

**NROC61: Learning & Motivation**  
 University of Toronto Scarborough  
 Summer Term, 2018

**INSTRUCTOR INFORMATION**

Dr. Marie Gadziola (“gad-zee-oh-la”)  
 Office Location: PO103, Room 122  
 Office Hours: Wednesdays 2-4PM  
 Email: [NROC61.gadziola@gmail.com](mailto:NROC61.gadziola@gmail.com)

**LECTURE INFORMATION**

Time: Wed 11:00AM-1:00PM  
 Location: SW319

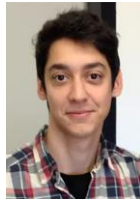
**TUTORIAL INFORMATION**

Section	Day/Time	Location	TA	TA email
TUT 01	Thur 09:00-10:00	BV 355	Bilgehan Cavdaroglu	<a href="mailto:NROC61.gadziola+T1@gmail.com">NROC61.gadziola+T1@gmail.com</a>
TUT 02	Thur 10:00-11:00	BV 355	Caspian Sawczak	<a href="mailto:NROC61.gadziola+T2@gmail.com">NROC61.gadziola+T2@gmail.com</a>
TUT 03	Thur 11:00-12:00	BV 355	David Nguyen	<a href="mailto:NROC61.gadziola+T3@gmail.com">NROC61.gadziola+T3@gmail.com</a>
TUT 04	Thur 12:00-13:00	BV 355	Laurie Hamel	<a href="mailto:NROC61.gadziola+T4@gmail.com">NROC61.gadziola+T4@gmail.com</a>

**I. Your Course Team**



**Dr. Gadziola** is a Lecturer in the Department of Psychology. She received her PhD in Neuroscience from Kent State University, followed by postdoctoral research at Case Western Reserve University. Her research and teaching interests are in sensory systems, neuromodulation, and cellular mechanisms of information processing in the CNS.



**Bilgehan** is a PhD candidate in Psychology working in the Ito Lab. He has a BSc and MA in psychology from Koc University in Istanbul where he studied temporal and numerical decision making in humans and mice. His current research focuses on decision making under approach avoidance conflict using novel operant paradigms.



**Caspian** is a PhD candidate in Psychology co-supervised by Drs. Morris Moscovitch and Mary Pat McAndrews. His research interests are in recollection of episodic memories and mental imagery, and how these contribute to decision-making.



**David** is a PhD candidate in Psychology co-supervised by Drs Rutsuko Ito and Suzanne Erb. He received his BA in Psychology at Oakland University. His current research investigates dopaminergic circuits and their contributions to incentive motivation processes.



**Laurie** is a PhD candidate in Psychology working in the Ito Lab. She has a BSc from Concordia University, where she specialized in Behavioural Neuroscience. Her research focuses on limbic-striatal circuits involved in motivation and decision-making.

## II. Course description, pre-requisites and learning outcomes

**Course description:** This course explores learning and motivation from a physiological, pharmacological and behavioral perspective, introducing the principal methods and logical inferences used in experiments that use laboratory animals. As such, the course offers an in-depth exploration of the field of behavioural neuroscience. Topics covered under *learning* include: different types of associative learning and their neural bases with an emphasis on the idea that the mammalian brain is organized into multiple learning and memory systems. Topics covered under the category of *motivation* include the neural basis of eating, drinking and sleep and the neural correlates of reward and emotion.

**Pre-requisites:** NROB60.

**Learning outcomes:** *By the end of this course, a successful learner will be able to:*

1. Describe the core principles of learning and motivation from a physiological, pharmacological and behavioral perspective.
2. Characterize the main features of several different methodologies and explain why they are used in behavioural neuroscience research.
3. Demonstrate the foundational skills necessary for understanding, interpreting, and effectively communicating about primary scientific literature.
4. Work cooperatively in small groups, providing and receiving constructive peer feedback.
5. Demonstrate the ability to set goals, organize and use time effectively.
6. Uphold academic integrity in their work, monitor their own progress, and self-assess their performance.

## III. Course Textbook and Readings

You are responsible for reading all lecture notes and any assigned readings (textbook chapters, primary research articles). A copy of the textbook is also available in the Library's Course Reserves.

### **Required Textbook:**

1. Powell, Honey, & Symbaluk (5<sup>th</sup> ed.). *Introduction to Learning and Behavior*. Boston, MA: Cengage Learning.

