

Liberal Arts & Professional Studies  
Languages and Linguistics

**Course:** AS/LLS 1000 6.0 **Language and Learning Seminar (LLS)**

**Course Webpage:** Moodle - <http://www.yorku.ca/moodle/>

**Term:** Fall/Winter

**Course Instructors:**

Maureen Barnes, BA, B.Ed., MA (Course Director)  
W128 Bennett Centre for Student Services  
416-736-2100 X66011  
[maureen@yorku.ca](mailto:maureen@yorku.ca)

Office Hours: Monday – Thursday 1:00 – 1:30pm  
Other Times by Appointment

Jayne Greene-Black, BA, B.Ed., MA (Course Instructor)  
W128 Bennett Centre for Student Services  
416-736-2100 x77194  
[jayne@yorku.ca](mailto:jayne@yorku.ca)

Katherine Coady (Course Instructor)  
W128 Bennett Centre for Student Services  
416-736-2100 x20145  
[katcoady@yorku.ca](mailto:katcoady@yorku.ca)

**Course Assistants:**

Nour Ghoneim [nourghoneim@live.ca](mailto:nourghoneim@live.ca)

**Time and Locations:**

**Tuesday - 11:30AM – 2:30PM - South Ross Building 174 ( R S174)**

**Course Objectives**

The course is intended primarily to assist students with disabilities in their transition to university studies at York. There are 3 main content modules.

Students are provided with a theoretical overview of the etiology of a variety of disabilities including but not limited to Learning Disabilities (LDs), Attention Deficit Hyper Activity Disorder

(ADHD), Autism Spectrum Disorders (ASDs), Mental Health Disabilities (Depression, Anxiety, Schizophrenia), and Sensory Disabilities (students who are deaf, deafened, hard of hearing).

We will explore their common academic and social manifestations. Current support models as well as models of disability are reviewed.

The course also explores Stress and Stress Management Theories. We explore the stressors encountered in daily living. Various etiological theories will be proposed for stress, followed by a critical analysis of different therapeutic models. Students will learn concepts around Mindful approaches to dealing with stress as well as gaining an understanding of Cognitive Behavioral Therapy.

Another module focuses on a detailed examination of career development theories and the potential impact of disabilities on an individual's career path. We hope that exploring these issues will benefit students as they progress through university and beyond.

### **Course Format – Use of Web/On-Line Teaching and Learning Tools – Access to University Campus Resources**

Weekly on-line assignments are a fundamental component of the course. The purpose of the on-line sections of the course are to familiarize students with the emerging practice of instructors asking students to post assignments, look up course materials, and do course evaluations on-line. The platform that will be used to support this section of the course is Moodle.

As a part of familiarizing themselves with the process of being a 1<sup>st</sup> year student, students in this course will be expected to attend workshops offered by Learning Skills Services and the Career Centre as part of their participation grade.

At the university level, typically, students are expected to be devoting 2-3 hours of study time for every hour of classroom time. This means within the context of LLS, students should be expecting to spend 6-9 hours outside of class working on various components of the course. How these 6-9 hours breaks down will vary on a week-to-week basis. For example, the first week of classes, students can expect to attend class and then spend 2-3 hour researching which workshops they will be attending for the Learning Skills workshops.

### **Course Structure**

**Direct Classroom Instruction** - 3 hours a week from 11:40 – 2:15pm

**On-line Discussions and Posting of Pre/Post Class Assignments** - 1-2 hours a week

**Independent Reading for On-line Discussions** - 2 hours a week

**Independent Work on Major Assignment (reading, writing research)** – 2 hours a week

**Attendance at Learning Skills Workshop** - total of 2 workshops

### **Course Text/Readings**

There is one required text for the course. You can buy a hard copy or a digital copy. The link to the digital copy is below. Hard copies were ordered into the bookstore.

Ellis, D., Toft, D., and Dawson, D. (2012). *Becoming a Master Student*. 5<sup>th</sup> Edition. Toronto: Nelson.

<http://www.coursesmart.com/becoming-a-master-student-6th-edition/ellis-toft-dawson/dp/9780176558659>

There is one **recommended** text for this course – it will be on reserve in the library, **you do not HAVE to buy it**, it contains information to reinforce the lectures and your learning)

The **recommended** text is:

Lerner, J. and Johns, B. (2012). *Learning Disabilities and Related Mild Disabilities*. 12th edition. Boston: Houghton Mifflin.

