

## PSYC18: The Psychology of Emotion SYLLABUS (Winter 2021)

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**Course Instructor:** Prof. Brett Ford (Brett.Ford@utoronto.ca)  
**Live Lecture Recording:** Thursdays from 2:10-4:00pm EST on Zoom (Optional)

**For questions about lecture material, visit Prof. Ford's Student Hours:**

Tuesdays 8-9pm EST on Bb collaborate

Fridays 9-10am EST on Bb collaborate

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### Course Teaching Assistants:

**For questions about the handbook project, visit these student hours:**

1. Yang Teoh: Mondays 10-11am EST on Bb collaborate
2. Arasteh Gatchpazian: Wednesdays 1:30-2:30pm EST on Bb collaborate

**For questions about the readings and check-in quizzes, visit these student hours:**

3. Kevin Hamdullahpur: Tuesdays 9-10am EST on Bb collaborate
4. Angela Smith: Thursdays 12-1pm EST on Bb collaborate

**For other questions about the handbook project, readings, or progress quizzes, use this email address:**

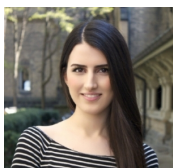
[Emotion.UTSC@gmail.com](mailto:Emotion.UTSC@gmail.com)

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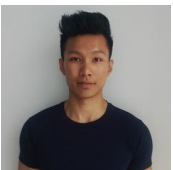
### Your course team:



**Prof. Ford** is an assistant professor and the director of the Affective Science & Health Laboratory. She completed her doctoral training at the University of California, Berkeley. Her research examines how people manage their emotions, exploring both the benefits and the costs of trying to feel good.



**Arasteh** is a graduate student in Social/Personality psychology and received her undergraduate degree from the University of Toronto. Her primary research interests focus on exploring emotion regulation in stressful contexts and the impact of emotion/emotion regulation on both psychological and physical health.



**Yang** is a graduate student in Social/Personality psychology and received his undergraduate degree from McGill University. His primary research interests focus on social decision-making and the role of emotion and its expression in learning and behaviour.



**Angela** is a graduate student in Social/Personality psychology and received her undergraduate degree from Stanford University. Her research interests include the ways in which emotion and emotion regulation are influenced by socioeconomic and cultural factors, and how that in turn influences physical and psychological health.



**Kevin** is a PhD student in Clinical Psychology. He has received a BSc in Neuroscience from Carleton University and a MA in Clinical Psychology from the University of Toronto. His research focuses on emotion dysregulation, substance use disorders, and personality psychopathology.

## Course Description

What is an emotion? What purpose do emotions serve to human beings? What happens when our emotional responses go awry? Philosophers have debated these questions for centuries. Fortunately, psychological science has equipped us with the tools to test these questions. Building with these tools, this course will provide a comprehensive overview of the scientific study of emotion. Topics will include how emotions are expressed in our minds and bodies, how emotions influence (and are influenced by) our thoughts, relationships, and cultures, and how emotions can both help us thrive and make us sick. A range of perspectives, including social, cultural, developmental, and clinical psychology, will be considered.

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## Learning Outcomes

After successful completion of this course, you should be able to:

1. Explain the prominent theories of emotion and our current scientific understanding of the causes and consequences of emotion;
  2. Identify and critically evaluate common scientific methods used to study emotion;
  3. Describe the core elements of scientific journal articles that you read;
  4. Effectively communicate your understanding of scientific research (e.g., in weekly check-ins, your handbook chapters, and short-answer exam questions); and
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## Course Materials

- **Lecture recordings:** I will be holding live lecture recordings this semester for those who are available and interested in attending – and I hope many of you are! These will be held on Thursdays from 2:10-4:00pm EST on Zoom (link/password will be posted on Quercus).
    - Please do **not** share this link/password with anyone outside the course.
    - The recordings will be posted by the end of Thursday, each week.
    - You will **not** be at a disadvantage if you cannot attend the live recordings. Engaging with the recordings asynchronously (on your own time) will provide you with everything you need to know for the course and you can supplement your understanding through attending the numerous ‘student hours’ we are offering and/or by interacting with peers through discussion boards.
    - Those who can attend the live recordings will be able to ask in-the-moment questions of me, to synchronously engage in class activities, and to interact with peers during break-out sessions.
  - **Text book:** You can use earlier editions, but the exam will be based off of the 3rd edition of Shiota & Kalat (2018). *Emotion* (3rd edition, Oxford University Press). Hard copies of the textbook are available in the bookstore, but you are also welcome to rent the eTextbook: <https://www.vitalsource.com/en-ca/products/emotion-michelle-n-shiota-v9780190635541>
  - **Empirical articles:** This course will prioritize strengthening your ability to becoming competent in evaluating primary literature. As such, we will read several original, empirical articles that focus on different topics in emotion research. These articles will also be available on Quercus.
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## Course Updates and Webpage

- All course lecture recordings, powerpoint slides, readings, and assignment instructions will be available on this course’s **Quercus site**.
- All course announcements will be made through Quercus. **You are responsible** for monitoring the course website regularly for important announcements and updates.
- This is a new virtual-only version of the course and I **may make changes** to the details of the course to improve it along the way. I will always discuss such changes with you beforehand. I also welcome your feedback!