We will be relying heavily on chapters 3-7 of this textbook for the first half of the course. This text has an abundance of quick quizzes, study questions, and chapter tests available that will help you test your understanding along the way.

### **Recommended Supplemental Textbooks:**

For the second half of the course, I will be drawing on material from multiple sources and primary literature. If you are looking for a textbook to supplement content found within my lecture notes, I would recommend associated chapters found within:

1. Purves D, Augustine GJ, Fitzpatrick D, Hall WC, LaMantia AS, & White LE (Eds.). (2012). *Neuroscience* (5<sup>th</sup> ed.). Sunderland, MA: Sinauer Associates, Inc.
2. Bear, Connors, & Paradiso. *Neuroscience: Exploring the Brain* (4<sup>th</sup> ed.). Wolters Kluwer.

**IV. Tentative Lecture Schedule**

This outline may be subject to minor revisions with advance notice from the Instructor.

<b>WEEK</b>	<b>DATE</b>	<b>LECTURE TOPIC</b>	<b>ASSIGNED READINGS</b>
<b>1</b>	<b>May 9</b>	Course Introduction	Chapter 3 (Powell)
<b>2</b>	<b>May 16</b>	Classical Conditioning	Chapter 4 (Powell)
<b>3</b>	<b>May 23</b>	Underlying Processes & Mechanisms Involved in Classical Conditioning	Chapter 5 (Powell)
<b>4</b>	<b>May 30</b>	Instrumental Conditioning	Chapters 6 & 7 (Powell)
<b>5</b>	<b>June 6</b>	Learning & Memory Systems	<i>Renteria et al (2018)</i>
<b>6</b>	<b>June 13</b>	<b>MIDTERM EXAM – In-class (1hr 45min)</b>	
	<b>June 20</b>	<i>Reading Week – no class!</i>	
<b>7</b>	<b>June 27</b>	Central Reward Systems	TBD
<b>8</b>	<b>July 4</b>	Hypothalamus & Motivation 1	TBD
<b>9</b>	<b>July 11</b>	Hypothalamus & Motivation 2	TBD
<b>10</b>	<b>July 18</b>	Limbic System and Emotions	TBD
<b>11</b>	<b>July 25</b>	Stress and Arousal	TBD
<b>12</b>	<b>Aug 1</b>	Biological Clocks: sleep and wakefulness	TBD
<b>TBD</b>		<b>FINAL EXAM*</b>	

*\*The final exam will be scheduled by the Registrar during the exam period.*

**V. Tentative Tutorial Schedule**

This outline may be subject to minor revisions with advance notice from the Instructor.

<b>WEEK</b>	<b>DATE</b>	<b>TUTORIAL TOPIC</b>	<b>IMPORTANT TASK</b>	<b>EVALUATION</b>
<b>1</b>	<b>May 10</b>	Introductions, Academic Integrity	Form Groups	Quiz 1 ( <i>In-tutorial</i> )
<b>2</b>	<b>May 17</b>	Effective Article Searches	Finalize Groups <i>Assign Demo Sections</i>	Quiz 2 ( <i>In-tutorial</i> )
<b>3</b>	<b>May 24</b>	Understanding Empirical Articles	<i>Assign Group Articles</i>	Quiz 3 ( <i>In-tutorial</i> )
<b>4</b>	<b>May 31</b>	Working Cooperatively in Groups	Work on Group Contract & Action Plan	Group Contract Due: <b>Sunday 5PM, June 3<sup>rd</sup></b>
<b>5</b>	<b>June 7</b>	Presentation Design & Demo	Work on Presentation AE Worksheets	AE worksheets ( <i>due at end of tutorial</i> )
<b>6</b>	<b>June 14</b>	Referencing and Paraphrasing		Quiz 4 ( <i>In-tutorial</i> ) & Group Outline Due: <b>Sunday 5PM, June 17<sup>th</sup></b>
	<b>June 21</b>	<i>Reading Week – no tutorial!</i>		
<b>7</b>	<b>June 28</b>	Journal Club – Student Presentations		Quiz 5 ( <i>In-tutorial</i> ) <i>*Peer Evals due Friday 5PM</i>
<b>8</b>	<b>July 5</b>	Journal Club – Student Presentations		Quiz 6 ( <i>In-tutorial</i> ) <i>*Peer Evals due Friday 5PM</i>
<b>9</b>	<b>July 12</b>	Journal Club – Student Presentations		Quiz 7 ( <i>In-tutorial</i> ) <i>*Peer Evals due Friday 5PM</i>
<b>10</b>	<b>July 19</b>	Journal Club – Student Presentations		Quiz 8 ( <i>In-tutorial</i> ) <i>*Peer Evals due Friday 5PM</i>
<b>11</b>	<b>July 26</b>	Reflection and Integration of Feedback	Review Evaluations	Group Reflection & Improvement Plan Due: <b>Friday 5PM, July 30<sup>th</sup></b>
<b>12</b>	<b>Aug 2</b>	Article Review Session		

