

## **NROC61: Learning & Motivation**

University of Toronto Scarborough  
Winter 2021

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### **Course Instructor:**

Marie Gadziola, PhD (*she/her*)  
Pronounced: gad-zee-oh-la  
marie.gadziola@utoronto.ca

**Course email:** [nroc61.gadziola@gmail.com](mailto:nroc61.gadziola@gmail.com)

**Course site:** Quercus

(all announcements and course material)

**Course delivery:** Online - asynchronous

(weekly modules open every Tuesday)

**Office hours:** Fridays 1-2pm

(drop-in format; Bb Collaborate)

### **Course TAs:**

Bilgehan Cavdaroglu

Nisma Khan

Tanner McNamara

## I. Course Overview

### Instructor

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, and the neural mechanisms that underlie the detection and evaluation of salient stimuli influencing motivated behaviours.

### 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 in addition to the neural correlates of reward and emotion.

### Pre-requisites

[BIOB10H3](#) and [NROB60H3](#) and [NROB61H3](#) and [(PSYB01H3) or (PSYB04H3) or [PSYB70H3](#)] and [[PSYB07H3](#) or [STAB22H3](#)] and [[PSYB55H3](#) or (PSYB65H3)]

*\*As these are recent changes, NROB60 is the only prerequisite being enforced this academic year. The requirements will not be enforced until Fall 2021 and do not require a waiver request.*

### 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 behavioural perspective.
2. Characterize the main features of several different experimental methodologies, explaining how and why they are used in behavioural neuroscience research.
3. Demonstrate the foundational skills necessary for understanding, interpreting, and summarizing primary scientific literature.
4. Develop and implement effective strategies for engaging in scientific discourse relating to primary literature readings and course content, with an emphasis on supporting peer-to-peer learning.
5. Develop and implement effective strategies for written work, including how to appropriately paraphrase and reference scientific literature.
6. Engage in self-assessment and reflection on their learning process and performance in the course.

## II. Course Schedule

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

### Tentative Lecture Schedule

| WEEK | DATE      | LECTURE TOPIC   | ASSIGNED READINGS   |
|------|-----------|---|---|
| 1    | Jan 12    | Course Introduction<br>Introduction to Learning                         | <i>Recommended: Ch. 3 (Powell)</i>  |
| 2    | Jan 19    | Classical Conditioning  | <i>Recommended: Ch. 4 (Powell)</i>  |
| 3    | Jan 26    | Underlying Processes & Mechanisms<br>Involved in Classical Conditioning | <b>Demo Article: Renteria et al. (2018)</b><br><i>Recommended: Ch. 5 (Powell)</i> |
| 4    | Feb 2     | Instrumental Conditioning   | <i>Recommended: Ch. 6 &amp; 7 (Powell)</i>  |
| 5    | Feb 9     | Learning & Memory Systems   |   |
|      | Feb 13-19 | <i>Reading Week</i>   |   |
| 6    | TBD       | <b>MIDTERM EXAM*</b>  |   |
| 7    | Mar 2     | Central Reward Systems  | <b>Saunders et al. (2018)</b>   |
| 8    | Mar 9     | Hypothalamus & Motivation 1   | <b>Li et al. (2016);</b><br><i>Recommended: Ch. 15 (Bear)</i>                     |
| 9    | Mar 16    | Hypothalamus & Motivation 2   | <b>Sharpe et al. (2017);</b><br><i>Recommended: Ch. 16 (Bear)</i>                 |
| 10   | Mar 23    | Limbic System and Emotions  | <b>Domingos et al. (2011);</b><br><i>Recommended: Ch. 18 (Bear)</i>               |
| 11   | Mar 30    | Stress and Arousal  |   |
| 12   | Apr 6     | Biological Clocks: sleep and wakefulness                                | <i>Recommended: Ch. 19 (Bear)</i>   |
|      | TBD       | <b>FINAL EXAM**</b>   |   |

*\*The midterm exam will be scheduled by the Registrar. I have requested for it to occur Week 6.*