## Course Requirements

Your performance in this course will be based on three elements (see below for more details):

- |                                       |           |
|---------------------------------------|-----------|
| (1) Check-in quizzes                  | 30% total |
| (2) A multi-component writing project | 40% total |
| (3) A cumulative final exam           | 30% total |
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### (1) Check-in Quizzes (30% of grade)

To enhance your ability to consume primary research and to get the most out of your textbook readings, we will have several 'lower stakes' quizzes. Think of these quizzes as taking the place of a midterm exam.

#### Logistics:

- **Frequency:** There will be seven quizzes during the semester, beginning in week 3. Your final quiz grade will be based on your **best five** quizzes, each worth 6% (in other words, your two lowest quiz scores, including missed quizzes, will be dropped). Because of this policy, **there will be NO make-up quizzes.**
- **Timing:** The progress quizzes will be held online and will be available for a 24-hour window, between noon EST on Wednesday and noon EST on Thursday.
- **Permissible aids:** I am assuming that you will refer to the readings when completing these check-in quizzes. However, you are **not** permitted to discuss any answers with your peers before or during the quiz window – this would be cheating. I want *you* to have the opportunity to demonstrate *your* knowledge of the readings. It truly defeats the purpose to use someone else's answers. Please take these quizzes as an opportunity to learn about the science of emotion, through your own lens!
- **Submission type:** The quiz will be administered through Quercus and may be subject to a Turnitin review.

#### What is on the quizzes?

- **Reflection:** At the end of each lecture, I will invite you to reflect on how the course material relates to your own life. In each quiz, the first part of the quiz will ask you to reflect upon the invitation that was posed during the preceding lecture, which I hope you will have considered over the past week. Given that you will know the invitation ahead of time, you are welcome to prepare your answers in advance of the 24-hour quiz window. Responses will be graded based on the thoughtfulness of the reflection.
- **Textbook Readings:** The second part of the reading quiz will ask questions about the assigned textbook reading for that week. These questions are designed to emulate exam questions and will help you prepare for the final.
- **Empirical Reading:** The final part of the reading quiz will ask questions about the assigned empirical reading for that week. These questions will be the same for every quiz and are based on gaining a clear understanding of the empirical reading (e.g., the rationale for the research, core methods, understanding and interpreting the results, your ability to critique and improve upon the work). Again, given that you will know the questions ahead of time, you are welcome to prepare your answers in advance of the 24-hour quiz window. These are the quiz questions for the empirical reading:
  - a. What was the researchers' specific, testable research question (or questions)? Make sure it is clear what the researchers' hypothesis was.
  - b. In 2-3 sentences, what methods did the researchers use to test their hypothesis (or hypotheses)?
  - c. In 2-3 sentences, what were the key results of this research? Make sure to frame these in terms of the hypothesis or hypotheses identified in Question 1.
  - d. What are the implications of these findings? (i.e., Why are these findings important? What is the big take-home message of this research?)
  - e. What is one key limitation of this research? Make sure to specify why this is a limitation.
  - f. How can you address the limitation listed above in a future study?

## (2) Handbook Project (40% of grade)

Throughout the course, you will work on a writing project that focuses on a particular emotion. Everyone will have a choice between two emotions (e.g., anger, joy), and choices will be made in Week 3. More details (including a rubric) will be provided in a separate hand-out on Quercus, but here is an overview:

You will be writing two handbook chapters that focus on your emotion. A 'handbook' is like a textbook that is dedicated to a specific topic – in this case, you are writing two chapters for a handbook on your particular emotion. Across everyone participating in the course, we'll have a full set of handbooks for over a dozen unique emotions!

In the first half of the course, you'll choose **one of three** possible chapters to write: one that considers how your emotion is *expressed* (Chapter 1), one that considers how your emotion is represented in the *brain and body* (Chapter 2), OR one that considers how your emotion is shaped by *culture* (Chapter 3). In the second half of the course, you will **again choose one of three** possible chapters to write: one that considers how emotions influence *how we think* (Chapter 4), one that considers how emotions shape and are shaped by the *social world* (Chapter 5), OR one that consider how we *manage emotions* (Chapter 6).

