




PSYC24: Childhood and Adolescence

University of Toronto, Scarborough (Fall 2019)

Wednesdays, 3:10-5:00pm, HW216

Prerequisites: PSYB20, a PSY B-level methods course (PSYB01, PSYB04, or PSYB70), and a B-level statistics course (PSYB07, STAB22, or STAB23)

	Instructor: Kyle Danielson, PhD k.danielson@utoronto.ca Office: PO 103, Room 108 Office Hours: Wed., 1:30-2:45pm	Dr. Kyle Danielson is an Assistant Professor, Teaching Stream in the Department of Psychology, where he teaches undergraduate courses in developmental psychology across the lifespan, as well as PSYA02 and the thesis course for students in Psychology. His primary research interests are in language acquisition and maintenance across the lifespan.
	TA for Surnames A-J: Nayani Ramakrishnan nayani.ramakrishnan@mail.utoronto.ca	Nayani is a PhD student in Experimental Psychology. She completed a Bachelor of Science in Neuroscience and English at UTSC. Her research interests include elucidating the relationship between early life adversity, reward processing, and substance-use.
	TA for Surnames K-Z: Ivy Cho ivy.cho@mail.utoronto.ca	Ivy is currently pursuing her PhD in Clinical Psychology at UTSC. She previously completed a BSc in Neuroscience at the University of Calgary and an MA in Clinical Psychology at UTSC. Her current research is focused on understanding cognition in both healthy adults and individuals with psychopathology.

Contacting the instructor and TAs: We are each very happy to hear from you by email whenever you have a question or concern, or to set up an in-person appointment. **When writing to us, please put “PSYC24” in the subject line of the email to help us get to it faster.** We will respond to all emails within two business days (not counting weekends and statutory holidays). Please address emails to **your**

TA (by surname) when enquiring about course reading material, exam preparation, paper questions, grades, or to review exams after they are marked. Please address emails to Kyle for clarification on anything that he presents during lecture, for academic or professional questions, or if you are unable to address your concern with your TA.

Course Description: This course is an examination of human development from the beginning of school age (ages 4-5) through late adolescence (ages 18-25). The course will explore cognitive, emotional, social, linguistic, and moral development throughout these ages, and will also investigate psychological health and illness in childhood and adolescence. Although the course will cover this entire age range, emphasis will be placed predominantly on mid- to late-adolescence.

Learning Outcomes: By the conclusion of this course, you should...

- ...have an advanced and nuanced understanding of the major developmental processes that occur between early childhood and late adolescence
- ...be proficient in describing and applying major themes of developmental psychology as they apply to the study of children and adolescents, including: individual differences, mechanisms of change, and continuity/discontinuity
- ...be comfortable participating orally in classroom discussions and debates
- ...have acquired significant experience reading, analyzing, and critiquing scientific literature in the field of developmental psychology
- ...have proficiency in searching for, compiling, paraphrasing, applying, and citing scientific literature in the field of developmental psychology for the purposes of writing a research report

Course Materials:

There is no required textbook for PSYC24. Instead, required readings will come from book chapters and journal articles pertinent to each week's topic. Course readings listed in this document will be accessible through the University Library (library.utoronto.ca) and **will not be posted on Quercus**. It is your responsibility to familiarize yourself with finding electronic readings through the Library. Library staff is available to assist you in mastering this skill. Any readings unavailable from the Library will be posted on Quercus at least two weeks in advance of their due date.

The readings are advanced and reflect that this is a C-level course. As such, you may find the readings difficult at first. I encourage you to read each article at least twice to help facilitate your understanding. Rest assured that we will be going over the readings in class, so major points of each will be addressed and there will be an opportunity for you to ask questions.

Required Class Participation Software:

All students are required to have a **Top Hat subscription** for this course. You may choose to purchase Top Hat for just this term, or for the entire year

if you will be enrolled in another course that uses Top Hat. PSYC21 in the Winter will require Top Hat as well. The University and Top Hat have a preferential agreement allowing you to receive access for the entire year at a reduced price. You may sign up for Top Hat by navigating to <https://app.tophat.com/register/student/> and using our course ID: 797583.