*\*Each group will be assigned by their TA to complete a peer evaluation on 2 of the 4 Journal club weeks*

## VI. Course Website – Blackboard

Blackboard will house important course-related announcements (cancellations of class, etc), lecture slides, discussion boards, grades on term work, and more. *I expect that you will check it regularly throughout the term.* I recommend that you check whether your Blackboard notification settings allow unread discussion board messages to be displayed.

## VII. Course requirements and grading

This course will offer you multiple opportunities for assessment and feedback, at both the individual level and as a part of a collaborative small group. These learning opportunities may appear to result in a trade-off in terms of a heavier workload. My goal is to maximize your capacity for learning, while keeping the assessments manageable for you. The structure of the course assessments has been developed in such a way as to scaffold assignments, by breaking down larger assignments into a number of smaller, low-risk assessments and by requiring regular progress checks (i.e. group contract, worksheets, presentation outlines) to help you manage your time/resources and provide a chance for corrective feedback to encourage more successful outcomes. Course evaluations have been broken down into 3 categories:

### 1. Lecture & Assigned Readings Assessments

#### a) **Midterm Exam (25%)**

The midterm exam will take place **in-class on Wednesday June 13<sup>th</sup>**, and will include all lecture content covered in ***weeks 1-5***, as well as any assigned readings.

Success on the midterm will require you to develop a clear understanding of both the lecture content and assigned readings. Rote memorization of lectures and readings will not guarantee you a high mark; rather, I expect you to not only learn key concepts, but also why each is relevant and how you could apply your knowledge.

The midterm exam will consist of both multiple-choice (MC) questions and short-answer (SA) questions. MC questions may come in various formats, including (but not limited to) questions with diagrams and “all of the above” or “none of the above” options. MC questions will be drawn from lecture, chapter readings, and empirical papers. SA questions may require a one or several sentence response based on the question complexity, and may also require the creation or analysis of a visual (e.g., diagram), or for you to solve a mathematical equation. SA questions will be drawn from lecture, chapter readings and empirical papers. SA questions will be weighted based on relative difficulty, as opposed to how many things you need to say (i.e., we will not employ a system of three points requiring three “things” to say).

Acceptable calculators are permitted on midterm exams. Guidelines will be provided for what is considered an “acceptable calculator”.

#### b) **Final Exam (30%)**

The final exam will be scheduled by the Registrar during the final exam period. The final exam is **non-cumulative** in the sense that it will only directly test content that was covered during ***weeks 7-12***. However, as some of this material (particularly the assigned articles) may assume an understanding of concepts that were introduced

earlier in the course, you may need to consider revisiting some of the earlier course content. Similar to the midterm, the final exam will consist of both multiple-choice questions and short-answer questions, as described above.

## 2. **Tutorial Collaborative Assessments**

**Attendance in your assigned tutorial section is mandatory.** Tutorials will function as a collaborative learning environment, with weekly group quizzes or assignments to help facilitate active learning and provide you with immediate feedback on your progress.

You will work in **groups of 3 students** to share the workload and support each other. You will work within the same group throughout the semester. Barring exceptional circumstances, all group members will share the same grade on group work.

Students will be allowed to form their own groups. However, at least one group member must be able to bring a laptop (or other device) with access to Blackboard each week. Any students not belonging to a group will be assigned to a group by the TA.

**You are expected to arrive to your assigned tutorial on time.** As part of your professional development, learning outcomes of this course include the ability to work in teams and manage your time effectively. Individuals arriving late to tutorials will receive a **-25% penalty** on any graded group work (quizzes, assignments, presentations) that was required during that tutorial session.

