

PSYC18: The Psychology of Emotion SYLLABUS (Winter 2021)

Course Instructor: Prof. Brett Ford (Brett.Ford@utoronto.ca)
Live Lecture: Thursdays on Zoom from 1:10-4:00pm or 5:10-8:00pm ET (alternating week-to-week)
For the week-to-week schedule: See course calendar below (p. 7)
For the lecture zoom link: See Quercus "Live Lecture Information" page

For any questions about the course, use this address: Emotion.UTSC@gmail.com

Virtual Office Hours (Jan. 17 through Apr. 15; see Quercus "Office Hour Information" for zoom links):

For questions about lecture material or the group presentation, visit Prof. Ford's Virtual Office Hours:

- Prof. Brett Ford: Wednesdays 5:30-6:30pm ET on zoom

For questions about the handbook chapters, visit these Virtual Office Hours:

- Arasteh Gatchpazian: Mondays 2-3pm ET on zoom
- Lauren Vomberg: Fridays 3:30-4:30pm ET on zoom

For questions about the readings and check-in quizzes, visit these Virtual Office Hours:

- Yang Teoh: Tuesdays 10-11am ET on zoom
 - Lauren Vomberg: Fridays 3:30-4:30pm ET on zoom
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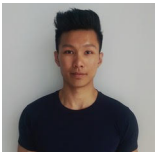
About us:



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.



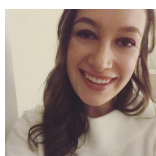
Arasteh is a graduate student in Social/Personality psychology and received her undergraduate degree from the University of Toronto. Her primary research interests focus on exploring emotion regulation in stressful contexts and the impact of emotion/emotion regulation on both psychological and physical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



Yitong is a PhD student in Social/Personality Psychology. She received her undergraduate degree from East China Normal University and her master's degree from Wake Forest University. She studies how people regulate themselves and others in ways that affect their personal and social well-being.



Lauren is a PhD candidate in Perception, Cognition, and Cognitive Neuroscience. She received a Bachelor of Arts and Science in clarinet performance and psychology and her Master's of Science from the University of Lethbridge. Her research interests focus on music cognition and engineering, with a specialty in investigating the impact of Western music on the perception of auditory illusions and the implementation of gamified paradigms for cognitive assessment.

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.

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
 5. Demonstrate the ability to work effectively and respectfully with peers, including participating in class discussions, team projects, and both providing and responding to constructive feedback.
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The COVID context

I want to start by acknowledging that we're starting yet another semester during a time of great uncertainty and stress. I know these aren't ideal circumstances but I want you to know that I'm dedicated to providing you with the best learning experience that I can.

With all of this in mind, I've made several changes to the course to provide more flexibility, while still maintaining course elements that students found useful and rewarding during pre-pandemic times.

One major change is that the course shifted from being in-person (either at 1:10-4pm and 5:10-8pm on Thursdays) to being online and asynchronous. As with many other courses in the psychology department, we have made this shift to provide the most flexibility to the most students. That being said, if your schedule will allow it, I invite you to treat this course as a synchronous course as much as possible.

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!
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Course Materials

- **Live Lectures:** I will be holding live lectures on zoom this semester and I hope to see many of you there! These will be held on Thursdays from either 1:10-4:00pm or 5:10-8:00pm ET, alternating week-by-week (see course schedule below on p. 6 for more details).
 - The link/password to zoom is posted on Quercus – Please do **not** share this link/password with anyone outside the course.
 - To provide you all with maximal flexibility, these lectures will also be recorded, and will be posted to Quercus by the end of Thursday, each week.
 - **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 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 & group project	40% total
(3) A cumulative final exam	30% total

See p. 4-7 for more details.

(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. These quizzes are taking the place of a midterm exam.

Note: See p. 7 for course calendar with deadlines for check-in quizzes in **GREEN**.