For each chapter you write, you will have a worksheet to work from (posted on Quercus week by week) that will help you generate the content that should be covered in your chapter. I encourage you to fill out the worksheet each week to help you decide which two chapters you most want to write – this is an opportunity to delve into ideas that interest you most!

You are welcome to collaborate with peers on the worksheets. However, the writing for your chapter needs to be completely in your own words. Chapters will be subject to a Turnitin review.

### (a) First Handbook Chapter – Near-Final Draft (5% of grade)

Deadline: Noon (EST) on Tuesday, February 22

Submission: Word document uploaded to Quercus.

Details: This draft should be *as close to the final version as possible*. You will receive feedback on your near-final draft from the TAs – a valuable opportunity to improve your chapter before the final version is due. This assignment not only gives you the opportunity to get feedback on your writing, but it also reinforces the importance of the revision process in writing – after all, most of writing is revising!

### (b) First Handbook Chapter – Final Draft (15% of grade)

Deadline: Noon (EST) on Monday, March 8

Submission: Word document uploaded to Quercus

Details: This final handbook chapter should be revised based on the feedback you received. A grading rubric will be provided several weeks before the deadline.

### (c) Second Handbook Chapter – Near-Final Draft (5% of grade)

Deadline: Noon (EST) on Tuesday, March 30

Submission: Word document uploaded to Quercus.

Details: Same procedure as for the First Handbook Chapter.

### (d) Second Handbook Chapter – Final Draft (15% of grade)

Deadline: Noon (EST) on Monday, April 12

Submission: Word document uploaded to Quercus

Details: Same procedure as for the First Handbook Chapter.

## (3) Final Exam (30% of grade) – Date/Time TBA

The final exam will be cumulative and will cover material discussed in lecture and in the readings throughout the semester. The exam will consist of multiple-choice and short-answer questions. This exam will be held during exams week.

## Course Schedule:

Week	Guiding Question & Handbook Worksheet	Readings	Assignments & Due Dates	Live Lecture Recording Thursdays 2-4pm EST
1	Introduction: What is emotion?			Jan 14
2	Theory & Measurement: How does modern science study emotion?	<ul style="list-style-type: none"> <li>• “Hard feelings” article (see Quercus for all PDFs)</li> <li>• Textbook pg. 24-32</li> </ul>		Jan 21
3	Expression: How do we display emotion? (Chapter 1 Worksheet)	<ul style="list-style-type: none"> <li>• <i>Hertenstein et al. (2006)</i></li> <li>• Textbook pg. 121-130</li> </ul>	Check-in Quiz #1 (week 3 readings) Due at noon EST, Thursday Jan 28	Jan 28
4	Brain & Body: Where do we feel emotion? (Chapter 2 Worksheet)	<ul style="list-style-type: none"> <li>• <i>Witvliet et al. (2001)</i></li> <li>• Textbook pg. 193-203</li> </ul>	Check-in Quiz #2 (week 4 readings) Due at noon EST, Thursday Feb 4	Feb 4
5	Culture: How are we different and the same? (Chapter 3 Worksheet)	<ul style="list-style-type: none"> <li>• <i>Barrett &amp; Bliss-Moreau (2009)</i></li> <li>• Textbook pg. 66-74, 379-386</li> </ul>	Check-in Quiz #3 (week 5 readings) Due at noon EST, Thursday Feb 11	Feb 11
6	Reading week			Feb 15-19
7	Development: How does emotion develop across the lifespan?	<ul style="list-style-type: none"> <li>• Textbook pg. 227-240</li> </ul>	First Chapter: Near-Final Draft (You choose between Ch. 1, 2, or 3) Due at noon EST, Tuesday Feb 23	Feb 25
8	Cognition: What is the role of emotion in how we think? (Chapter 4 Worksheet)	<ul style="list-style-type: none"> <li>• <i>Ford et al. (2010)</i></li> <li>• Textbook pg. 292-299</li> </ul>	Check-in Quiz #4 (week 7&8 readings) Due at noon EST, Thursday March 4	March 4
9	The social world: What role do other people play in our emotions? (Chapter 5 Worksheet)	<ul style="list-style-type: none"> <li>• <i>Brady et al. (2017)</i></li> <li>• Textbook pg. 262-275</li> </ul>	First Chapter: Final Draft Due at noon EST, Monday March 8 Check-in Quiz #5 (week 9 readings) Due at noon EST, Thursday March 11	March 11
10	Meta processes: How do we think about and manage our emotions? (Chapter 6 Worksheet)	<ul style="list-style-type: none"> <li>• <i>Tamir et al. (2008)</i></li> <li>• Textbook pg. 445-462</li> </ul>	Check-in Quiz #6 (week 10 readings) Due at noon EST, Thursday March 18	March 18
11	Health: What is the role of emotion in mental and physical health?	<ul style="list-style-type: none"> <li>• <i>Pressman et al. (2013)</i></li> <li>• Textbook pg. 206-214, 412-423</li> </ul>	Check-in Quiz #7 (week 11 readings) Due at noon EST, Thursday March 25	March 25
12	Happiness: What is it and how can we get it?	[No readings]	Second Chapter: Near-Final Draft (You choose between Ch. 4, 5, or 6) Due at noon EST, Tuesday March 30	April 1
13	The future: Where do we go from here?	[No readings]	[No assignment this week]	April 8
			Second Chapter: Final Draft Due at noon EST, Monday April 12 [Final Exam date/time TBD]	

