PSYC22: Infancy
Department of Psychology, University of Toronto
Winter Term 2021

Online Course

Prerequisite: PSYB20, a PSYB-level methods course (PSYB01, PSYB04, or PSYB70) and a B-level stats course (PSYB07, STAB22, or STAB23)
Exclusion: PSY316H1, PSY316H5

Duration of classes: Jan 11^{thth} to April 12th
Reading week: February 13th to February 19th

Course Description

Infants must learn to navigate their complex social worlds as their bodies and brains undergo incredible changes. This course explores physical and neural maturation, and the development of perception, cognition, language, and social-emotional understanding in infants prenatally until preschool.

Learning Objectives

By the end of the term, you will be able to:

1. Explain how physical maturation, perception, cognition, language and social-emotional behavior changes from before birth to age four.
2. Understand the methodologies used in research with infants and very young children and how to apply these methods to new research ideas.
3. Examine how culture and context shape development, and how both biology and experience interact with and shape development.
4. Critically evaluate empirical research in developmental psychology.
5. Contribute to the development of a parent survey and perform simple analyses/visualizations with these data.
6. Communicate these findings effectively, integrating them into developmental psychology theories and existing research and considering future directions.
7. Connect concepts learned in class with experiences in everyday life.

Our Instructional Team

Instructor

Dr. Laura Cirelli (she/her)

Email*:* laura.cirelli@utoronto.ca (include PSYC22 in the subject line)
Office hours by appointment

I am an Assistant Professor, Research Stream in the Department of Psychology. I teach undergraduate courses in developmental psychology, and direct the TEMPO lab at UTSC. In the TEMPO Lab, we explore how babies and young children engage with music. I'm really interested in exploring how everyday musical experiences shape perception, emotional responses and social development. Here I am with my own little "junior scientist", Ian. You may hear him or one of his two dogs in the background during lectures or meetings!

Teaching Assistants

Michelle McPhee (she/her)

Email: michelle.mcphee@mail.utoronto.ca

I am a fourth year PhD candidate studying developmental psychology under the co-supervision of Dr. Mark Schmuckler and Dr. Jessica Sommerville at the University of Toronto. My research focuses on the examination of how young children start to understand different types of social affiliations. Specifically, I am interested in investigating the different types of social cues that are used by children to detect and infer kinship relationships between a mother and child, as well as the developmental trajectory of this ability.

Anneesa Singh (she/her)

Email: anneesa.singh@mail.utoronto.ca

I am a first year PhD student in the School and Clinical Child Psychology program at OISE/UofT. I obtained an HBA in Psychology and Public Health from the University of South Florida in 2013, an HBSc in Mental Health Studies (Specialist) and Neuroscience (Major) from UTSC in 2018, and an MA in School and Clinical Child Psychology from OISE/UofT in 2020. I am an active member of the Better Behaviours Service team at the Centre for Addiction and Mental Health (CAMH). My research examines cognitive and emotional factors that underlie and maintain behavioural difficulties in children with Attention-Deficit Hyperactivity Disorder, Oppositional Defiant Disorder, and Conduct Disorder.

Email Policy: Please feel free to email the instructor or TAs whenever you have questions or concerns or to set up a virtual meeting. E-mail must originate from your designated UToronto e-mail account. We will try our best to respond to emails within 48 hours, excluding weekends/holidays.
Please include "PSYC22" in the subject line of your email.

Q and A sessions: We will schedule drop in Q and A sessions with Dr. Cirelli and the TAs on Bb Collaborate throughout the term (especially right before midterms). Pay attention to Quercus for scheduling.

Course Materials and Lecture

Assigned Readings

In lieu of a required textbook, this course will use assigned readings. There are usually 2 readings a week. Readings may detail empirical research or review the literature on a specific topic. These peer-reviewed readings are the way that infancy researchers communicate with each other and stay up to date on the most current findings, but they may be difficult to get through if you aren't used to reading academic papers. That's ok! It is a skill that you build with practice. I recommend reading them through twice, and making a few point form notes about the purpose, hypotheses, methods, results and implications. Be sure to read the assigned readings before lecture each week so that we can discuss them in more depth. The readings will **NOT** be posted on Quercus. **You will need to use your U of T library access to find these papers.** You can search for the article through the library website (https://onesearch.library.utoronto.ca/) and use your UTORid for access. See the list of readings below.