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

### Tentative Tutorial Schedule

| WEEK | DATE      | TUTORIAL TOPIC  | EVALUATION   |
|------|-----------|---|--|
| 1    | Jan 12    | Tutorial Introduction & Article Searches  | Skill-building Exercise 1  |
| 2    | Jan 19    | Referencing & Paraphrasing  | Skill-building Exercise 2  |
| 3    | Jan 26    | Understanding Empirical Articles<br>( <i>Demo Article: Introduction/Methods</i> ) | Skill-building Exercise 3  |
| 4    | Feb 2     | Understanding Empirical Articles<br>( <i>Demo Article: Results/Discussion</i> )   | Skill-building Exercise 4  |
| 5    | Feb 9     | Presentation & Discussion of Demo Article   | Skill-building Exercise 5<br><b>Mini paper due Feb 12<sup>th</sup></b> |
|      | Feb 13-19 | <i>Reading Week – no tutorial!</i>  |  |
| 6    | Feb 23    | <i>No Tutorial – study for Midterm</i>  | None   |
| 7    | Mar 2     | Journal Club – Article #1 Discussion<br><i>Saunders et al (2018)</i>              | Discussion Board   |
| 8    | Mar 9     | Journal Club – Article #2 Discussion<br><i>Li et al (2016)</i>                    | Discussion Board   |
| 9    | Mar 16    | Journal Club – Article #3 Discussion<br><i>Sharpe et al (2017)</i>                | Discussion Board   |
| 10   | Mar 23    | Journal Club – Article #4 Discussion<br><i>Domingos et al (2011)</i>              | Discussion Board   |
| 11   | Mar 30    | <i>Optional TA consultation</i>   | None   |
| 12   | Apr 6     | <i>No Tutorial – work on final paper</i>  | None<br><b>Final Paper due April 9<sup>th</sup></b>                    |

### III. Assigned Readings

You are responsible for reading all lecture notes and any assigned readings. E-book purchases and rentals are available for the course textbooks. Copies of the textbooks are in the Library's Course Reserves; however, access may not be available this term due to COVID-19 restrictions.

#### Course Textbook

1. *Strongly Recommended*: Powell, Honey, & Symbaluk (5<sup>th</sup> ed.). *Introduction to Learning and Behavior*. Boston, MA: Cengage Learning.
2. *Recommended*: Bear, Connors, & Paradiso. *Neuroscience: Exploring the Brain* (4<sup>th</sup> ed.). Wolters Kluwer.

Chapters 3-7 of the Powell textbook will match closely with the material we cover in the first half of the course. This text has an abundance of quick quizzes, study questions, and chapter tests available that will help test your comprehension along the way.

For the second half of the course, I will be drawing on material from multiple sources, including primary literature; however, the Bear textbook (which you may already have access to from prior courses) will help supplement content found within the lecture slides and notes.

#### Assigned Articles

**Demo Article:** Renteria, R., Baltz, E. T., & Gremel, C. M. (2018). Chronic alcohol exposure disrupts top-down control over basal ganglia action selection to produce habits. *Nature Communications*, 9(1), 211. <https://doi.org/10.1038/s41467-017-02615-9>

**Article 1:** Saunders, B. T., Richard, J. M., Margolis, E. B., & Janak, P. H. (2018). Dopamine neurons create Pavlovian conditioned stimuli with circuit-defined motivational properties. *Nature Neuroscience*, 21(8), 1072–1083. <https://doi.org/10.1038/s41593-018-0191-4>

**Article 2:** Li, Y., Zhong, W., Wang, D., Feng, Q., Liu, Z., Zhou, J., ... Luo, M. (2016). Serotonin neurons in the dorsal raphe nucleus encode reward signals. *Nature Communications*, 7, 10503. <https://doi.org/10.1038/ncomms10503>

**Article 3:** Sharpe, M. J., Marchant, N. J., Whitaker, L. R., Richie, C. T., Zhang, Y. J., Campbell, E. J., ... Schoenbaum, G. (2017). Lateral hypothalamic GABAergic neurons encode reward predictions that are relayed to the ventral tegmental area to regulate learning. *Current Biology*, 27(14), 2089–2100.e5. <https://doi.org/10.1016/j.cub.2017.06.024>

**Article 4:** Domingos, A. I., Vaynshteyn, J., Voss, H. U., Ren, X., Gradinaru, V., Zang, F., ... Friedman, J. (2011). Leptin regulates the reward value of nutrient. *Nature Neuroscience*, 14, 1562-1568. <https://doi.org/10.1038/nn.2977>

### IV. Assessments

This course will offer you multiple opportunities for assessment and feedback. The structure of the course assessments has been developed in such a way as to scaffold your learning, providing you with frequent low-risk assessments that test your knowledge and require regular progress checks (e.g.,

quizzes, tutorial exercises). These practices have been found to help students manage their time—particularly in an online format—and also provide more chances for corrective feedback to promote success on larger assessments. These learning opportunities may appear to result in a trade-off in terms of a heavier course workload; however, your active and consistent effort each week should balance out with the amount of effort/studying required to do well on the exams. Course assessments have been broken down into 3 major categories:

**1. Quizzes and Examinations**

All quizzes and examinations will be considered “open book, non-collaborative”, meaning you are welcome to refer to the textbooks, course materials and any of your own personal notes, but you may NOT collaborate with others (see authorized aids policy details below). You will be tested on lecture material and assigned readings.

