



**Midterm Exam (20%)** The midterm is available for you to look at from the first day of class and we will discuss in the second week of class. Your midterm exam is due on **February 7<sup>th</sup> at 11:59 pm** to the dropbox on OnQ (passing through Turnitin). If you have accommodations for extra time on assignments you may hand this exam in up to February 10<sup>th</sup> at 11:59 pm without penalty. If you must hand it in late due to personal reasons without documentation, the Faculty will allow you one

## **NAVIGATING THE ACADEMIC CONSIDERATIONS & ACCOMMODATIONS PROCESS IN THE FACE OF ADVERSE CIRCUMSTANCES, INCLUDING SOCIAL INJUSTICE**

### **If you are experiencing extenuating circumstances that affect your ability to complete your schoolwork**

Extenuating circumstances may impact your ability to meet deadlines in this class, including those that may arise from instances of social injustice, as well as sudden physical or mental illness, serious injury or required treatment, bereavement, traumatic event, or participation in significant event such as varsity championship). Please know that:

1) You can request an extension for up to 3 days *without supporting documentation* once per semester. To do so: a. Complete the Request for Academic Consideration form online at :

<https://www.queensu.ca/artsci/undergrad-students/academic-consideration-for-students>

This extension would be applicable only to the midterm exam and the final exam.

2) If an event happens a second time and you do not have supporting documentation available, you can connect with the Associate Dean's office to sign a formal "attestation document" as a form of supporting document. a. To do so, click on "Submit Request" at the link above.

b. In "Step One", select "No, I do not have supporting documentation". Then, select "Learn how to fill out a Formal Attestation form". After answering a question about enrollment, you will be able to download the form.

c. Please note that the details of these requests are not shared with your instructors. Instructors only receive notice that academic consideration adjustments are appropriate, and they will receive suggestions for how they might be able to help support you. Because your personal circumstances are not shared, it might feel like your instructor doesn't care about your situation. Please know that this is not the case—they are not aware of what is happening, and this is done to protect your privacy. (You can still choose to share with them if you'd like, but you don't have to and it is not the expectation that you would.)

3) If you require more than a 3-day extension, you should fill in a Request for Academic Consideration at the link above, using the paperwork for "longer than 3 days".

In all these cases, you should submit Requests and/or documentation as soon as possible. Three-day extension requests should be entered before the due date of the mid-term or final; long-term extension requests should be entered before the course ends.

More details about Academic Consideration requests (for extenuating circumstances) can be found at <https://www.queensu.ca/artsci/undergrad-students/academic-consideration-for-students>.

### **If you are seeking accommodations for a disability**

Navigating the accommodations process can be made more difficult by the experience of social injustice. To alleviate any confusion about the process of obtaining accommodations for disabilities, here is information about the steps to take to connect with Queen's Student Accommodations Services (QSAS). Follow these steps if you have a confirmed and documented disability.

1) If you have never registered with QSAS before:

**If you are experiencing extenuating circumstances that affect your ability to complete your schoolwork**

Student Wellness Services provides a range of programs that could be helpful, including emergency help, after-hours supports, and same-day clinic appointments, among many other services. Visit <https://www.queensu.ca/studentwellness/home> to see a few options of places to get help.

*For support and problem solving of personal and academic concerns:* Counselling Services: <https://www.queensu.ca/studentwellness/counselling-services>

*For peer support:* AMS Peer Support Centre: <http://amspeersupport.com/>

*For health services (including services related to immunizations, IUDs, HPV infection, depression and suicide risk, transgender care, etc.):* Health Services:

<https://www.queensu.ca/studentwellness/health-services>

*For mental health services (including help with stress, anxiety, low mood, depression, etc.):*

Mental Health Services: <https://www.queensu.ca/studentwellness/mental-health>

*For counselling support for Black and Racialized students:* Request counselling/set up appointment by emailing [counselling.services@queensu.ca](mailto:counselling.services@queensu.ca)

*For services and supports for Indigenous students:* Four Directions:

<https://www.queensu.ca/fourdirections/home>

*For services and supports for international students:* Queen's International Centre:

<https://quic.queensu.ca/>

## **Academic Integrity**

## **Turnitin Statement**

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments to through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment.

A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service, which governs users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's University Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see Turnitin's Privacy Policy:

Turnitin may provide other services that are not connected to the purpose for which Queen's University has engaged Turnitin. Your independent use of Turnitin's other services is subject solely to Turnitin's Terms of Service and Privacy Policy, and Queen's University has no liability for any independent interaction you choose to have with Turnitin.