Optional Textbook

Slater, A. E., Lewis, M. E., Anzures, G., & Lee, K. (2011). *Introduction to infant development: Canadian Edition*. Oxford University Press.

For many lecture weeks, I will be using this textbook to guide my lecture. If you want to read more deeply about the content covered in this course, feel free to purchase the optional textbook. However, assessment will only be based on content covered directly in lecture or in the assigned readings. *If you do decide to purchase, do so through the UTSC bookstore to receive the special UTSC pricing.* There will be a hard copy or an e-book option.

Quercus

All registered students for the course have access to Quercus. This will serve as the class website, where all lecture slides and course-related materials will be posted. This will also be the site where the assignments will be submitted, and marks will be made available. You are expected to check this website with regularity. **Important announcements will be made here.** Check that you have enabled Quercus to email you when announcements and updates are made. Use of the website's **discussion boards** is strongly encouraged for non-private inquiries (e.g., questions about course content and the running of this course, but *not* emails reporting illness or other private matters). Students are also encouraged to answer peer questions on the discussion board, which is a great learning opportunity for everyone.

Lectures

Lectures will be delivered via Blackboard Collaborate. Students can optionally join in during lecture delivery. 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 sources 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.

Course Assessments and Grading
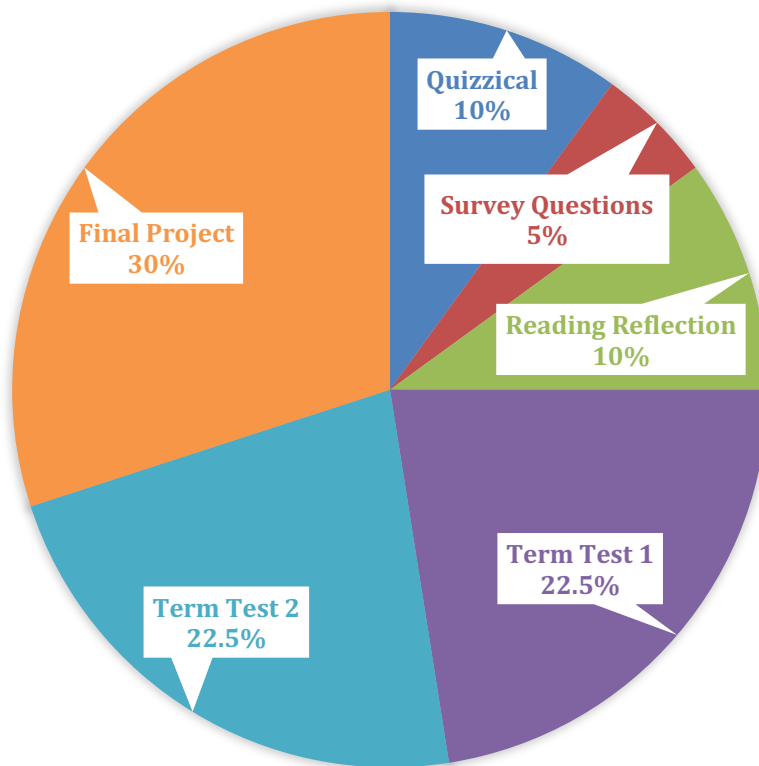
Quizzical: 10%

Quizzical is an educational software designed to help students engage more deeply with course materials. You can access it via Quercus. You will be assigned to write two multiple-choice questions, which will be graded and count for 6% of your grade. You will also be expected to complete a weekly quiz within 14 days of lecture for lectures 1 to 8 for the remaining 4%. To get full participation credit, at least 10 questions must be completed, and the average grade on all questions must be at least 70%. More detailed instructions will be available on Quercus.