**a) Lecture Quizzes (take top 7 of 10; total 7% of final grade)**

These low-stake quizzes will encourage you to stay on pace with the weekly content, provide you with early feedback on your comprehension of the lecture material, highlight any areas of confusion from that week’s lecture, and help prepare you for success on the exams. Quizzes will be available as soon as the week starts, and must be submitted by 11:59PM on the following Monday. You will only have one attempt, but your time is unlimited up until the deadline. Late quiz submissions will not be accepted, as correct answers will be available as soon as the deadline passes. For some quizzes, you may need to submit an assignment file with a short-answer response.

**b) Midterm Exam (25%)**

The midterm exam will be scheduled by the Registrar, likely to take place at some point in Week 6. The exam will include all lecture content covered in weeks 1-5, as well as any assigned readings. Calculators are permitted.

Success on the midterm will require you to develop a clear understanding of both the lecture content and assigned readings (including the demo article). 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 to explain why each is relevant and to demonstrate how you can apply your knowledge in new and creative ways.

Exams will likely consist of short-answer questions only, and may be drawn from lecture notes and assigned articles. Responses will often require several sentences to address the question complexity; they may also require a mathematical calculation and/or the creation or analysis of a visual (e.g., diagram). The points assigned will be weighted based on the relative importance, 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).

**c) 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 should consider revisiting some of the earlier course content. Similar to the midterm, the final exam will likely consist of only short-answer questions, as described above.

## 2. Tutorial Assignments

You will be randomly assigned to an online tutorial group. While all students will have access to the same pre-recorded tutorial videos and resources, being a part of a smaller tutorial group will help facilitate more manageable discussions and hopefully build a greater sense of community for you.

### **a) Skill-building exercises (take top 4 of 5; total 4% of final grade)**

The first 5 tutorial weeks will focus on essential skills related to information literacy, critical analysis and scientific communication. Your TAs will help you get started with a pre-recorded video on a given topic and you will then have one week to complete a related exercise. These exercises may come in the form of a quiz, assignment file, or discussion post. There will be a total of 5 skill-building exercises, and your lowest score will automatically be dropped. These exercises will be graded on a 3-category scale that assesses a reasonable degree of effort: Insufficient (0%), Needs Improvement (70%), Meets Expectations (100%).

Peer discussions and collaboration on these exercises is encouraged. Use the appropriate tutorial discussion folder to post questions, attempted solutions, and engage in peer-to-peer learning that would normally occur in a face-to-face tutorial. However, keep in mind that you are responsible for your own submission, and final answers should be in your own words.

### **b) Article discussions (take top 3 of 4; total 6% of final grade)**

Following reading week, the next four tutorials will run like a “journal club”, where you will be expected to engage in a critical analysis and discussion of the shared reading with your tutorial group. You are expected to read the article prior to the assigned week. The TAs will provide a brief overview presentation so that you can check your understanding of the essential elements first, and will leave you a number of discussion prompts that you can choose to address for your graded post. Continued discussion is encouraged to further clarify any unresolved questions or comments related to the article. Your active and engaged participation these weeks will help prepare you for success on the exam and final writing assignment.

Your graded discussion post needs to be original (i.e. not a repeat from a prior post made by a peer) and should demonstrate a thorough attempt at understanding the article and evidence of critical thinking. There will be a total of 4 article discussion weeks, and your lowest score will be automatically dropped. These discussion posts will be graded on the quality of the contribution, following a 4-category scale: Insufficient (0%), Limited (50%), Sufficient (75%), and Proficient (100%).

### **c) Writing Assignments (combined total of 25% of final grade)**

- Mini-Writing Assignment (5% of final grade) due Feb 12<sup>th</sup>
- Final Writing Assignment (20% of final grade) due April 9<sup>th</sup>

The writing assignments will have you practice and demonstrate essential skills relating to information literacy, critical analysis and scientific communication, which we will be focusing on in tutorial. Detailed assignment guidelines will be posted on Quercus at the start of the semester.