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 are NO make-up quizzes**.
- **Timing:** The progress quizzes will be held online and will be available for over 24 hours: the quiz will be available at **9am ET** on Wednesday and will close at **12pm (noon) ET** on Thursday.
- **Length of quiz:** When this course met in person, these quizzes were held during the first 30 minutes of class. This semester's quizzes are designed to be **completed within 30-40 minutes**, provided that you have prepared for the quiz ahead of time. Given our flexible quiz format, there is no timer on the quiz (you just need to complete it between 9am on Wednesday and 12pm noon 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 plagiarism 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 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 project in teams of up to eight people. Teams will be formed in Week 2. Every team will have a choice between two emotions (e.g., anger, joy), and choices will be made in Week 3. Your team will create a handbook for that emotion – A ‘handbook’ is like a textbook that is dedicated to a specific topic. The handbook will consist of a series of chapters that will link your emotion to six different topics we will discuss during class. Each team member will write two chapters (one in the first half of the semester and one in the second half). At the end of the semester, your team will also give a creative presentation based on what they learned when writing their handbook chapters.

More details about this project (including rubrics) will be provided later, but here are a few more details about the writing assignments for those who are curious:

- In Week 3, you will decide which team member will write each chapter:
 - There are **three** possible chapters to write based on the content from the first half of the course: 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), and one that considers how your emotion is shaped by *culture* (Chapter 3). At least two people on each team need to write each of these chapters.
 - There are also **three** possible chapters to write based on the content from the second half of the course: 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), and one that consider how we *manage emotions* (Chapter 6). At least two people on each team need to write each of these chapters.
- For each chapter, you will be provided with a **worksheet** (posted on Quercus) that will help you generate the content that should be covered in your chapter.
 - Each week, your team will have time to **work on these worksheets during class time** (in zoom break-out rooms). You may also choose to coordinate an alternative method and day/time to support each other.
 - Each week, at least two students will be **‘leaders’** of the worksheet discussion – these are the people who will be writing the chapter based on that week’s content. If you are the leader, you will be asked to complete and **submit your worksheet notes on Quercus.**
- Although you complete your handbook work with the support of your team, you are **graded individually** on all handbook writing assignments. The writing for your chapter also needs to be **completely in your own words**. Chapters will be subject to a plagiarism review.
- Your work on your first chapter will be broken down into several assignments to help you prepare a strong first chapter and to give you a useful framework for writing a strong second chapter (see below for more details).

First Handbook Chapter (15% of final grade)

Note: See p. 7 for course calendar with deadlines for the first chapter assignments in **RED**.

(A) Worksheet Notes (1% of grade)

Deadline: This varies – it is due by 10pm on the Tuesday *after* your worksheet is assigned.

Submission: Word document uploaded to Quercus.

Details: Each week, at least two students will be responsible for writing their own individual chapter on the content covered that week. When you are the leader in a given week, you are responsible for completing the worksheet with the help of your team and submitting this worksheet to Quercus before 10pm the following Tuesday.

(B) Near-Final Handbook Chapter Draft (2% of grade)

Deadline: By 10pm on Monday, February 21.

Submission: Word document uploaded to Quercus and emailed to two team members.

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 and from your team members – 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!

(C) Peer Feedback on Team Members' Draft (2% of grade)

Deadline: By 10pm on Monday, February 28.

Submission: Two word documents uploaded to Quercus and emailed back to your two team members.

Details: Upon receiving near-final chapter drafts from two team members on Feb 21, you will provide feedback on those chapter drafts. A feedback form will be provided to help structure your feedback. You will be graded based on providing thoughtful, specific, and constructive feedback to your team members. To receive credit for the feedback you provide, submit your feedback forms to Quercus in addition to emailing them to your two team members.

(D) Final Handbook Chapter (10% of grade)

Deadline: By 10pm on Monday, March 7.

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.

Second Handbook Chapter (15% of final grade)

Note: See p. 7 for course calendar with deadlines for the second chapter assignments in **BLUE**.