### **a) Group Quizzes (1% each; combined total of 8% of final grade)**

There will be 8 short quizzes throughout the semester that you will work on with your group members to immediately test your understanding of material that was just covered in tutorial. This may include questions related to foundational skill-building exercises and/or your understanding of assigned article readings. These quizzes will become available on Blackboard part way through your tutorial session and must be submitted by the end of the tutorial hour.

### **b) Group Progress Assignments (combined total of 10% of final grade)**

To provide you with opportunities for feedback as you work towards preparing your group article presentation, on certain weeks your group will be asked to submit the following assignments:

- A group contract & action plan (1% final grade)
- Group worksheets (1% final grade)
- Group presentation outline (7% final grade)
- A Group reflection post-presentation (1% final grade)

Additional guidelines and expectations will be made available on Blackboard. Assignments submitted after the deadline, without a valid excuse, will receive a -20% penalty per day.

### **c) Group Journal Article Presentation (15%)**

After reading week, your tutorial sessions will be similar to attending a “journal club”, in which student groups will lead a class presentation that summarizes the key elements of an assigned empirical research article, followed by a short, facilitated class discussion on the article. There will be two groups presenting per tutorial session.

**Groups will be randomly assigned to the article** they must present from the course reading list. Each reading is associated with a particular week of tutorial. If you do not like your assigned article and/or timeslot, the only option to swap is if you find another group willing to switch. Any group article swaps must be finalized and approved by your TA **by Monday, May 28<sup>th</sup>**.

**All students are expected to have read the articles *prior to tutorial* as part of the assigned course readings.** Your understanding of the assigned articles will be tested during a timed group quiz in tutorials, as well as on the exams. It is in your best interest to read these articles prior to the tutorial week that they will be presented so that your group is comfortable completing the quiz at the end in the allotted time.

Although every student is expected to read and understand the key elements of these articles, you may find it helpful to initially work as a group to understand them, and/or share the workload by having different groups members responsible for being the “expert” on a subset of the articles.

Article presentations will be made in PowerPoint (or similar program) and should be **12-mins in length, followed by 3-mins of discussion** related to the article. Your group will be evaluated based on your ability to clearly convey the most important features of the article (i.e., rationale, hypotheses, key methods and results, main take-home conclusions). Following your presentation, you should then be prepared to help facilitate a class discussion in which the audience has a chance to ask any outstanding questions or make comments. Additional guidelines and expectations will be made available on Blackboard.

**d) Group Peer Feedback (1% each; combined total of 2% of final grade)**

Each group will be randomly assigned to complete a standardized peer evaluation form for **two** other group presentations. Completed forms will be submitted via Blackboard and due on **Friday at 5PM** of the same week the presentation occurred.

It is recommended that you print the peer evaluation form ahead of time and take notes during the presentation. After your group’s notes are compiled and final responses agreed upon, only one form should be submitted per group. Although there is no “correct answer”, your group feedback should be constructive, and will be evaluated based on its completeness, and is expected to contain specific examples and suggested strategies for improvement.

*\*Please note: The Course Instructor reserves the right to adjust tutorial-assigned grades at the end of the semester if there are significant differences in grades between the different tutorial sections.*

**3. Individual Assessments (not related to lecture content)**

**a) Pre- and post- course surveys (1% each; combined total of 2% of final grade)**

You will be asked to complete two self-surveys via Blackboard – one at the beginning of the semester and one towards the end. The purpose of these self-assessment surveys is to allow us to understand where your skills are at coming into this class and encourage you to actively reflect on your skill development and learning process across the course. There are no “correct answers”, but you must provide full responses for full marks

Pre-course Survey Due Date: **May 14<sup>th</sup>, 5PM**

Post-course Survey Due Date: **August 7<sup>th</sup>, 5PM**

**b) Individual Skills Assignment (8%)**

The purpose of this assignment is to assess your ability to ***independently*** apply the different skills you have been working on with your group in tutorial sessions. Your group will identify at least 3 topic areas related to your presentation article that requires further research to help your group's understanding. In your group contract, you will assign a different topic area to each member to share the workload of researching and understanding the group article.