## Course Policies

### Email

- Please use the course email address ([Emotion.UTSC@gmail.com](mailto:Emotion.UTSC@gmail.com)) unless you have a specific question for Prof. Ford.
- If you have questions that can't be answered briefly via email, it is best to visit us during our student hours.
- We will do our best to answer your emails within 24 hours during *weekdays*; expect a longer delay if you email between Friday afternoon and Sunday evening.
- Please do not email us the night before an assignment is due. If you email us within 24 hours of a class or due date, we may not be able to respond to you in time.

### Lecture Recordings & Course Materials

- Do not download, copy, or share any course or student materials without my explicit permission.
- The lectures for this course, including your voluntary participation during the live video recordings (audio only), will be recorded on video and will be available to students in the course for viewing remotely and after each session. Do not download the lecture videos.
- Course materials are provided for the exclusive use of enrolled students. I do not want to discover that a student has put any of these materials into the public domain, has sold these materials, or has given these materials to a person or company that is using them to earn money. The University will support me in asserting and pursuing my rights, and my copyrights, in such matters.

### 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 offences.
- It is critically important both to maintain our community which honours the values of honesty, trust, respect, fairness and responsibility and to protect you, the students within this community, and the value of the degree towards which you are all working so diligently. According to Section B of the University of Toronto's Code of Behaviour on Academic Matters (August 1995), which all students are expected to know and respect, it is an offence for students:
  - To use someone else's ideas or words in their own work without acknowledging that those ideas/words are not their own with a citation and quotation marks, i.e. to commit plagiarism;
  - To include false, misleading or concocted citations in their work;
  - To obtain unauthorized assistance on any assignment;
  - To provide unauthorized assistance to another student;
  - To submit their own work for credit in more than one course without the permission of the instructor;
  - To falsify or alter any documentation required by the University (e.g., doctor's notes).
- There are other offences covered under the Code, but these are by far the most common. Please respect these rules and the values that they protect.
- 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 about Academic Integrity for writing assignments:** You may see advertisements for services offering grammar help, essay editing and proofreading. 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.



### Writing-Related Campus Resources:

- **The Writing Centre** helps all UTSC students improve their writing skills. We work with students in all years and all disciplines. Programs include writing groups, writing workshops, one-to-one tutoring, and both print and online resources. For information, resources, and to sign up for individualized feedback: <http://www.utsc.utoronto.ca/twc/>
- **The English Language Development Centre** supports all students in developing better Academic English and critical thinking skills needed in academic communication. Make use of the personalized support in academic writing skills development and Café sessions to enhance your ability to do better in the various components of this course. Details and sign-up information: <http://www.utsc.utoronto.ca/eld/>

### Turnitin Notice:

Normally, students will be required to submit their course essays [i.e., quizzes and handbook chapters] to Turnitin.com for review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays [i.e., quizzes and handbook chapters] 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.

### AccessAbility Statement

- 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](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.

### Late Assignments

- Unless you have legitimate documentation for a late assignment, 10% of the total value of the assignment will be deducted for each day that it is late.
- An assignment is considered late as soon as the due date and time passes (i.e., one minute past the stated deadline), so you are strongly encouraged to submit your assignments early in order to avoid any technical delays.
- Difficulties with the Quercus portal will not be accepted as a legitimate reason for a late assignment. If you have legitimate documentation to explain your late assignment, you must follow the departmental policy outlined below.

### Religious Observance

- 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.
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## 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.

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### **Grading Scale**

NUMERICAL MARKS	LETTER GRADE	GRADE POINT VALUE
90 - 100%	A+	4.0
85 - 89%	A	4.0
80 - 84%	A-	3.7
77 - 79%	B+	3.3
73 - 76%	B	3.0
70 - 72%	B-	2.7
67 - 69%	C+	2.3
63 - 66%	C	2.0
60 - 62%	C-	1.7
57 - 59%	D+	1.3
53 - 56%	D	1.0
50 - 52%	D-	0.7
0 - 49%	F	0.0