Quercus: You can access the course website through Quercus at <http://q.utoronto.ca> using your UTORid. Please check the course website frequently (e.g., at least once a week, before class) so that you don't miss important updates about the course. Quercus is where you will find the course syllabus (this document), view your grades, see important announcements, and turn in assignments. Lecture slides will also be posted on this website **after** each lecture. It is good practice to review your Quercus notification settings at the beginning of each term to ensure that the system forwards announcements and other updates to your email address.

A note about posting lecture slides online:

I am aware that some students prefer to take notes on printed lecture slides as the lecture progresses, but I have made the determination that posting slides *after* lecture creates a more collaborative learning environment during class. Page numbers will be prominently displayed on the lecture slides presented in class so that you can make a note of which slides pertain to which of your notes.

Class attendance: It is essential that you attend each class. Top Hat assignments will be presented in class, and missing too many of them will negatively affect your mark in the course (see Top Hat information later in this syllabus document). Moreover, a large proportion of material tested on exams will be covered verbally in lecture, so it is essential that you attend. Lecture slides that are posted on Quercus will serve as an outline of what is covered in each class, but may not be complete. Note that you are responsible for points that are covered verbally in class, even if they are not in the readings or on the lecture slides (but rest assured that the instructor will make these points very clear when they are made verbally!). This class will include lots of student participation and conversation, hopefully providing a great learning environment for us all.

Course Requirements and Grading: Your mark for PSYC24 will consist of the following:

- Top Hat Exercises: 10%
- Reading Reflections: 15%
- Midterm 1: 27.5%
- Midterm 2: 27.5%
- Final Term Paper: 20%

Top Hat Exercises (10%)

We will be using Top Hat in this course throughout each lecture, in order to facilitate participation, conversation, and collect data on your opinions and impressions of the course material.

You should sign up for Top Hat **prior to the second class of the term on September 11**, using the instructions listed in **Course Materials** above. There will be no Top Hat exercises on September 4.

You are permitted to miss an average of one class worth of Top Hat questions. In other words, if there are an average of five questions per class, you may miss five questions throughout the term without penalty. Any Top Hat exercises that you miss in addition to the average of one class will negatively affect your mark.

Reading Reflections (15%)

You will be required to complete three reading reflections (5% each) in PSYC24, each based on one of the required readings for the course. You may choose any of the readings you wish to complete your reflection, with the following restrictions:

- Reading reflections are due on the day that the reading is due, prior to the start of class at 3:10pm. For example, if you choose to reflect on a reading due on September 11, you must turn your reflection in on Quercus prior to 3:10pm on that date. Late reflections will not be accepted and you will need to choose a different reading on which to reflect.
- One reading reflection must be completed before the first midterm (i.e., October 2 is the last date for this reflection).
- A second reading reflection must be completed before the second midterm (i.e., November 6 is the last date for this reflection).
- You may not complete more than one of your reflections in the same week.

Reading reflections will consist of a **600-word maximum** document in which you analyze the reading that you have chosen in the following ways:

- A short summary of the article or chapter, which should not exceed approximately 25% (150 words) of your reflection
- A critique of the reading: **For example**, what more would you expect to have read in the article or chapter? If the article or chapter outlines an experimental or correlational study, what flaws might there be in the methodology or data analysis? Do you agree with the authors' conclusions? Why or why not? Not each of these questions needs to be answered in each reflection, and other points may be addressed.
- What remaining questions did you have after completing the reading? How might you address such questions in a future iteration of the reading or the study that it describes? If you were to propose a study proposing the topic of the reading, what would you do? This final question could be

a particularly interesting one to explore for the chapters we read that are not experimental studies.