For this assignment, students will be asked to focus on the topic area they were assigned and identify one primary research article they found to be particularly helpful. Students will provide a brief summary on this selected article, demonstrating appropriate paraphrasing, accurate in-text citations, and a full reference to the selected article in APA format.

This assignment will be due, via Blackboard submission, on **Monday, July 30<sup>th</sup> at 5PM**. Additional details of the content and format of the assignment will be posted on Blackboard. **This assignment requires submission to Turnitin**. Please read further details on Turnitin submissions under the course policies.

**4. Bonus Credit Opportunities [optional]**

**a) Self-Assessment and Feedback (SAF) of lecture content (up to +1% final grade)**

SAFs consist of a few practice questions related to content covered in lecture or readings that week. These questions will help you assess your comprehension of the lecture material, encourage you to stay on pace with the readings, and prepare you for the types of questions you might see on the exams. Each SAF also has an open-ended response where you can highlight any areas of confusion from that week's lecture. This will help you evaluate areas of weakness that might need additional review, and will help me assess whether there are common problem areas that should be re-addressed on BB or in class.

This learning strategy is most effective if you make a genuine attempt at answering the questions on your own. **You will not be graded on the accuracy of the answers you provide on the SAF**; instead, the aim is to provide immediate feedback *to you* about your own understanding.

At the end of each lecture, an SAF "test" will become available on Blackboard. You must submit your answers by the end of the week (no later than **Sunday at 5PM**), at which time the SAF link will become unavailable. You will only receive correct answers if you submit the SAF on time.

There will be a total of 10 SAF opportunities throughout the term. If you complete more than 3 SAFs on time you will receive a 0.5% bonus to your overall grade at the end of the term. If you complete 7 or more SAFs then you will receive a 1% bonus to your overall grade at the end of the term.

**b) Actively-engaged groups**

Your TA will be tracking which groups demonstrate excellence in how actively engaged they are in tutorial discussions and group exercises, including thoughtful contributions to the discussion of presented journal articles by other groups. At the end of the term, groups that have consistently demonstrated a high-level of engagement will be offered the opportunity to drop their **two lowest grades on the group quizzes**.



**Grading Rubric**

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
90%+	85-89	80-84	77-79	73-76	70-72	67-69	63-66	60-62	57-59	53-56	50-52

**VIII. Course policies**

**Classroom/Tutorial conduct.** Our classroom is a place where you should always feel safe and respected. It is also a place that is conducive to learning and intellectual curiosity. To help create this learning environment, we ask that you always use respectful language, minimize potential distractions during class or tutorial (e.g., off-topic chatting, Facebook), show up to class/tutorial on time, support your peers, and genuinely try your best every day.

**Email policy.** Content-related questions/concerns should be addressed on Blackboard or during office hours. This is to benefit other students that might have the same question as you, and also to give your peers a chance to attempt an answer. All course-related correspondence to the Instructor should be sent to [nroc61.gadziola@gmail.com](mailto:nroc61.gadziola@gmail.com). In most cases, e-mails will be answered within 48 hours of receipt (excluding weekends and holidays).

If you need to email your TA specifically, please see the first page of the syllabus and use the appropriate email address to ensure it is seen by the right person.

Emails should have an informative subject title that includes some detail related to your question. Please keep your emails professional, concise, and clear. Your email should include your full name and student ID number so that we know who you are. A short email based around a single question, with some level of effort to explain your understanding or where you are stuck, will likely be most effective. If you are not familiar with writing academic emails, you may find this resource helpful: <https://tinyurl.com/kysxwtx>

**Lecture Slides and Attendance.** For your convenience, lecture slides will be posted prior to each class, where applicable (typically by 10PM the evening before a lecture). Tutorial slides, where applicable, will be posted the day after the tutorial has occurred.

You should know that the lecture slides are not a suitable substitute for attending lecture. Lecture slides are not exhaustive and we will regularly cover important material that extends beyond them during lecture.

**Copyright of lecture material.** Instructional materials (lecture/tutorial slides, handouts, assigned articles) are only for the purpose of learning in this course and must not be distributed or used for any other reason whatsoever. As protection of copyright, the unauthorized use, copying, or uploading on the internet of lecture handouts is strictly prohibited.

