




PSYC24: Childhood and Adolescence
University of Toronto, Scarborough (Fall 2020)

Online Course
Lectures posted by the end of the day each Thursday

Prerequisites: PSYB20, a PSY B-level methods course (PSYB01, PSYB04, or PSYB70),
and a B-level statistics course (PSYB07, STAB22, or STAB23)
Exclusions: PSY310H5 (UTM)

	<p>Instructor: Kyle Danielson, PhD k.danielson@utoronto.ca Office hours by appointment most Wednesdays and Fridays at calendly.com/kdanielson</p>	<p>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.</p>
	<p>TA for surnames A-K: Cindy Tao c.tao@mail.utoronto.ca</p>	<p>Cindy is currently pursuing her PhD in Psychology. She received her BSc and MSc from Queen’s University. Her research examines relationships between acute stress and gender on reward processing.</p>
	<p>TA for Surnames L-Z: Ivy Cho ivy.cho@mail.utoronto.ca</p>	<p>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 depression.</p>

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, or grades. 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, it takes a **topical** approach to child development, not a **chronological** approach. That means that some ages will be covered in more depth than others.

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 using distance technology
- ...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. Don't worry if you find the readings overwhelming! That's part of the learning process and we'll get through it together.

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. It is my understanding that the preferential rate is secured by purchasing the subscription through the U of T Bookstore. Subscriptions purchased directly from Top Hat may be more expensive. **I am currently having some trouble setting up the Top Hat/Quercus sync feature. I will have this remedied soon and this section of the syllabus will be updated. Until then, you do not need to access Top Hat.**

I deeply understand and respect that asking you to pay for an external tool is a hardship. I do not take this decision lightly, and one of the reasons that I do not require a textbook for PSYC24 is to save students money. However, I truly believe in the value of Top Hat as a learning tool, and I think that it enriches the class experience. I have surveyed my students each term that I have used Top Hat, and students overwhelmingly like the tool despite its cost. The University has negotiated lower rates with Top Hat to make access easier. If you like the tool, I encourage you to continue speaking up to the University to encourage them to negotiate the most favourable rates for this product. Please note that your single Top Hat subscription allows you to use the tool in all classes that require it, not just this one.

Quercus: 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) so that you don't miss important updates about the course. Quercus is where you will find the course syllabus (this document), access lectures and lecture recordings, view your grades, see important announcements, and turn in assignments. 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.

Online Lectures: For Fall 2020, most UTSC courses are scheduled online. Larger courses like this one were scheduled **asynchronously** by the University Registrar's Office. In other words, there is no specific class meeting time. **All lectures will be available online for you to view on your own schedule.** However, I believe that interacting with one another live provides a richer learning experience, and so I plan to provide live, synchronous sessions for PSYC24 that you **may optionally** attend. These will be available to attend through Bb Collaborate (accessible through Quercus). Even if you cannot attend, you will always be able to watch the recorded lectures later. Top Hat activities will be available both during and after live sessions, so you will be at no disadvantage if you cannot attend. **The schedule of live classes is listed in the course calendar below.**

Recorded lectures will be available on Quercus by the end of the day on Thursdays.

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

- Top Hat Exercises: 10%
- Reading Reflections: 10% (5% each)
- Midterm 1: 30%
- Midterm 2: 30%
- Final Term Paper: 20%

Top Hat Exercises (10%)

We will be using Top Hat in this course each week, in order to facilitate participation, conversation, and collect data on your opinions and impressions of the course material. Top Hat will also help you keep “on track” with the course material from week to week, since we will have no in-person classes and the live sessions are optional.

There will be a number of Top Hat questions or activities in each session. If you attend the live sessions, you will be invited to answer the questions as we go. If you are watching the sessions recorded, you are encouraged to pause the session video and answer Top Hat questions as you watch, as they will be more interesting and fulsome that way.

During the first week of fall classes (September 8-11) there will be no Top Hat activities. Top Hat activities will start during the second week of classes (September 14-18) and the first set of activities will be due the following Sunday (**September 20, 11:59pm Toronto time**). As such, it is important that you sign up for Top Hat and complete those questions prior to September 20. Top Hat activities will be due on Sunday nights of the term, but there are **no** Top Hat activities due on the following Sundays: September 13, October 11, October 18, November 15, or November 29.

Reading Reflections (10%)

You will need to complete two short reading reflections in this course. The first reading reflection should pertain to one of the readings covered on the first midterm (material from September 8-October 2) and is due on Quercus on **Sunday, October 4 at 11:59pm Toronto time**. The second reflection should pertain to one of the readings covered on the second midterm (material from October 19-November 6) and is due on Quercus on **Sunday, November 8 at 11:59pm Toronto time**.

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 (30% 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 online, via Quercus, and will be scheduled by the Registrar's Office during the weeks listed in the course calendar, below. The exact number of questions will vary. However, 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%)

Instead of a final exam and instead of written exam questions, PSYC24 requires a final term paper, due on the last day of classes in the fall term (**Monday, December 7, 11:59pm Toronto time**). 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). One class session in late November will be devoted to helping you prepare to write this paper.