- Reference to **at least one additional paper cited in the reading**. Most readings in this course are reviews of other literature. Using the library's website, you should find at least one of these studies and discuss it in your reading reflection, using some of the same questions as above.
- A separate references list is required and does not count toward the word count.

A grading rubric for the reading reflections will be posted on Quercus in the first week of classes. Citations and reference lists should be in APA format, but no running header, title page, or abstract is required.

Midterm Exams 1 and 2 (27.5% each)

The midterm exams in this course are not cumulative. They will cover the topics immediately preceding them only. They will consist of multiple choice questions with five answer choices each. Exams will cover material presented in both the course readings as well as in the lectures. Exams will take place during the regularly scheduled class time and will take 90 minutes to complete. The exact number of questions will vary, but rest assured that there will be plenty of time to complete the exams (time will not be an issue). There is no final exam in PSYC24.

Final Term Paper (20%)

In lieu of a final exam and in lieu of written exam questions, PSYC24 requires a final term paper, due on the last day of classes (not the last day of PSYC24) in the fall term. This paper will be informed predominantly by topics covered in the last two weeks of the course (i.e., those topics not covered on any exam, namely psychological health and illness in childhood and adolescence).

For the paper, you will be required to conduct in-depth research on **one** psychological illness of childhood or adolescence from age 4 to age 25. It is acceptable to conduct research on a disorder that is considered to be life-long, such as major depressive disorder or generalized anxiety disorder, but you must focus on manifestations of that disorder in childhood/adolescence. Your paper will consist of the following:

- A general analysis of the illness, relying heavily on the Diagnostic and Statistical Manual of Mental Disorders, Version 5 (DSM-5), which can be accessed through the University Library. In this section, you should describe the diagnostic criteria, onset, prognosis, etiology (if known), and risk factors of the disorder. Be **very careful** not to plagiarize the DSM in this section. Instead you should be sure to paraphrase the material and organize it in an original way, **integrating it with the rest of your paper (as follows), rather than simply summarizing it in block of text.**

- An analysis of **at least three scholarly journal articles** pertaining to the illness. These articles can examine such facets of the disorder as existing and new treatments and their efficacy, new understanding of the etiology and risk factors of the disorder, and experimental or correlational studies examining the nature of the disorder.
- A new, original **instrument** designed to gauge the presence and severity of the disorder in a child or adolescent population via verbal or written report (e.g., a questionnaire, a Likert scale). This instrument will not count toward the word count of your paper. Instead, it should be added as an appendix to your paper. In order to construct the instrument, you should refer to **existing** instruments, being sure not to plagiarize them. The instrument should be worded in such a way that it will be accessible to the age range in which it is deployed (diagnostic instruments can be constructed to elicit self-report from patients, but alternatively can be constructed to elicit reports from parents, teachers, or peers). Note that diagnostic instruments are ordinarily constructed by trained clinical psychologists, using a rigorous, data-driven approach. This exercise is not meant to simulate a true diagnostic instrument, but rather to give you a chance to think more deeply about the disorder that you are studying.
 - In the body paper itself, you should describe the instrument that you have produced, explaining from which existing instruments you drew inspiration, **and citing those instruments accordingly**. Likewise, you should draw on additional scholarly sources, ones that you examined in earlier parts of the paper or not, and should cite those as well. The description of your instrument, unlike the instrument itself, **does** count toward your word limit.
 - Note that most existing instruments for diagnosing psychological disorders are copyrighted and only exist behind paywalls to which the Library does not have access. However, nearly all instruments are accompanied by journal articles describing them, and these **are** accessible through the Library. These articles will generally include some example items from the instrument for your reference.

The paper should be between 1800 and 2500 words in length **not including the text of the diagnostic instrument**. Papers that are significantly shorter or longer than this length will be penalized. The paper should be written in APA format, including in-text parenthetical citations, a reference list, and a running header. Although APA format requires a title page and an abstract, these two components **are not required** for this paper.

A detailed grading rubric will be posted on Quercus to assist you in adhering to the paper guidelines.