Survey Questions: 5%

For the Final Project, we will be creating a Parent Questionnaire together and collect data online. For this assignment, you will develop a research question, outline your hypotheses, and write 2 or 3 survey questions that you would like included on the questionnaire. You will use parent responses to these questions later in your Final Project. This assignment will be due via Quercus at 11:59pm on **Monday January 25th**.

Reading Reflection: 10%

Select one of the 18 assigned readings for the course. This brief reflection should be between 500 and 600 words. You will be expected to briefly summarize the reading, critique it, and explore questions for future directions. A full rubric and details will be available in Quercus. This assignment will be due via Quercus at 11:59pm on **Monday March 1st.**

Term Tests: 45% total (22.5% per test)

There will be two non-cumulative term tests (22.5% each). Term tests will be open-book and completed independently on Quercus. Collaboration or discussion with peers while completing your test is prohibited. More details about the midterms will be posted on Quercus. The registrar will be scheduling these tests, so stay tuned to the Class Announcements for details.

Term Test 1: This test will cover **lecture and readings** from **Lecture Week 1 to 4.**

Term Test 2: This test will cover **lecture and readings** from **Lecture Week 5 to 8.**

Final Project: 30%

The final project will be your opportunity to apply what you have learned in this course to new data that we will have collected together as a class using our Parent Questionnaire. You have two options:

1) Written Research Report for a scientific audience
2) Science Podcast for a general audience (audio or audiovisual)

With both formats, you will be expected to introduce your research question, outline your hypotheses and methods of data collection, report the results, and discuss implications, real world applications, and future directions. You will also be expected to submit a written reference section and graphical representation of your results (we will discuss this in detail during Lecture 9). When choosing between the two formats, consider which exercise might be more useful in your future career path. Rubrics and more details about the assignment will be available on Quercus.

This project will be due on Quercus by 11:59pm on **Friday April 9**.

Parent Questionnaire Timeline

We will be building a survey together and asking Canadian parents of 0 to 4-year-old children to fill it out online. You will analyze and report on actual parent responses to a few questions in your Final Project. Here is an overview of the timeline, and some suggestions for how to organize your time. Do not wait until the last few weeks to start your final project! Give yourself time and reduce stress by slowly working on the project across the term.

Early January	Demographic questions that will be included on the survey will be posted on Quercus
January 25th	**Your "Survey Questions" assignment is due**, where you will propose additional questions to be added to the survey. **Students should decide which format (written report or podcast) they plan to use for the final project.**
Early February	I will compile all the questions into one large questionnaire and submit it for Ethical Approval. **Students should start working on their intro/methods.**
Late February/Early March	We will collect data! We will advertise our questionnaire via the UTSC iKids Database and on social media. **Students should continue working on intro/method, plan analyses, and draft discussions.**
Late March	I will distribute the raw data to the class and host a workshop on analyzing your variables of interest. Plug this into your project and finalize everything.
April 9th	Final Project (written report or podcast) is due.

Course Schedule

Please read each week's readings before attending or viewing lectures.

Week	Lecture Week #	Topic	Readings
Jan 11 to 15	1	Prenatal Development	Kisilevsky et al., 2003 Dudek et al., 2020* *Optional: Textbook Chapter 3*
Jan 18 to 22	2	Perceptual Narrowing	Hwang et al., 2020 Maurer & Werker, 2014
Jan 25 to 29	3	Motor Development **Survey Questions Assignment Due Jan 25th**	Han & Adolph, 2020 Hym et al., 2020 *Optional: Textbook Chapter 4*
Feb 1 to 5	4	Cognitive Development	Dunn & Bremner 2020 Jowkar-Baniani et al., 2017* *Optional: Textbook Chapters 7 & 8*
Feb 8 to 12		**TERM TEST 1,** pending registrar scheduling	Covering lectures and readings 1 to 4
Feb 13 to 19		**READING WEEK**	
Feb 22 to 26	5	Communication and Language	Donnellan et al., 2020 Kandhadai et al., 2014* *Optional: Textbook Chapters 10 & 11*
Mar 1 to 5	6	Emotion and Temperament **Reading Reflection Assignment Due March 1st**	Tang et al., 2020 Addabbo et al., 2020 *Optional: Textbook Chapter 13*
Mar 8 to 12	7	Social Development	Nagy et al., 2013 Lucca et al., 2018
Mar 15 to 19	8	Babies and Technology	Przybylski & Weinstein, 2019 Myers et al., 2017
Mar 22 to 26		**TERM TEST 2,** pending registrar scheduling	Covers lectures and readings 5 to 8
Mar 29 to Apr 2	9	Final Project stats workshop	Resources TBD
Apr 5 to 9	10	Current Events and Infancy	Davenport et al., 2020 Lytle et al., 2018
		FINAL PROJECT DUE on Quercus by 11:59pm on April 9	