### 3. Reflection/Self-Assessments

#### **a) Pre-post course reflections (2% of final grade)**

You will be asked to complete two self-assessments via Quercus – one at the beginning of the semester and one towards the end. The purpose of these reflections 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: Jan 18<sup>th</sup>, 11:59PM

Post-course Survey Due Date: April 12<sup>th</sup>, 11:59PM

#### **b) Academic Integrity Quiz (1% of final grade)**

Due Date: Jan 18<sup>th</sup>, 11:59PM

### Course 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 |

## V. Communication

**Quercus messaging.** Please do not contact your Instructor or TAs using the Quercus messaging system. Decide if your question is most appropriate for the discussion board or course email (see below).

**Piazza Discussion.** This term we will be using Piazza for all of our general course inquiries and content-related discussions. Piazza is highly catered to getting you help fast and efficiently from classmates, the TAs, and myself. Rather than emailing questions to the teaching staff, I encourage you to post your questions on Piazza.

**Email policy.** Email should be reserved for correspondence that requires privacy (e.g., accommodations, grading concerns), and should be sent to the course email ([nroc61.gadziola@gmail.com](mailto:nroc61.gadziola@gmail.com)). Emails must be sent from your university email account. In most cases, e-mails will be answered within 48 hours of receipt (excluding weekends and holidays).

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 the issue, will likely be most effective. If you are not familiar with writing professional emails, you may find this resource helpful: <https://tinyurl.com/kysxwtx>.

## VI. Course Policies

**Netiquette.** The University of Toronto is committed to equity, human rights and respect for diversity. Our online learning environment 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 and strive to create an atmosphere of mutual respect where all members of this course can express themselves, engage with each other, and respect one another's differences.

Please adhere to the following guidelines when communicating online:

- Remember the human on the other side of the computer. Avoid doing anything online that would offend or frustrate other people.
- Recognize and respect diversity of opinions. It's okay to disagree and engage in scientific discourse, but inappropriate to disrespect or be offensive to others.
- Be considerate of others' time. Read prior replies and threads to see if your topic has already been discussed at length. Write concisely and stay on topic. Use a meaningful subject line about what your post contains.
- Be mindful when using sarcasm and humor. Without face-to-face communication, your joke may be misinterpreted.
- Respect the privacy of your classmates. Never copy or distribute the contents of a discussion thread.

**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 attending 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.

Office hours will be hosted using Bb Collaborate, unless notified otherwise. General office hours will be an open, drop-in format. More than one student may be in the room at the same time, and students are welcome to ask questions and/or stay to listen to peer questions. Individual appointments can be requested if the questions/concerns are more appropriate to be handled privately.

Office hours held by TAs should be used to address questions related to the tutorial content and assigned articles.

**Slides and pre-recorded videos.** For your convenience, lecture/tutorial slides will be posted along with each pre-recorded video, where appropriate. Lecture/Tutorial slides on their own are not considered a suitable substitute for listening to the full recorded video; slides are not exhaustive and we may cover important material that extends beyond them during recorded videos. The notes section will appear below each lecture slide, which contains expanded information that you are responsible for.

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

**Contesting a grade.** All requests for a re-grade must be submitted in writing to the course email 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 stay the same.

**Late Submissions.** Please note that late submissions will not be accepted for lecture quizzes, skill-building exercises, or graded article discussions. Any other assignments submitted after the deadline,

and without being granted accommodations, will receive a -10% penalty per day late. All deadlines are set according to Eastern Time.

**Changes to the syllabus.** 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 or assessment.

**Authorized aids.** Unless otherwise noted, all assessments (quizzes, exams, assignments) will be considered “open-book, non-collaborative”. This means that you are welcome to refer to the textbooks, course materials and any of your own personal notes, but you may NOT collaborate with others. To avoid potential allegations of academic misconduct, you must adhere to the following:

- **You are the only person allowed to access, interact with, and submit your assessments.** Allowing someone else to access the questions, content, and/or answers from your assessments (other than members of the NROC61 teaching team) will be considered a direct violation of [the Code](#). This includes comparing answers with other students after the deadline has passed.
- **You are NOT allowed to collaborate with anyone else by sharing your work, working together, or using someone else's work to gain an unfair advantage.** Paying for, using, or contributing to any shared material or efforts to collaborate is a direct violation of [the Code](#).
- **You are NOT allowed to access unauthorized material pertaining to your assessments.** It is a direct violation of [the Code](#) to access any source in which someone has solicited, discussed, and/or posted assessment content, questions, or answers. This includes group chats, shared Google docs, email threads, Discord, Reddit, Chegg, and any other source that meets this description. Being a member of a group in which test materials were shared may also constitute an academic integrity offense.
- **If you see it, report it.** If you find yourself in a situation where you have stumbled upon unauthorized content accidentally, protect yourself by reporting it to the teaching team ASAP. You may be considered complicit in the offence if your digital fingerprint is there, but you failed to report it.