Papers will be submitted to Quercus (in .pdf format) and to Turnitin.com.

Course Calendar

- *Required readings are listed next to the topics to which they pertain.*
- *Please read these assignments BEFORE class on the day on which they are listed and submit any reading reflections before class begins.*
- *Remember to check Quercus each week for any changes!*

September 4	Introduction, syllabus, and key definitions	No readings
September 11	Cognitive development beyond infancy	<ul style="list-style-type: none"> • Goswami (2011) • Schneider (2011) • Steinberg (2005)
September 18	Executive control and intellectual development	<ul style="list-style-type: none"> • Blair & Raver (2015) • Ramani & Siegler (2008)
September 25	Linguistic development	<ul style="list-style-type: none"> • Tomasello (2011)
October 2	Linguistic development 2	<ul style="list-style-type: none"> • Dodd & Crosbie (2011) • Karmiloff & Karmiloff-Smith (2001)
October 9	Midterm 1	Covering topics from September
October 16	NO CLASS	READING WEEK
October 23	Family and peer relationships	<ul style="list-style-type: none"> • Way & Silverman (2012) • Chen & French (2008)
October 30	Sexuality and romantic relationships	<ul style="list-style-type: none"> • Shulman, Scharf & Shachar-Shapira (2012) • La Greca, Davila, & Siegel (2009)
November 6	Emotional and moral development	<ul style="list-style-type: none"> • Eisenberg, Sheffield-Morris, & Vaughan (2009) • Nucci & Gingo (2011)
November 13	Midterm 2	Covering topics from October 23-November 6
November 20	Psychological health and illness (1)	<ul style="list-style-type: none"> • Erskine et al. (2016) • Gander, Sevecke, & Buchheim (2015)
November 27	Psychological health and illness (2)	<ul style="list-style-type: none"> • Larson & Sheeber (2009) • Victor & Klonsky (2018)
<i>Last day of fall classes: Monday, December 2</i>	No class	Paper due at 11:59pm

Reading List (in order of assignment)

Cognitive Development Beyond Infancy

Goswami, U. (2011). Part introduction. In U. Goswami (Ed.), *The Wiley-Blackwell Handbook of Childhood Cognitive Development (2nd Edition)*. West Sussex, UK: Wiley-Blackwell, 337-346.

Important Notes:

- The first edition is not accessible via the Library. Ensure that you are attempting to access the electronic second edition. This handbook is used throughout the semester, and in all cases the second edition must be used.
- This first reading is an introduction to the section of this handbook on childhood cognitive development (Part III). There are introductions for each section, so make sure that you read Part III's introduction. We will not read each article in this section, but this intro gives you an overview of the main topics in childhood cognitive development.

Schneider, W. (2011). Memory development in childhood. In U. Goswami (Ed.), *The Wiley-Blackwell Handbook of Childhood Cognitive Development (2nd Edition)*. West Sussex, UK: Wiley-Blackwell, 347-376.

Steinberg, L. (2005). Cognitive and affective development in adolescence. *Trends in Cognitive Sciences*, 9(2), 69-74.

DOI: 10.1016/j.tics.2004.12.005

Executive Control & Intellectual Development

Blair, C. & Raver, C. C. (2015). School readiness and self-regulation: A developmental psychobiological approach. *Annual Review of Psychology*, 66, 711-731.

DOI: 10.1146/annurev-psych-010814-015221

Ramani, G. B. & Siegler, R. S. (2008). Promoting broad and stable improvements in low-income children's numerical knowledge through playing number board games. *Child Development*, 79(2), 375-394.

Linguistic Development

Tomasello, M. (2011). Language development. In U. Goswami (Ed.), *The Wiley-Blackwell Handbook of Childhood Cognitive Development (2nd Edition)*. West Sussex, UK: Wiley-Blackwell, 239-257.

Dodd, B. & Crosbie, S. (2011). Language and cognition: Evidence from disordered language. In U. Goswami (Ed.), *The Wiley-Blackwell Handbook of Childhood Cognitive Development (2nd Edition)*. West Sussex, UK: Wiley-Blackwell, 604-625.

