Assignments (TOTAL: 20%)

### **DUE: Jan.19 Hypothetical Advocacy E-mail (5%)**

Given what you know about your own individual learning profile, your task is to write a professional, assertive, and respectful e-mail to a professor advocating for an accommodation that you believe your learning profile merits in their course (e.g., an extension for a particular assignment, extra time for a quiz, etc.). Choose any course that you are currently taking and write a hypothetical e-mail to this professor. This will be submitted to your TA in seminar and marked on spelling, grammar, and professionalism. **This is not intended to be sent to your professor.** Rather, this assignment gives you the opportunity to increase your confidence in advocating for your learning needs in a respectful and assertive manner.

### **DUE: Mar.11 Mock exam questions (5%)**

Students are to compose a mock term test. Two questions and answers from each week's readings and/or lectures (Weeks 2-9) are required for a total of 16 questions and their answers. Questions with three different formats, such as multiple-choice (4 choice options), short-answer, fill in the blank, and list-type formats should be included. This assignment can be completed each week as you go along.

### **DUE: Mar. 18 In-class quiz (10%)**

All students will receive time and a half to write a brief in-class quiz on material from the course.

## 3. Written Research (20%)

### **DUE: Feb.09 Essay Backbone** (see separate handout for more detailed instructions)

This assignment requires you to select a topic in the field of learning disabilities, gain primary sources, note key ideas from these sources, and prepare an annotated bibliography in standard APA reference format. You do not have to write the essay; the emphasis is on the research process and preparing to write. A library seminar is provided to help develop library research skills. Your essay backbone will be evaluated according to how well you have followed the requirements as noted in the assignment instructions. You may use the research you do here as the material for your oral presentation if you wish.

**\*Exam Review Cue Cards** due at this time also

## 4. Presentations (20%)

**DUE: Mar.09 Outline of Presentation** (upload to DropBox). This outline should include the title of your presentation as well as brief statements about what you plan to cover in your presentation. Students are encouraged to do this in PowerPoint so that feedback can be given on the style (e.g., font size), however submit to DropBox in PDF format.

**DUE: Mar.23 & 25** Student Presentations during lab section. Note. Upload Presentations to DropBox PRIOR to presentation. Specific presentation schedule is to be announced after presentation outlines are collected.

**In-Class Presentations are scheduled for Mar.23 & 25.** Students will complete a **5-8-minute** presentation on an aspect of learning disabilities followed by group discussion during their seminar. You may elaborate on material learned in readings and lectures using your own

experience or present new information acquired while preparing your essay outlines. To encourage you to plan your talk carefully and to assist in scheduling presentations, a written outline of your presentation (point form is acceptable) must be submitted Outline due date below. Evaluation will be based on submission of the outline, the presentation, and participation following your own and other students' presentations. Presentations should have a: Brief Introduction (ends in a general purpose statement), Main body of content points, Conclusion.

### **5. Individual Learning Plan (ILP; 20%)**

See separate handout for detailed instructions. The ILP will bring together your work across the term and serve as a basis for future skill development. In it, you are to explain the psychological concepts that describe your learning disability, note your strengths and weaknesses, and outline how you use and plan to develop different strategies and accommodations to address your particular LD. (See 'Individual Learning Plan Assignment sheet on Courseslink.)

**DUE: Mar.02** First draft of Section B – Individual Profile Section is due. You will receive detailed feedback on this section prior to submitting the final copy.

### **DUE: Apr.06** Creative Metaphor on Learning Disabilities (upload to Dropbox)

Essays and spoken presentations are not the only way of communicating meaning and experience. Non-text formats can be a powerful means of expression for the creator and insightful learning for the viewer. Your creative metaphor on learning disabilities can be a picture, poem, song, sculpture, found object, etc. – something that conveys an aspect of learning disabilities in a novel fashion. A brief commentary about the meaning of your metaphor should accompany your creation. These “metaphors” are to be brought to class on **Apr.06**. We will spend the class time browsing each others' presentations.

**DUE: Apr.12** The final ILP should be given to the instructor in their office (MacKinnon ext. Rm.4016). Slide under the door of the instructor isn't present. The project will be evaluated according to how well students have followed the requirements in the outline and reflected on their learning profile. The ILP takes the place of a final exam for this course and must be submitted in order to pass the course.

**Final examination date and time:** There is NO final exam. The ILP takes the place of a final exam for this course and must be submitted in order to pass the course (See ILP section above).

## **Course Resources**

### **Required Texts:**

1. Luckie, W.R., & Smethurst, W. (1998). *Study Power: Study Skills to Improve Your Learning & Grades*. Cambridge, MA: Brookline.
2. An empty journal or set of loose pages bound together for special notes & records  
<https://play.google.com/store/books/details?id=eJl6DQAAQBAJ>
3. Additional Readings accessed online

#### 4. Copy of your psychological report

#### **Recommended Texts:**

Useful resources will be posted on CourseLink, including guides to the readings associated with some of the lectures, templates to assist with note taking in lectures, and course handouts. Some readings will also be found online through the University of Guelph library website or through the Ares Course Reserves System. See the course schedule for full details of where to access the readings for each lecture and seminar.

#### **Course Policies**

#### **Grading Policies:**

See specific grading policies within each course assignment section. In general, you are required to contact your teaching assistant or course instructor if you are unable to complete the assignment at the required due date. Note, the ILP takes the place of a final exam for this course and must be submitted in order to pass the course. A reduction of 5% per day will be in effect for late submission.

[Undergraduate Grading Procedures](#)

***Please note that these policies are binding unless academic consideration is given to an individual student.***

#### **Course Policy regarding use of electronic devices and recording of lectures:**

***Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.***

#### **File Format Policy:**

All written assignments are to be uploaded using either MS Word 'docx' or PDF file format ONLY. Any late submissions owing to having to re-upload a correct file format will be considered late and penalties applied.

#### **Course Policy regarding use of electronic devices and recording of lectures:**

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

## **University Policies**

\*\*\*

**Disclaimer:** Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website and circulated by email.

\*\*\*

**Illness: The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.**

### **Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

### **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](#)

### **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This



relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email [accessibility@uoguelph.ca](mailto:accessibility@uoguelph.ca) or the [Student Accessibility Services Website](#)

### **Course Evaluation Information**

Please refer to the [Course and Instructor Evaluation Website](#) .

### **Drop date**

The last date to drop one-semester courses, without academic penalty, is April 12, 2021 . For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

Instructors must provide [meaningful and constructive feedback, at minimum 20% of the final course grade, prior to the 40th class day](#). For courses which are of shorter duration, 20% of the final grade must be provided two-thirds of the way through the course.

[Current Undergraduate Calendar](#)