[http://www.coursesmart.com/IR/3492220/9781111302726?\\_hdv=6.8](http://www.coursesmart.com/IR/3492220/9781111302726?_hdv=6.8)

## **Evaluation Breakdown**

### **First Term:**

		<b><u>Date</u></b>
Journal	5%	October 10 <sup>th</sup>
Grade/Feedback Received		Nov 7 <sup>th</sup>
Test in November on Moodle	15%	December 11 <sup>th</sup> (test opens)
Grade/Feedback Received		2 <sup>nd</sup> week in January
10 On-line PreClass Quizzes	10%	Due each week Tuesday at 2:00pm
<b><u>TOTAL FOR 1<sup>st</sup> Term</u></b>	<b><u>30%</u></b>	

### **Second Term:**

Mindfulness assignments (to be done weekly in February)	10%	February 6 <sup>th</sup> start
Oral Presentation	10%	TBA - March
Essay – Various Topics	20%	1 <sup>st</sup> week of March
Grade/Feedback Received		1 <sup>st</sup> week of April
Jayne's Career Section	10%	

Jayne's section is comprised of 2 weekly reflections worth 5% EACH

Weekly Reflection	5%	March 6 <sup>th</sup>
Weekly Reflection	5%	March 27 <sup>th</sup>

**Total for 2<sup>nd</sup> Term** **50%**

<b><u>Both Terms:</u></b>	Participation	8%
	Meeting in office hours	2%
	Attendance at 2 LSP Workshops	<u>10 % ( 5 % each – 2 total)</u>
		20 %

### **Grading, Assignment Submission, Late Penalties and Missed Tests**

Grading will follow the Common Grading Scheme for Undergraduate Faculties at York. See the table below for letter grades and their numerical equivalents.

Letter Grade	Point Value	%	Definition
A+	9	90+	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very good
B	6	70- 74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly competent
D+	3	55-59	Passing
D	2	50-54	Barely passing
E	1	40-49	Marginally failing
F	0	0-39	Failing

### **Extensions for Assignments**

A firm adherence to set due dates is in the best interest of students so that they do not fall behind with their work. However, to ensure that there is some flexibility which can serve to accommodate different students' needs, **each student will have up to 7 days worth of extensions for all assignments.**

If students wishes to use the extension for a particular assignment, they are required to **NOTIFY** the instructor for whom the assignment is due **IN WRITING 2 WEEKS PRIOR TO THE SET DUE DATE** and will need to let the TA know how many days they will be using.

*Students will not be granted an extension if they have not notified the instructor in writing by the date specified above.*

Extensions which are asked for later than 2 weeks prior to the due date will be granted in cases of *properly documented* health and personal emergencies, which should be brought to the instructor's attention as soon as possible. In the absence of an extension, all late work will be penalized by ½ a letter grade a week (for example, A+ will become A, B will become C+,

etc.).

### **Important Course Information for Students**

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards webpage (see reports, Initiatives, Documents) – [http://www.yorku.ca/secretariat/senate\\_cte\\_main\\_pages/ccas.htm](http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm)

- York's Academic Honesty Policy and procedures /Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

### **Special Accommodations**

The evaluation system in LLS1000 is designed to be equitable to students with a variety of special needs. Nevertheless, students are invited to discuss individual concerns about specific assignments with the instructor to whom that assignment is due or the Course Coordinator, Maureen Haig ([maureen@yorku.ca](mailto:maureen@yorku.ca)).

### **Meeting in Office Hours – 2%**

The purpose of this grade is simply to get to know you. At this meeting, we can talk about your progress in the course, discuss the nature of your disability and how it impacts you or for you to come with one question about the course and the course material. The idea is that you will have to talk to your instructors at some point in their office hours and it can be intimidating. This is an opportunity for you to practice.

## **Learning Skills Services Workshops – 10% of Final – 15 marks each – Attend 2**

Learning Skills Workshops are offered to ALL York university students. Their aim is to provide learning skills supports to students in the areas of reading, writing, note taking and studying for tests and exams.

LLS students will choose which workshops are most relevant to them and their own learning needs. Students will be expected to choose, sign up for and then reflect, through the submission of an on-line assignment, how they can use material presented in these workshops to better develop their own learning skills.

Each workshop that a student attends will be graded out of 15 marks

- 5 marks will be allocated to the booking, attending, and obtaining the signature of the workshop leader on a Passport to Success booklet
- 10 marks will be allocated to the reflection on the workshop – of these 10 marks there will be the following breakdown:
  - 2 marks for grammar and spelling
  - 4 marks for a summary of the concepts taught
  - 4 marks for a reflection on how the student can apply what was taught to their own learning and/or how they felt the material was relevant to them or not relevant to them

Students will be expected to attend 2 workshops a semester. Students will not receive marks for any additional workshops attended. For example, if a student tried to attend 4 workshops in March and 4 in April, only 2 of each would be counted. The reasoning behind this is that students should be attending these workshops proactively to support their learning throughout the academic year. Students should not be attending 4 workshops in the final month of the course in order to obtain the grade. Exceptions might be in the case of well documented health issues which might result in the student missing school. Other extenuating circumstances might provide a reason for an exception – but these situations need to be address directly with the course director.