Karmiloff, K. & Karmiloff-Smith, A. (2001). Beyond the sentence. *Pathways to language: From fetus to adolescent*. Cambridge, MA: Harvard University Press, 148-177.

Family & Peer Relationships

Way, N. & Silverman, L. R. (2012). The quality of friendships during adolescence. In P. K. Kerig, M. S. Schulz, & S. T. Hauser (Eds.), *Adolescence and beyond: Family processes and development*. Oxford: Oxford University Press.
DOI:10.1093/acprof:oso/9780199736546.003.0007

Chen, X. & French, D. C. (2008). Children's social competence in cultural context. *Annual Review of Psychology*, 59, 591-616.

Sexuality & Romantic Relationships

Shulman, S., Scharf, M., & Shachar-Shapira, L. (2012). The intergenerational transmission of adolescent romantic relationships. In P. K. Kerig, M. S. Schulz, & S. T. Hauser (Eds.), *Adolescence and beyond: Family processes and development*. Oxford: Oxford University Press.
DOI:10.1093/acprof:oso/9780199736546.003.0008

La Greca, A. M., Davila, J., & Siegel, R. (2009). Peer relations, friendships, and romantic relationships: implications for the development and maintenance of depression in adolescents. In N. B. Allen & L. B. Sheeber (Eds.), *Adolescent emotional development and the emergence of depressive disorders*. Cambridge, UK: Cambridge University Press, 318-336.
DOI: 10.1017/CBO9780511551963.017

Emotional & Moral Development

Eisenberg, N., Sheffield-Morris, A., & Vaughan, J. (2009). Empathy and moral emotions. In N. B. Allen & L. B. Sheeber (Eds.), *Adolescent emotional development and the emergence of depressive disorders*. Cambridge, UK: Cambridge University Press, 174-194.
DOI: 10.1017/CBO9780511551963.010

Nucci, L. P. & Gingo, M. (2011). The development of moral reasoning. In U. Goswami (Ed.), *The Wiley-Blackwell Handbook of Childhood Cognitive Development (2nd Edition)*. West Sussex, UK: Wiley-Blackwell, 420-445.

Psychological Health & Illness

In the final weeks of the course, we will be exploring psychological health and illness in childhood and adolescence, including some work on non-suicidal self-harm and suicidality. I am aware that these topics may be distressing for many of us. However, this is an important topic in the study of adolescent development, and is a required component of the course. I encourage you to speak to me or to consult a service on the list below if you are in need of assistance. If you or someone you know are in immediate danger, contact 911 or report to the closest emergency room.

- **University of Toronto Scarborough Health & Wellness Centre Counselling Services:** SL270, 416-287-7065, health-services@utsc.utoronto.ca
- **Toronto Distress Centres:** 416-408-4357
- **Community Crisis Line Scarborough:** 416-495-2891

- **Durham Crisis and Mental Health Line:** 905-666-0483

Fairchild, G., Hawes, D. J., Frick, P. J., ... & De Brito, S. A. (2019). Conduct disorder. *Nature Reviews Disease Primers*, 5, 43.

Erskine, H. E., Norman, R. E., Ferrari, A. J., ... & Scott, J. G. (2016). Long-term outcomes of attention-deficit/hyperactivity disorder and conduct disorder: A systematic review and meta-analysis. *Journal of the American Academy of Child & Adolescent Psychiatry*, 55(10), 841-850.

Gander, M., Sevecke, K., & Buchheim, A. (2015). Eating disorders in adolescence: Attachment issues from a developmental perspective. *Frontiers in Psychology*, 6, 1136.

DOI: 10.3389/fpsyg.2015.01136

Larson, R. W. & Sheeber, L. B. (2009). The daily emotional experience of adolescents: Are adolescents more emotional, why, and how is that related to depression? In N. B. Allen & L. B. Sheeber (Eds.), *Adolescent emotional development and the emergence of depressive disorders*. Cambridge, UK: Cambridge University Press, 11-32.