(A) In-Class Worksheet Notes (1% of grade)

Deadline: This varies – it is due by 10pm on the Tuesday *after* your worksheet is assigned.

Submission: Word document uploaded to Quercus.

Details: Same procedure as for the First Handbook Chapter.

(B) Second Handbook Chapter – Final Draft (14% of grade)

Deadline: By 10pm on Friday, April 8.

Submission: Word document uploaded to Quercus.

Details: Same procedure as for the First Handbook Chapter.

End-of-Semester Team Presentation (10% of your grade)

As a team, you will also prepare a brief creative presentation on your emotion to share with the class during our final two classes. All presentations must be pre-recorded and are **due by Wednesday March 20 at 12pm noon**. Presentations do not need to follow a specific format – Creativity is key. Presentations will be graded as a group, so please prepare accordingly: Meet with your group *early* to discuss your plan for the presentation, *divide the work* load fairly and evenly, and hold each other *accountable* for the final product. More information about the presentations will be given closer to the due date.

(3) Final Exam (30% of grade) – [Day/Time TBA]

The final exam will be cumulative and will cover material discussed in lecture and in the readings throughout the semester. This exam will be held during exams week.

Week	Guiding Question & Handbook Worksheet	Readings	Assignments & Due Dates	Live Lecture
1	Introduction: What is emotion?			Jan 13, 1:10-4pm
2	Theory & Measurement: How does modern science study emotion?	<ul style="list-style-type: none"> • "Hard feelings" article (see Quercus for all PDFs) • Textbook pg. 24-32 		Jan 20, 5:10-8pm
3	Expression: How do we display emotion?	<ul style="list-style-type: none"> • <i>Hertenstein et al. (2006)</i> • Textbook pg. 121-130 	Check-in Quiz #1 (Week 3 readings) Due: Thursday Jan 27, 12pm noon	Jan 27, 1:10-4pm <i>[Emotions are chosen by teams during this class!]</i>
4	Brain & Body: Where do we feel emotion?	<ul style="list-style-type: none"> • <i>Witvliet et al. (2001)</i> • Textbook pg. 193-203 	Chapter 1 Worksheet (Week 3 material) [Leaders only] Due: Tues Feb 1, 10pm Check-in Quiz #2 (Week 4 readings) Due: Thurs Feb 3, 12pm noon	Feb 3, 5:10-8pm
5	Culture: How are we different and the same?	<ul style="list-style-type: none"> • <i>Barrett & Bliss-Moreau (2009)</i> • Textbook pg. 66-74, 379-386 	Chapter 2 Worksheet (Week 4 material) [Leaders only] Due: Tues Feb 8, 10pm Check-in Quiz #3 (Week 5 readings) Due: Thurs Feb 10, 12pm noon	Feb 10, 1:10-4pm
6	Development: How does emotion develop across the lifespan?	<ul style="list-style-type: none"> • Textbook pg. 227-240 	Chapter 3 Worksheet (Week 5 material) [Leaders only] Due: Tues Feb 15, 10pm	Feb 17, 5:10-8pm
7	Reading week		First Chapter: Near-Final Draft Submit to Quercus and 2 team members Due: Mon Feb 21, 10pm	
8	Cognition: What is the role of emotion in how we think?	<ul style="list-style-type: none"> • <i>Ford et al. (2010)</i> • Textbook pg. 292-299 	First Chapter: Draft Peer Feedback (x2) Due: Mon Feb 28, 10pm Check-in Quiz #4 (Week 6&8 readings) Due: Thurs Mar 3, 12pm noon	Mar 3, 5:10-8pm
9	The social world: What role do other people play in our emotions?	<ul style="list-style-type: none"> • <i>Brady et al. (2017)</i> • Textbook pg. 262-275 	First Chapter: Final Draft Due: Mon Mar 7, 10pm Chapter 4 Worksheet (Week 8 content) [Leaders only] Due: Tues Mar. 8, 10pm Check-in Quiz #5 (Week 9 readings) Due: Thurs Mar 10, 12pm noon	Mar 10, 1:10-4pm
10	Meta processes: How do we think about and manage our emotions?	<ul style="list-style-type: none"> • <i>Tamir et al. (2008)</i> • Textbook pg. 445-462 	Chapter 5 Worksheet (Week 9 content) [Leaders only] Due: Tues Mar 15, 10pm Check-in Quiz #6 (Week 10 readings) Due: Thurs Mar 17, 12pm noon	Mar 17, 5:10-8pm
11	Health: What is the role of emotion in mental and physical health?	<ul style="list-style-type: none"> • <i>Pressman et al. (2013)</i> • Textbook pg. 206-214, 412-423 	Chapter 6 Worksheet (Week 10 content) [Leaders only] Due: Tues Mar 22, 10pm Check-in Quiz #7 (Week 11 readings) Due: Thurs Mar 24, 12pm noon	Mar 24, 1:10-4pm
12	Happiness: What is it and how can we get it?	[No readings]	Group Presentation Due: Weds Mar 30, 12pm noon	Mar 31, 5:10-8pm
13	The future: Where do we go from here?	[No readings]	Second Chapter: Final Draft Due: Fri April 8, 10pm	April 7, 1:10-4pm