**Video and Auditory Recording.** For reasons of privacy as well as protection of copyright, unauthorized video or audio recording in classrooms is prohibited. This is outlined in the Provost’s guidelines on *Appropriate Use of Information and Communication Technology*. Note, however, that these guidelines include the provision that students may obtain consent to record lectures and, “in the case of private use by students with disabilities, the instructor’s consent must not be

unreasonably withheld.” Please contact the course instructor if you require audio recordings and/or class notes as part of your accommodations.

**Presentation Expectations.** For the group article presentations, you must use Microsoft PowerPoint (or a comparable program). You are responsible for ensuring that your presentation will run *prior* to the start of tutorial. This means that you should plan time to practice using the room computer prior to your presentation date, and have your presentation saved on a flash drive. If you plan to run your presentation from your personal laptop, you must have all the necessary adaptors/cables to ensure your laptop will connect with the projector, and trial this prior to your presentation date. Grades on the group presentation will receive a penalty if there is a delay in presentation start due to a lack of preparedness.

**Submitting assignments to Turnitin via Blackboard.** Whenever an assignment requires you to submit to Turnitin, you will be required to submit **TWO COPIES** of your assignment on Blackboard prior to the deadline. Submit the same file in PDF format both times; submitting different files constitutes a violation of academic integrity. First, submit your PDF to the Turnitin link, where it will be reviewed for textual similarity and detection of possible plagiarism. Second, submit your PDF to the Evaluation Copy link for grading purposes.

**Contesting a grade.** All requests for a re-grade must be submitted in writing within two weeks of the day the grade is received. Only requests that include adequate written justification of an error in the original grading will be considered. Where possible, a legitimate request will result in the entire assignment being re-graded. Your overall grade may be raised, lowered, or it may stay the same.

**Late Submission Policy.** Any group or individual assignments submitted after the deadline, without a valid excuse, will receive a -20% penalty per day late. Late submissions will not be accepted for any group work that was to be completed within your tutorial section.

**Office hours.** Office hours are a valuable resource for you to learn more about the class and/or other important things related to (but outside of) the class. You should consider visiting Dr. Gadziola’s office hours if you would like to (1) discuss course content, (2) if you have an issue with course performance or progress, or (3) you would like to discuss the field of psychology/neuroscience and how to get more involved.

Please note that the course TAs will not hold office hours, except to allow you to review your midterm answers. Due to limited availability, and to ensure fairness across all groups, the TAs and Dr. Gadziola will not answer specific questions related to helping you understand specific content within your assigned article prior to your presentation. A tutorial review session on the assigned articles will be held prior to the final exam.

**Syllabus changes.** There may be minor changes to the syllabus during the term. You will be notified of these changes ASAP and no changes will be instituted that dramatically affect your ability to reasonably prepare for a class.

**Scheduling conflict.** A web option will not be offered for this course, so it is your responsibility to ensure that you are able to attend all the lectures. Given the nature of the material and course, attendance is critical to your success. If you have an ongoing conflict with lecture or tutorial time, you should strongly consider dropping the course or adjusting your schedule to allow you to attend. Accommodations are not possible for scheduling conflicts.

### **IX. AccessAbility**

Students with diverse learning styles and needs are welcome in this course! In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the *AccessAbility* Services Office as soon as possible.

*AccessAbility* Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email [ability@utsc.utoronto.ca](mailto:ability@utsc.utoronto.ca). The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

### **X. Academic Integrity**

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement;
- Submitting your own work in more than one course without the permission of the instructor;
- Making up sources or facts;
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids;
- Looking at someone else's answers during an exam or test;
- Misrepresenting your identity; and
- When you knew or ought to have known you were doing it.

In academic work:

- Falsifying institutional documents or grades;
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes; and
- When you knew or ought to have known you were doing so.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources.

Note: You may see advertisements for services offering grammar help, essay editing and proof-reading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the *Code of Behaviour on Academic Matters*.

It is much better and safer to take your draft to the Writing Centre as early as you can. They will give you guidance you can trust. Students for whom English is not their first language should go to the English Language Development Centre.

If you decide to use these services in spite of this caution, you must keep a draft of your work and any notes you made before you got help and be prepared to give it to your instructor on request.