DOI: 10.1017/CBO9780511551963.002

Victor, S. E. & Klonsky, E. D. (2018). Understanding the social context of adolescent non-suicidal self-injury. *Journal of Clinical Psychology*, 74, 2107-2116.

DOI: 10.1002/jclp.22657

Policies

Please read the course policies below carefully. No exceptions can be made to the following.

1. **Ethical and Responsible Conduct:** Always treat yourself, your classmates, and your instructional team with respect both in and outside of class. This includes being on time to class, and being aware of your words and actions. Be mindful of other students during class. Please turn off or silence all mobile phones before coming to class. If you choose to take notes on a laptop, please quit/minimize any programs that may distract others (internet, messaging, Facebook, games, etc.), or sit in the back of the room where others cannot see your screen. Note that, for Top Hat, you must bring a device of some sort to every class in order to participate.
2. **Academic Integrity:** 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/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.
Potential offences in papers and assignments include 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 cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.
3. **Turnitin.com:** Normally, students will be required to submit their course essays to Turnitin.com for 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.
4. **Late Work Policy:** Late work is not accepted in PSYC24. Any work submitted after the due date and time will receive a score of 0%. For work missed due to extenuating circumstances, please see the following section: "Missed Term Work".
5. **Missed Term Work:** Everything described above is considered a required part of the class. Evaluation is most fair when all students complete all components with no special consideration being applied. However, in the case of **some** extenuating circumstances, you may apply to the Department

or to the University for an exception to this missed work policy, using the procedures below. **Note that Top Hat exercises are not eligible for Missed Term Work exceptions. Note also the clause regarding term work due at the end of the semester: because the final paper is due on the last day of classes, only extensions of 5 days or fewer can be administered by the Psychology Department. Longer extensions must be petitioned through the Registrar's Office.**

Missed Term Work due to Medical Illness or Other Emergency:

All students citing a documented reason for missed term work must submit their request for accommodations **within three (3) business days** of the deadline for the missed work.

Students must submit **BOTH** of the following:

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

Appropriate documentation:

*For missed **MIDTERM EXAMS** due to **ILLNESS**:*

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with an **original** copy of the official UTSC Verification of Illness Form (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.
- Note: If an end date of "ongoing" is specified, the medical note will be assumed to cover a period of two weeks. If no end date / an "unknown" end date is specified, the note will be assumed to cover a period of three business days (starting from illness start date.)

*For missed **MIDTERM EXAMS** due to **ACCESSABILITY REASONS**:*

- Meet with your **AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing the accommodations required.

*For missed **ASSIGNMENTS** due to **ILLNESS**:*

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with a **hardcopy** of the Self-Declaration of Student Illness Form (uoft.me/PSY-self-declare-form).

*For missed **ASSIGNMENTS** due to **ACCESSABILITY REASONS**:*

- If your desired accommodation is **within the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" and you need 3 days), submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>) and attach a copy of your letter. **Specify how many days extension you are requesting** on the request form.

- If your desired accommodation is **outside the scope** of your Accommodation Letter (ex. your letter includes “extensions of up to 7 days” but you need more time than that) you will need to meet with your **AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing the accommodations required.

*For missed exams or assignments in **OTHER CIRCUMSTANCES**:*

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with:
 - In the case of a **death of a family member or friend**, please provide a copy of a death certificate.
 - For U of T varsity-level or professional **athletic commitments**, an email from your coach or varsity administrator should be sent directly to Keely Hicks (keely.hicks@utoronto.ca) **well in advance** of the missed work, detailing the dates and nature of the commitment.
 - For **religious accommodations**, please email (keely.hicks@utoronto.ca) **well in advance** of the missed work.
 - For circumstances **outside of these guidelines**, please email Keely (keely.hicks@utoronto.ca) on or before the date of the test / assignment deadline to describe your circumstances and ask what documentation would be appropriate

Documents covering the following situations are NOT acceptable: medical prescriptions, personal travel, weddings/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: Keely Hicks, Room SW420B, Monday – Friday, 9 AM – 4 PM. (Slide forms under door if out of office.)