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 articles/chapters BEFORE viewing or attending lectures to ensure that you get the most out of the lecture. Top Hat questions may require knowledge of the readings to complete.*
- *Remember to check Quercus each week for any changes or updates!*

September 8-11	Introduction, syllabus, and key definitions	No readings
September 14-18	Cognitive development beyond infancy Optional Live Lecture: Tuesday, September 15 1:00-3:00pm Toronto time	Goswami (2011) Schneider (2011) Steinberg (2005)
September 21-25	Executive control and intellectual development Optional Live Lecture: Thursday, September 24 1:00-3:00pm Toronto time	Blair & Raver (2015) Ramani & Siegler (2008)
September 28-October 2	Linguistic development Optional Live Lecture: Monday, September 28 1:00-3:00pm Toronto time	Dodd & Crosbie (2011) Karmiloff & Karmiloff-Smith (2001) Reading Reflection #1 due on Quercus by 11:59pm Toronto time on October 4
October 5-9	Midterm 1	Midterm 1 consists of material from September 8 through October 2. The exact date and time of the midterm will be set by the Registrar's Office and will take place online, via Quercus.
October 12-16	No Class	Fall Reading Week

October 19-23	Family and peer relationships Optional Live Lecture: Tuesday, October 20 3:00-5:00pm Toronto time	Way & Silverman (2012) Chen & French (2008)
October 26-30	Sexuality and romantic relationships Optional Live Lecture: Thursday, October 29 3:00-5:00pm Toronto time	Shulman, Scharf & Shachar-Shapira (2012) La Greca, Davila, & Siegel (2009)
November 2-6	Emotional and moral development Optional Live Lecture: Monday, November 2 1:00-3:00pm Toronto time	Eisenberg, Sheffield-Morris, & Vaughan (2009) Nucci & Gingo (2011) Reading Reflection #2 due on Quercus by 11:59pm Toronto time on November 8.
November 9-13	Midterm 2	Midterm 2 consists of material from October 19 through November 6. The exact date and time of the midterm will be set by the Registrar's Office and will take place online, via Quercus.
November 16-20	Psychological health and illness (1) Optional Live Lecture: Tuesday, November 17 1:00-3:00pm Toronto time	Fairchild et al. (2019) Erskine et al. (2016) Gander, Sevecke, & Buchheim (2015)
November 23-27	Paper workshop Optional Live Lecture: Thursday, November 26 1:00-3:00pm Toronto time	No Readings
November 30-December 4	Psychological health and illness (2) Optional Live Lecture: Monday, November 30 1:00-3:00pm Toronto time	Larson & Sheeber (2009) Victor & Klonsky (2018) Final paper due on Quercus by 11:59pm on December 7.

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

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:** Please treat yourself, your classmates, and your instructional team with respect both in and outside of class. The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.
- 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.

For online tests and exams, cheating includes the use of reproduced exam materials from the current or previous terms, working with others while writing the exam, accessing online databases of exam questions and answers, and using other individuals' log-in (i.e., UTORid) information.

- 3. Lecture Recordings:** This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session.

Course videos and materials belong to your instructor, the University, and/or other source depending on the specific facts of each situation, and are protected by copyright. In this course, you are permitted to download session videos and materials for your own academic use, but you should not copy, share, or use them for any other purpose without the explicit permission of the instructor.

For questions about recording and use of videos in which you appear please contact your instructor.

4. **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.
5. **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".
6. **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. These policies below are standard for all courses in Psychology at UTSC. **Note the clause below 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.**

Time Zone conflicts

If you are physically in a different time zone and a quiz or midterm is scheduled outside of 7:00am to midnight in your local time, you may use the following form to request special arrangements. Note that the form is **only** for term tests (midterms). [Final exam conflicts](#) are handled by the Registrar's Office.

The form must be submitted **at least ten (10) business days before the activity**.

Form: <https://uoft.me/PSY-TimeZone>

Submit via email to: Keely Hicks, Departmental Assistant, keely.hicks@utoronto.ca

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.

Submit via email to: Keely Hicks, Departmental Assistant, keely.hicks@utoronto.ca

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 **ASSIGNMENTS** or **TERM TESTS** due to **FLU-LIKE SYMPTOMS** or **SELF-ISOLATION REQUIREMENTS**:

- Email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), and
- **Declare** your absence on **ACORN** (Profile & Settings > Absence Declaration)

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

- Email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), along with the Self-Declaration of Student Illness Form (uoft.me/PSY-self-declare-form).

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

- Email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), along with a scan/photo of the **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 ER.
- Forms are to be completed in full, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration # 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 **TERM TESTS** due to **ACCESSABILITY REASONS**:

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

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 1-7 more days), email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), and attach a **copy of your letter**. Specify how many days extension you are requesting in your email.
- 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 **ASSIGNMENTS** or **TERM TESTS** in **OTHER CIRCUMSTANCES**:

Email the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>) form to Keely (keely.hicks@utoronto.ca), along with:

- For the **death of a family member/friend**, provide a copy of the 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 (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 (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 determine appropriate documentation.

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

As stated above, your documents must be submitted **within three (3) business days** of the deadline for the missed work.

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 within the three business day window, **you must email Keely** (keely.hicks@utoronto.ca) **within the three business day window** to explain the nature of the delay, and when you will be able to provide your documents. Exceptions to the documentation deadline will only be made under exceptional circumstances.

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.utsc.utoronto.ca/registrar/term-work>).

NOTE: Final Exams

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>).

7. 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%. 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. I 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.

8. 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 I have to tell students "no", even when they present compelling excuses. Please do not put me 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.

9. 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 AA142, Arts and Administration Building) 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.

10. 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.

11. Online Learning and Educational Technology: This term is going to be different for all of us, and we will be using a number of new technologies and learning strategies, not all of which have been tested fully. It is really important that we all maintain patience and compassion for one another during this process. Please bear with me as I navigate teaching in this new environment, as I will do so when considering the difficulties of your learning in this new environment. Where there are technical issues that affect the entire class, I will make a strong effort to correct the problem in a way that is fair to everyone. If there are specific technologies or online accommodations that do not work for you in your particular situation (e.g., due to equipment constraints, living situations, time zones, etc.), please let me know as soon as possible so that we can come to a solution that works for you and is also fair to everyone else.