**TurnItIn:** Normally, students will be required to submit their course essays/assignments to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

This class may be important to you, but not so important as to gamble with your academic career by cheating. If you find yourself wondering if something constitutes academic misconduct, I encourage you to investigate the subject more thoroughly before acting – not knowing that something is considered academic misconduct does not protect you from trouble! Knowing is half the battle! Consider visiting <http://uoft.me/academicdishonesty>.

## **XI. Missed Term Work due to Medical Illness or Other Emergency.**

All students citing a documented reason for missed term work must bring their documentation to the Psychology Course Coordinator in SW427C **within three (3) business days** of the assignment due date. You must bring the following:

- (1.) A completed Request for Missed Term Work form (<http://uoft.me/PSY-MTW>), and
- (2.) Appropriate documentation to verify your illness or emergency, as described below.

### Appropriate Documentation:

For missed **TERM TESTS** due to ILLNESS:

- Submit an **original** copy of the official UTSC Verification of Illness Form (<http://uoft.me/UTSC-Verification-Of-Illness-Form>) or an **original** copy of the record of visitation to a hospital emergency room. Forms are to be completed in full, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration number and business stamp are required.

For missed **ASSIGNMENTS** due to ILLNESS:

- Submit **both** (1.) a **hardcopy** of the Self-Declaration of Student Illness Form (<http://uoft.me/PSY-self-declare-form>), **and** (2.) the **web-based** departmental declaration form (<http://uoft.me/PSY-self-declare-web>).

For missed term tests or assignments in OTHER CIRCUMSTANCES:

- In the case of a **death of a family member**, a copy of a death certificate should be provided.
- In the case of a **disability-related concern**, an email from your Disability Consultant at AccessAbility Services should be sent directly to both the Course Coordinator

(psychology-undergraduate@utsc.utoronto.ca) and your instructor, detailing the accommodations required.

- For U of T Varsity **athletic commitments**, an email from your coach or varsity administrator should be sent directly to the Course Coordinator (psychology-undergraduate@utsc.utoronto.ca), detailing the dates and nature of the commitment. The email should be sent **well in advance** of the missed work.

Documents covering the following situations are **NOT acceptable**: medical prescriptions, personal travel, weddings, or personal/work commitments.

Procedure:

Submit your (1.) [request form](#) and (2.) [medical/self-declaration](#)/other documents in person **WITHIN 3 BUSINESS DAYS** of the missed term test or assignment.

**Submit to:** Course Coordinator, Room SW427C, Monday – Friday, 9 AM – 4 PM

If you are unable to meet this deadline for some reason, you must contact the Course Coordinator via email ([psychology-undergraduate@utsc.utoronto.ca](mailto:psychology-undergraduate@utsc.utoronto.ca)) within the three business day window. Exceptions to the documentation deadline will only be made under exceptional circumstances.

Within approximately one week, you will receive an email response from the Course Instructor / Course Coordinator detailing the accommodations to be made (if any). You are responsible for checking your official U of T email and Blackboard/Quercus course announcements daily, as accommodations may be time-critical.

Completion of this form does NOT guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. **Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.**

Note that this policy applies only to missed assignments and term tests. Missed final exams are handled by the Registrar's Office (<http://www.utsc.utoronto.ca/registrar/missing-examination>).

## XII. **Course-specific accommodation policies for missed term work.**

The accommodations available for students with valid excuses for missing term work, will depend on the type of missed work and the circumstance.

- a) **Missed midterm.** There will be only one makeup exam opportunity **the week of June 25<sup>th</sup>**. The specific date, time, and location TBD. Missed midterms that are not granted accommodations will receive a 0% mark.
- b) **Missed group work associated with tutorials.** There will be no make-up opportunities for missed group assessments that took place during tutorial, or for submitted group assignments in which the student was unable to contribute. Students granted accommodations will have their other group evaluations within the same category re-weighted to compensate for the missed work. For example, if a student misses one group quiz, their total grade on group quizzes at the end of the semester will

be calculated from the remaining quizzes. Missed group work not granted accommodations will receive a 0% mark.

- c) **Missed group presentation.** Students with a valid excuse for missing their group presentation will be considered on a case-by-case basis. Depending on the circumstance, the individual will be given a make-up opportunity at a later date, or will have their presentation grade points re-distributed to their final exam. Missed group presentations that are not granted accommodations will receive a 0% mark.

Please note, in the event that a group member is absent on the group presentation day, the remaining group members will still be expected to complete the entire presentation.