After submitting your documentation, within approximately one to five business days, you will receive a response from your instructor detailing the accommodations to be made (if any).

You are responsible for checking your official U of T email and Quercus course announcements daily, as accommodations may be time-critical.

You should continue to work on your assignments to the best of your ability, as extension accommodations may be as short as one business day, depending on the nature of the illness/emergency.

If an accommodation has been granted but you are unable to meet the conditions of the accommodation (ex. you need a longer extension, or you missed a make-up test), you will need to repeat the missed term work procedure and submit additional forms to request further accommodation. Note that in the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

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.

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting the requirements of your accommodation, you must repeat the missed term work procedure to request additional accommodations.

(E.g.) If you miss a make-up midterm, you would need to submit another Request for Missed Term Work Accommodations form. If your original medical note / documentation included the date of the make-up midterm, then only the Request form is required. If the date of the make-up midterm fell outside of the dates indicated on your original medical note/other documentation, then a new medical note/other appropriate documentation must also be submitted.

Importance of Three Business Day window:

If you are unable to submit your documents in-person within the three business day window, **you must email Keely** (keely.hicks@utoronto.ca) **within the three business day window** to explain when you will be able to bring your documents in person. Exceptions to the documentation deadline will only be made under **exceptional circumstances**. Attach scans of your documentation, and be prepared to bring your documents to Keely in-person as soon as you are well. Late documents may not be accepted.

NOTE: Assignments due at end of term

Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, you would need to file a petition with the Registrar's Office (<https://www.utoronto.ca/registrar/term-work>).

6. Department of Psychology position on Grade Norms:

The Department of Psychology at UTSC is committed to providing fair, consistent, and uniform delivery of its courses from year to year. As part of this commitment, the Department mandates that all C-level courses' final course averages are around 72%. That ensures that C-levels are marked consistently across instructors and terms. **Typically**, the average for Kyle's C-level courses fall below 72%, and he then **adds** points to everyone's mark. However, the opposite is also theoretically possible, where the course average falls above 72%, and points have to be subtracted. This has never happened before, but the course instructor reserves the right to modify marks across the board (for all students) to conform to these averages. Note that midterm and other assignment scores may fall well below 72%, but that the **average course mark** will be raised at the end of the term if so. Kyle will release the average scores for each assessment so that you have an idea as to how your mark will be changed at the end of the term. For example, if the average score on a midterm exam is 65% and you scored 65%, you can expect that your score on that exam will be raised by roughly 7% at the end of the term.

7. Grade Changes:

Under **no circumstances** will the instructor of this course change a grade for an assignment, an exam, or for the course mark. There is **no circumstance**

(not a health issue, or death in the family, or impending graduation prevented by failing this course) that is compelling enough for the instructor to do so. The **only changes** made to the course marks will be the ones provided to everyone, as detailed above in the section on Grade Norms. That is the only method that ensures fairness for everyone. **Again, there are no exceptions here.** Every semester Kyle has to tell students “no”, even when they present compelling excuses. Please do not put Kyle in the awkward position of telling you “no” when you ask for a grade change. It will absolutely, under no circumstances, ever happen. You may, as always, petition the Registrar’s Office if you believe that your mark has been calculated incorrectly.

8. 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 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. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

- 9. Religious Accommodation:** The University has a commitment concerning accommodation for religious observances. I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. According to University Policy, if you anticipate being absent from class or missing a major course activity (like a test, or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements. I am aware that, due to scheduling circumstances outside my control, the first midterm exam in this course falls on Yom Kippur. If you foresee the need to miss this exam for observance of this Holy Day, please let me know as soon as possible and I will happily schedule a make-up exam for you.