Course Policies

Email

- Please use the course email address (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/>

Plagiarism Detection Tool Notice:

Normally, students will be required to submit their course essays to the University's plagiarism detection tool 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 tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq> (Links to an external 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.
- 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 2022

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

- 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.uts.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.uts.utoronto.ca/registrar/term-work>

Accommodations for Illness or Emergency:

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

1. Complete the [PSYC18-specific Request for Missed Term Work Accommodations Form](#)
2. **Declare your absence** on [ACORN](#) (Profile & Settings > Absence Declaration)
3. Complete step 1 and 2 **WITHIN 2 BUSINESS DAYS** of the missed work.

Note: If you are unable to submit your documents within 2-business days, **you must still email your instructor within the 2-business day window** to explain the nature of the delay, and when you will be able to provide your documents. Exceptions to the documentation deadline will only be made under **exceptional circumstances**.

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

Accommodations for Religious Conflicts:

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

1. Complete the [PSYC18-specific Request for Missed Term Work Accommodations Form](#), choosing "Other" and noting "Religious conflict" in the space provided.
2. Email the form to your course instructor **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 **ASSIGNMENTS** due to ACCESSABILITY REASONS:

- If your desired accommodation is **within the scope** of your Accommodation Letter (e.g. your letter includes "extensions of up to 7 days" and you need 3 days):
 1. Complete the [PSYC18-specific Request for Missed Term Work Accommodations Form](#).
 2. Email the form and your **Accommodation Letter** to your instructor, specifying how many days extension you are requesting.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (e.g. 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 your instructor detailing the accommodations required.

Accommodation Procedure:

After submitting your documentation, you will receive a response from your instructor or TA. This form does not guarantee that you will be accommodated. 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. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

For missed assignments, **do not wait for an instructor response to resume work on your assignment**. Extension accommodations may be as short as one business day, depending on the nature of the illness/emergency. You should complete your assignment as soon as you are able and email it your instructor.

For an anticipated event (e.g. scheduled surgery or an illness with a prolonged recovery period), submit a [Verification of Illness Form](#) completed by your doctor, AND this form to your instructor if you would like to request accommodations in advance of the assignment deadline or midterm date. **Declare your future absence on ACORN (absences can be declared up to 14 days in the future).**

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. **Please make it clear in your subject line that you are requesting a second accommodation.** For example, if you are given an extension but are still sick and need more time, or if you miss a make-up midterm, you must submit another request 'Missed Term Work Accommodations' form and declare your extended absence on ACORN. ***Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

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