Please note: The class schedule is subject to change due to unforeseen circumstances.

* UTSC authors!

Readings

Lecture 1: Prenatal Development

Kisilevsky, B. S., Hains, S. M., Lee, K., Xie, X., Huang, H., Ye, H. H., ... & Wang, Z. (2003). Effects of experience on fetal voice recognition. *Psychological Science, 14*(3), 220–224. https://doi.org/10.1111/1467-9280.02435.

Dudek, J., Colasante, T., Zuffianò, A., & Haley, D. W. (2020). Changes in cortical sensitivity to infant facial cues from pregnancy to motherhood predict mother–infant bonding. *Child Development*, *91*(1), e198-e217. https://doi.org/10.1111/cdev.13182

Lecture 2: Perceptual Narrowing

Hwang, H. G., Debnath, R., Meyer, M., Salo, V. C., Fox, N. A., & Woodward, A. (2020). Neighborhood racial demographics predict infants' neural responses to people of different races. *Developmental Science*, Article e13070. https://doi.org/10.1111/desc.13070

Maurer, D., & Werker, J. F. (2014). Perceptual narrowing during infancy: A comparison of language and faces. *Developmental Psychobiology*, *56*(2), 154–178. https://doi.org/10.1002/dev.21177

Lecture 3: Motor Development

Han, D., & Adolph, K. E. (2020). The impact of errors in infant development: Falling like a baby. *Developmental Science*, Article e13069. https://doi.org/10.1111/desc.13069

Hym, C., Forma, V., Anderson, D. I., Provasi, J., Granjon, L., Huet, V., ... & Barbu-Roth, M. (2020). Newborn crawling and rooting in response to maternal breast odor. *Developmental Science*, Article e13061. https://doi.org/10.1111/desc.13061

Lecture 4: Cognitive Development

Dunn, K., & Bremner, J. G. (2020). Investigating the social environment of the A-not-B search task. *Developmental Science*, *23*(3), Article e12921. https://doi.org/10.1111/desc.12921

Jowkar-Baniani, G., Paolozza, A., Greene, A., Cheng, C. K., & Schmuckler, M. A. (2017). Infants' perceptions of constraints on object motion as a function of object shape. *Cognition*, *165*, 126-136. https://doi.org/10.1016/j.cognition.2017.04.011

Lecture 5: Communication and Language

Donnellan, E., Bannard, C., McGillion, M. L., Slocombe, K. E., & Matthews, D. (2020). Infants' intentionally communicative vocalizations elicit responses from caregivers and are the best predictors of the transition to language: A longitudinal investigation of infants' vocalizations, gestures and word production. *Developmental Science*, *23*(1), Article e12843. https://doi.org/10.1111/desc.12843

Kandhadai, P., Danielson, D. K., & Werker, J. F. (2014). Culture as a binder for bilingual acquisition. *Trends in Neuroscience and Education, 3*(1), 24–27. https://doi.org/10.1016/j.tine.2014.02.001

Lecture 6: Emotions and Temperament

Tang, A., Crawford, H., Morales, S., Degnan, K. A., Pine, D. S., & Fox, N. A. (2020). Infant behavioral inhibition predicts personality and social outcomes three decades later. *Proceedings of the National Academy of Sciences*, *117*(18), 9800-9807. https://doi.org/10.1073/pnas.1917376117