More information about specific workshops can be found on the Learning Skills page at:

<http://www.yorku.ca/careers/services/workshops.htm>

**Please NOTE: Other workshops that are offered through Student Counselling & Development, Student Accessibility Services or other units on campus WILL NOT count towards this part of the grade. The purpose of this component of the course is to develop academic learning skills.**

## Journal Assignment

The goal of the assignment is to improve your reading comprehension, summarization skills and highlighting skills. You will be provided with a journal that you will read, highlight, summarize and critically reflect upon in writing.

Each journal will be marked out of 50 and a marking scheme is detailed below. There are several purposes of the journal assignment:

- To encourage you to use your reading and writing skills on a regular basis throughout the course
- To expose you to a broad spectrum of types of reading texts/materials
- To have you reflect upon the course's main concepts
- To develop your reading skills
- To provide a forum for practicing reading strategies
- To assist you with developing your summarization skills
- To assist you with developing your ability to reflect critically on text based materials

The journal is to be no more than 1200 words in length (6 pages double spaced). It should include three crucial components: a summary of the two articles including a comparison and contrast of the two, a critical reflection, and a statement as to how the reading fits in within the course as a whole. The summary and the critical reflection should be approximately equal in length (i.e., 1000 words of your journal should not be a summary and 100 words be your critical reflection). Your statement should be about a full page (250-500 words).

Journal Marking Breakdown /50	Mark
Summary/Comparison and Contrast <ul style="list-style-type: none"><li>• concise and touched 2-3 major points covered by the readings</li><li>• notes points of similarity between the articles</li><li>• notes points of contrast and commented on why there was contrast</li><li>• student used their own words as opposed to those of the article</li><li>• easy to read, student used logical connections between sentences and paragraphs</li><li>• demonstrated understanding of the text</li></ul>	/15
Reflection <ul style="list-style-type: none"><li>• explained reaction to the reading and provided an example to support</li><li>• raised questions the text might not have addressed or addressed poorly</li><li>• explained how aspects of the article were personally relevant or not with support</li></ul>	/15
Statement included as to how piece fits into the overall scheme of the course	/5
Grammar and Spelling <ul style="list-style-type: none"><li>• there were no spelling errors</li><li>• there were no grammar errors</li><li>• page was formatted appropriately – 12 pt font, Arial or Times New Roman</li><li>• pages were double spaces</li><li>• work was cited as appropriate</li><li>• there was a cover page or MLA style was followed</li><li>• there was a bibliography/works cited</li><li>• <b>students have submitted a copy of their journal through Moodle as well as in hard copy</b></li></ul>	/15

The journal will be made available to you on-line and in class. Journals that are submitted after the stated deadline will be counted as late.

### **On-Line Component of the course**

The on-line component will vary in order to give you a broad sense of how the on-line environment can support your learning. Some weeks you will be asked to read something that has been posted on line and to reflect individually. Some weeks, you will be asked to watch a video and then engage in a discussion with your classmates.

### **Participation**

Participation is a very large component of this course. It will be evaluated on a series of factors after each session. Attendance as well as contribution to classroom discussion are both considered.

Students' grades will be available to them regularly throughout the course on Moodle so they can gauge their progress and see where improvement can be made.

### **Stress and Time Management Module (Winter Term Lectures - Part 1):**

Maureen Barnes  
W128 BSCC  
Email: [Maureen@yorku.ca](mailto:Maureen@yorku.ca)

The stress management component of LLS1000 balances a theoretical consideration of stress management with a practically focused, hands-on approach designed to develop students' abilities to manage stress in the context of university life. We will discuss various definitions and theories of stress, sources and symptoms of stress, and healthy ways of managing stress. Students will be expected to attend lecture, participate in discussion, and complete various weekly readings.

As a part of the stress management component, students will also be taught about concepts of mindfulness. Students will explore how mindfulness can be used to bring awareness to different states, such as being stressed, and how awareness can lead to proactive strategies.

## **Career Development Module (Winter Term Part 2):**

Jayne Greene-Black  
Room W128 BCSS  
email: [jayne@yorku.ca](mailto:jayne@yorku.ca)  
736-2100 ex 77194 (voice mail)

The objectives for this module in the course are to:

- a. examine career development as a process
- b. explore the impact of learning disabilities (LDs) on career development
- c. explore factors that lead to the career success of persons with LDs
- d. look at human rights legislation: rights and responsibilities
- e. delineate work accommodations that assist with career success
- f. discuss the impact of disclosing LDs on the job
- g. develop reflective skills that assist in developing effective career goals.