## VII. 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 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.

## VIII. 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/ppju\\_n011995.pdf](http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppju_n011995.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>.

## IX. Psychology Department Missed Term Work Policy, WINTER 2021

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below.

Notes:

- The following reasons are not considered sufficient for missed term work: travel for leisure, weddings, personal commitments, work commitments, human error.
- Missed Final Exams are handled by the Registrar's Office and should be declared on eService: <http://www.utoronto.ca/registrar/missing-examination>
- 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>

### **Accommodations for Illness or Emergency:**

For missed work due to ILLNESS OR EMERGENCY, please complete the following **two-step** process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>) and email it to Keely Hicks at [keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca) ,  
\*and\*
2. **Declare your absence** on [ACORN](#) (Profile & Settings > Absence Declaration)

**Deadline:** You must complete the above steps **within 3 business days** of the missed work.

*Note: For this semester, we do not require any additional supporting documentation (ex. medical notes) to support your missed term work accommodation request.*

### **Accommodations for Academic Conflicts:**

For missed term work due to an ACADEMIC CONFLICT (i.e. two quizzes or tests scheduled at the same time), please complete the following process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>), choosing "Other" as your reason for missed work and explaining the conflict in the space provided.
2. Take screenshots of your course homepages that demonstrate the conflict.
3. Email the form and screenshots to Keely Hicks ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)).

**Deadline:** You should report the conflict to Keely Hicks ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) **at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier.

*Note: Multiple assignments due on the same day are not considered conflicts. Accommodations may only be possible in the case of quizzes and tests that are both scheduled during the same discrete period. Back-to-back tests/quizzes are not considered conflicts.*

*Note: Students are responsible for keeping their course timetables conflict-free. Students who choose to register in two synchronous courses with overlapping lecture/tutorial/lab schedules may not necessarily be accommodated.*

#### **Accommodations for Religious Conflicts:**

For missed term work due to a RELIGIOUS CONFLICT, please complete the following process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>), choosing “Other” as your reason for missed work and noting “Religious conflict” in the space provided.
2. Email the form to Keely Hicks ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)).

**Deadline:** You should report the conflict to Keely Hicks ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) **at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier.

#### **Accommodations for 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, please complete the following process:

1. Complete the **Time Zone Conflict Form** (<https://uoft.me/PSY-TimeZone>), and
2. Email the form to Keely Hicks ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca))

**Deadline:** You should report the conflict to Keely Hicks ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) **at least two weeks (10 business days) before the date of the activity**, or as soon as possible, if it was not possible to identify the conflict earlier.

#### **Accommodations for Students Registered with AccessAbility Services:**

For missed **TERM TESTS** due to ACCESSABILITY REASONS:

- **Contact your AccessAbility consultant** and have them email Keely ([keely.hicks@utoronto.ca](mailto: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 3 days):
  1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>).
  2. Email the form and your **Accommodation Letter** to Keely Hicks ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)).

- 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):
  1. **Contact your AccessAbility consultant** and have them email Keely Hicks ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) detailing the accommodations required.

**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 and declare your extended absence on ACORN.

**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](mailto: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**.

**Questions?**

If you have any questions about this Missed Term Work policy, please contact Keely Hicks ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) **well before** the date of the test / assignment deadline to describe your circumstances and inquire about procedures.

**X. Course-specific Accommodation Policies for Missed Term Work**

In addition to the Missed Term Work policy, you should also notify the NROC61 teaching team via the course email that you are in the process of requesting accommodations. Missed term work not granted accommodations will receive a 0% grade.

Please note that missed term work accommodation requests will not be accepted for lecture quizzes, skill-building exercises, or graded article discussions. Do not follow the Departmental MTW procedure for these assignments.

***Missed midterm.*** There will be only one makeup midterm opportunity, specific date and time TBD. If you are unable to attend the make-up midterm and granted accommodations, your final exam will then be cumulative and worth 55% of your final grade. The format of the makeup midterm may be modified to take place as an oral examination.