





## **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, and would be for beyond the three day extension you already can have without documentation.

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

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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 re-counselling Seir B

## **Academic Integrity**

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**Week 4- How to Read and Critique an Article, SLI**

Guerts, H. M., & Embrechts, M. (2008). Language profiles in ASD, SLI, and ADHD. *Journal of Autism and Developmental Disorders*, 38, 1931-1943. DOI: 10.1007/s10803-008-0587-1  
(this article is the one we will critique but you will also be responsible for it on the final exam)

Leonard, L. B. (2014). Specific language impairment across languages. *Child Development Perspectives*, 8, 1-5. DOI:10.1111/cdep.12053

**Midterm Exam Due Friday, February 5<sup>th</sup> at 11:59 pm**

**Week 5-SLI (cont.)**

Weismer, S. E. (2007). Typical talkers, late talkers, and children with Specific Language Impairment: A language endowment spectrum? In R. Paul (Ed.) *Language disorders from a developmental perspective*. (pp. 83-101). Mahwah, NJ: Lawrence Erlbaum.

## **Week 7-Williams Syndrome**

Martens, M. A., Wilson, S. J., & Reutens, D. C. (2008). Resea



## **Week 11-Attention-Deficit/Hyperactivity Disorder**

Toplak, M. E., Bucciarelli, S. M., Jain, U., Tannock, R. (2009). Executive functions: Performance-based measures and the Behavior Rating Inventory of Executive Function (BRIEF) in adolescents with Attention Deficit/Hyperactivity Disorder (ADHD). *Child Neuropsychology*, 15, 53-72.  
doi:10.1080/09297040802070929

Staikov