Students will be expected to participate in the learning process by contributing their ideas during class times. Knowledge will evolve through group discussions as well as through the information delivered in lecture and internet format. A specific listing of the weekly topics, readings, and assignments will be announced in class during the first period of this module.

### **Evaluation:**

Weekly readings will be assigned and will be utilized to produce the two journals. The final mark for the Career module will be based on a combination of the journal assignments and class participation. The Career module will be worth 10% of the final LLS1000 course grade. The mark will be made up of 2 reflective journal assignments worth 5% each.

**NOTE:** In preparation for the Career module, students will be given the Strong Interest Inventory (SII) in lab in early November.

### **Career Module Readings:**

A detailed schedule of readings for the Career Module will be handed out during the first lecture of the career module. Students are required to do weekly readings for the Career Module. Readings can be found in the course kit.

## LLS 1000 6.0 – WORKING/SUGGESTED Topic and Reading List

Lecture:        Tuesdays        11:30 – 2:30

Date	Class Format	Topic	READINGS/ASSIGNMENTS
<b>Week 1</b>			
<b>SEPT 11th</b>	Lecture	Introduction to Course and Expectations Introduction to Lab - accounts Moodle	
	On-Line	<b>Introduction – Making Transitions</b>	Introduction in Ellis On-line quiz #1 Due Friday at 12pm
<b>Week 2</b>			
<b>SEPT 18<sup>th</sup></b>	Lecture	Models of Disability – Social vs Medical	Chapter 1 - Lerner
	Skills	Time Management	
	On-Line	First Steps	Chapter 1 - Ellis
<b>Week 3</b>			
<b>SEPT 25<sup>th</sup></b>	Lecture	Assessment and the IEP Process	Chapter 1 - Lerner
	Skills	Active Reading – Reading Foundations	
	On-Line	Time	Chapter 2 - Ellis
<b>Week 4</b>			
<b>Oct 9<sup>th</sup></b>	Lecture	Definition of Learning Disabilities	Lerner – Chapter 2
	Skills	Active Reading Strategies – Part 1	
	On-Line	Memory	October 9 <sup>th</sup> JOURNAL DUE (Friday 11:49 PM)  Chapter 3 - Ellis
<b>Week 5</b>			

<b>OCT 2<sup>nd</sup></b>	Lecture	ADHD and Related Disorders	Lerner Chpt 7
	Skills	Active Reading Strategies Part 2	
	On-Line	Reading	<b>Chapter 4 - Ellis</b>
<b>Week 6</b>			
<b>OCT 9<sup>th</sup></b>	Lecture	ADHD Continued	
	Skills	Product vs Process Writing	
	On-Line	Notes	<b>Chapter 5 - Ellis</b>
<b>Week 7</b>			
<b>OCT 16<sup>th</sup></b>	Lecture	Autism Spectrum Disorders	
	Skills	Marking Schemes	
	On-Line	Test Taking	<b>Chapter 6 - Ellis</b>
<b>Week 8</b>			
<b>Oct 23<sup>rd</sup></b>	Lecture	Depression – Guest Lecturer – Sean Coleman	
	On-Line	Thinking	<b>Chapter 7 - Ellis Journal – Feedback</b>
<b>Week 10</b>			
Oct 30 <sup>th</sup>	Lecture	Anxiety and Anxiety Disorders – Guest Lecturer – Sean Coleman	
	On-Line	Communicating	<b>Chapter 8 - Ellis</b>
<b>Week 11</b>			
<b>NOV 6<sup>th</sup></b>	Lecture	Hearing Loss and Impairment – Guest Lecturers	
	On-Line	Diversity	<b>Chapter 9 - Ellis</b>
		Strong Inventory Test	
<b>Week 12</b>			
<b>NOV 13<sup>th</sup></b>	Lecture	Head Injury and Concussions	
	<b>On-Line</b>	<b>Health</b>	<b>Chapter 11 - Ellis</b>

<b>Week 13</b>			
<b>Nov 20<sup>th</sup></b>	Lecture	Role of Family Social and Emotional Impacts	Lerner Chpt 4
		<b>Inspiration and Memory Aid for Test</b>	
<b>Nov 27<sup>th</sup></b>	Lecture	Open Topic	
<b>Dec 3<sup>rd</sup></b>		Review for Exam	
<b>EXAM PERIOD</b>		<b>Accommodation Assignment – Times to Be Booked</b>	