Addabbo, M., Vacaru, S. V., Meyer, M., & Hunnius, S. (2020). 'Something in the way you move': Infants are sensitive to emotions conveyed in action kinematics. *Developmental Science*, *23*(1), Article e12873. https://doi.org/10.1111/desc.12873

Lecture 7: Social Development

Nagy, E., Pilling, K., Orvos, H., & Molnar, P. (2013). Imitation of tongue protrusion in human neonates: Specificity of the response in a large sample. *Developmental Psychology, 49*(9), 1628–1638. https://doi.org/10.1037/a0031127

Lucca, K., Pospisil, J., & Sommerville, J. A. (2018). Fairness informs social decision making in infancy. *PLoS One, 13*(2), e0192848. https://doi.org/10.1371/journal.pone.0192848

Lecture 8: Babies and Technology

Przybylski, A. K., & Weinstein, N. (2019). Digital screen time limits and young children's psychological well-being: evidence from a population-based study. *Child Development*, *90*(1), e56-e65. https://doi.org/10.1111/cdev.13007

Myers, L. J., LeWitt, R. B., Gallo, R. E., & Maselli, N. M. (2017). Baby FaceTime: Can toddlers learn from online video chat?. *Developmental Science*, *20*(4), e12430. https://doi.org/10.1111/desc.12430

Lecture 9: Final Project Workshop

Resources for workshop TBD – pay attention to class announcements

Lecture 10: Current Events and Infancy

Davenport, M. H., Meyer, S., Meah, V. L., Strynadka, M. C., & Khurana, R. (2020). Moms are not OK: COVID-19 and maternal mental health. *Frontiers in Global Women's Health*, *1*, Article 1. https://doi.org/10.3389/fgwh.2020.00001

Lytle, S. R., Garcia-Sierra, A., & Kuhl, P. K. (2018). Two are better than one: Infant language learning from video improves in the presence of peers. *Proceedings of the National Academy of Sciences*, *115*(40), 9859-9866. https://doi.org/10.1073/pnas.1611621115

Policies

Turnitin

Normally, students will be required to submit their course essays 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.

Equity, Diversity and Inclusion

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.

Centre for Teaching and Learning

The Centre for Teaching and Learning (CTL) is available to support you in your writing, English language, math and stats, and professional development needs. It offers online tutoring and consultations and has a variety of helpful online resources. For more information, please visit CTL's Academic Learning Support site at http://uoft.me/AcademicLearningSupport.

Late Work Policy

Late work is not accepted in PSYC22. 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 Missed Term Work Policy below.

Accommodations

Students with disabilities: The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs.
Students with diverse learning styles and needs are welcome in this course. If you have a disability that may require accommodations, please feel free to approach me and/or the Accessibility Services office (416-287-7560 or email ability@utsc.utoronto.ca)

Religious observances: The University provides reasonable accommodation of the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory holidays. Students have a responsibility to alert members of the teaching staff in a timely fashion to upcoming religious observances and anticipated absences and instructors will make every reasonable effort to avoid scheduling tests, examinations or other compulsory activities at these times.

Please reach out to me as early as possible to communicate any anticipated absences related to religious observances, and to discuss any possible related implications for course work.

Family care responsibilities: The University of Toronto strives to provide a family-friendly environment. You may wish to inform me if you are a student with family responsibilities. If you are a student parent or have family responsibilities, you also may wish to visit the Family Care Office website at familycare.utoronto.ca.

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](#) 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 in all relevant courses
- 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

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

Psychology Department Missed Term Work Policy

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.utsc.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.utsc.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 ,

    and

2. **Declare your absence** on ACORN (Profile & Settings > Absence Declaration)

Deadline: You must complete the above steps **within 3 business day**s 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).

Deadline: You should report the conflict to Keely Hicks (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).

Deadline: You should report the conflict to Keely Hicks (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)

Deadline: You should report the conflict to Keely Hicks (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) 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).

- 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) 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 <u>repeat</u> the missed term work procedure to request additional accommodations.

(E.g.) If you miss a <u>make-up</u> 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) 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) **well before** the date of the test / assignment deadline to describe your circumstances and inquire about procedures.

Grade 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