## **Web Browsers**

onQ performs best when using the most recent version of the web browsers, Chrome or Firefox. Safari and Edge are strongly discouraged as these web browsers are known to cause issues with onQ.

## **SUGGESTED TIME COMMITMENT**

Students can expect to spend approximately 10 hours a week (114 hours per term) in study, listening, and attending lectures for PSYC 353.

## **Course Schedule**

### **January 11**

Course Introduction and Discussion of Syllabus and Plagiarism.

### **January 13**

Karmiloff-Smith, A. (1998). Development itself is the key to understanding developmental disorders. *Trends in Cognitive Sciences*, 2, 389-398. doi:10.1016/S1364-6613(98)01230-3

### **January 18**

Insel, T. R., & Cuthbert, B. N. (2009). Endophenotypes: Bridging genomic complexity and disorder heterogeneity. *Biological Psychiatry*, 66, 988-989. doi:10.1016/j.biopsych.2009.10.008

### **January 20**

Discussion of midterm exam

D'Souza, H., & Karmiloff-Smith, A. (2017). Neurodevelopmental disorders. *WIREs Cognitive Science*, 8:e1398. DOI:10.1002/wcs.1398

**January 25**

Burack, J. A., Iarocci, G., Bowler, D., & Mottron, L. (2002). Benefits and pitfalls in the merging of disciplines: The example of developmental psychopathology and the study of persons with autism. *Development and Psychopathology, 14*, 225-237. doi:10.1017/S095457940200202X

**January 27**

Norbury, C. F., & Sparks, A. (2013). Difference or disorder? Cultural issues in understanding neurodevelopmental disorders. *Developmental Psychology, 49*, 45

## **Reading Week-Have a wonderful break everyone!!!!**

### **March 1**

Going over Article Review Assignment on SLI

### **March 3**

Martens, M. A., Wilson, S. J., & Reutens, D. C. (2008). Research review: Williams syndrome: A critical review of the cognitive behavioral, and neuroanatomical phenotype. *Journal of Child Psychology and Psychiatry, 49*, 576-608. doi:10.1111/j.1469-7610.2008.01887.x

### **March 4<sup>th</sup>** -article review assignment #2 on Dyslexia due at 11:59 pm

Thompson, P. A., Hulme, C., Nash, H. M., Gooch, D., Hayiou-Thomas, E., & Snowling, M. J. (2015). Developmental dyslexia: Predicting individual risk. *Journal of Child Psychology and Psychiatry, 56*, 976-987. DOI:10.1111/jcpp.12412.

### **March 8**

Van Den Heuvel, E., Manders, E., Swillen, A., & Zink, I. (2016). Developmental trajectories of structural and pragmatic language skills in school-aged children with Williams syndrome. *Journal of Intellectual Disability Research, 60*, 903-919. DOI:10.1111/jir.12329

### **March 10**

Klein-Tasman, B. P., Li-Barber, K. T., & Magargee, E. T. (2011). Honing in on the social phenotype in Williams syndrome using multiple measures and multiple raters. *Journal of Autism and Developmental Disorders, 41*, 341-351. DOI: 10.1007/s10803-010-1060-5

### **March 14<sup>th</sup>** - article review assignment #3 on Williams Syndrome due at 11:59 pm

Riby, D. M., Hanley, M., Kirk, H., Clark, F., Little, K., Fleck, R., ...& Rodgers, J. (2014). The interplay between anxiety and social functioning in Williams Syndrome. *Journal of Autism and Developmental Disorders, 44*, 1220-1229. DOI:10.1007/s10803-013-1984-7

### **March 15**

Discussion of Final Exam

### **March 17**

Fidler, D. J., & Danhauer, L. A. (2011). Down Syndrome: General overview. In P. Howlin, T. Charman, & M. Ghaziuddin (Eds.) *Sage handbook of developmental disorders*. (pp. 9-28). Thousand Oaks, CA: Sage Press.

### **March 22**

Naess, K-A. B., Nygaard, E., Ostad, J., Dolva, A-S., & Lyster, S-A. H. (2017). The profile of social functioning in children with Down syndrome. *Disability and Rehabilitation, 39*, 1320-1331. <https://doi.org/10.1080/09638288.2016.1194901>



**March 24**

Nigg