

**PSYC24: Childhood and Adolescence**  
University of Toronto Scarborough (Winter 2022)

Thursdays 1:10-3:00pm (Online)

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

	<p><b>Instructor:</b> Kyle Danielson, PhD k.danielson@utoronto.ca</p> <p>Office hours by appointment at calendly.com/kdanielson</p>	<p><b>Dr. Kyle Danielson</b> is an Assistant Professor, Teaching Stream in the Department of Psychology, where he teaches undergraduate courses in developmental psychology across the lifespan, as well as PSYA02 and the thesis course for students in Psychology. His primary research interests are in language acquisition and maintenance across the lifespan.</p>
	<p><b>TA for surnames A-L:</b> Angela Dou angela.dou@mail.utoronto.ca</p>	<p><b>Angela</b> is currently pursuing her PhD in Experimental Psychology at UTSC. She previously received an HBSc in Psychology and Minor in Statistics at the University of Ottawa. Her research focuses on the intersection between developmental psychology and music engagement among infants and young children.</p>
	<p><b>TA for Surnames M-Z:</b> Nayani Ramakrishnan nayani.ramakrishnan@mail.utoronto.ca</p>	<p><b>Nayani</b> is a PhD student in Experimental Psychology. She completed a Bachelor of Science in Neuroscience and English at UTSC. Her research interests include elucidating the relationship between early life adversity, reward processing, and substance-use.</p>

**Contacting the instructor and TAs:** We are each very happy to hear from you by email whenever you have a question or concern, or to set up an in-person appointment. **When writing to us, please put “PSYC24” in the subject line of the email to help us get to it faster.** We will respond to all emails within two business days (not counting weekends and statutory holidays). Please address emails to **your TA** (by surname) when enquiring about course reading material, exam preparation, paper questions, or grades. Please address emails to Kyle for clarification on anything that he presents during lecture, for academic or professional questions, or if you are unable to address your concern with your TA.

**Course Description:** This course is an examination of human development from the beginning of school age (ages 4-5) through late adolescence (ages 18-25). The course will explore cognitive, emotional, social, linguistic, and moral development throughout these ages, and will also investigate psychological health and illness in childhood and adolescence. Although the course will cover this entire age range, it takes a **topical** approach to child development, not a **chronological** approach. That means that some ages will be covered in more depth than others.

**Learning Outcomes:** By the conclusion of this course, you should...

- ...have an advanced and nuanced understanding of the major developmental processes that occur between early childhood and late adolescence
- ...be proficient in describing and applying major themes of developmental psychology as they apply to the study of children and adolescents, including: individual differences, mechanisms of change, and continuity/discontinuity
- ...be comfortable participating orally in classroom discussions and debates using distance technology
- ...have acquired significant experience reading, analyzing, and critiquing scientific literature in the field of developmental psychology
- ...have proficiency in searching for, compiling, paraphrasing, applying, and citing scientific literature in the field of developmental psychology for the purposes of writing a research report

**Course Materials:**

**There is no required textbook for PSYC24.** Instead, required readings will come from book chapters and journal articles pertinent to each week's topic. Course readings listed in this document will be accessible through the University Library ([library.utoronto.ca](http://library.utoronto.ca)) and **will not be posted on Quercus**. It is your responsibility to familiarize yourself with finding electronic readings through the Library. Library staff is available to assist you in mastering this skill. Any readings unavailable from the Library will be posted on Quercus at least two weeks in advance of their due date.

The readings are advanced and reflect that this is a C-level course. As such, you may find the readings difficult at first. I encourage you to read each article at least twice to help facilitate your understanding. Rest assured that we will be going over the readings in class, so major points of each will be addressed and there will be an opportunity for you to ask questions. Don't worry if you find the readings overwhelming! That's part of the learning process and we'll get through it together.

**Required Class Participation Software:**

All students are required to have a **Top Hat subscription** for this course. You may choose to purchase Top Hat for just this term, or for the entire year if you will be enrolled in another course that uses Top Hat. The University and Top Hat have a preferential agreement allowing you to receive access for the entire year at a reduced price. It is my understanding that the preferential rate is secured by

purchasing the subscription through the U of T Bookstore. Subscriptions purchased directly from Top Hat may be more expensive. Sign up for Top Hat at [www.tophat.com](http://www.tophat.com) using our course code: **160884**.

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

**Quercus:** Access the course website through Quercus at <http://q.utoronto.ca> using your UTORid. Please check the course website frequently (e.g., at least once a week) so that you don't miss important updates about the course. Quercus is where you will find the course syllabus (this document), access lectures and lecture recordings, view your grades, see important announcements, and turn in assignments. It is good practice to review your Quercus notification settings at the beginning of each term to ensure that the system forwards announcements and other updates to your email address.

**Online Lectures:** Lectures will be hosted on Zoom, 1:10-3:00pm Eastern time on Thursdays. If you are unable to attend lecture, you may watch the video recording at a later time. However, you are strongly encouraged to attend lectures, as live participation will make the learning experience richer for everyone. Whether you attend live or watch later, you need to complete Top Hat activities by the end of the Sunday following a lecture.

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

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

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

*Top Hat Exercises (10%)*

We will be using Top Hat in this course each week, in order to facilitate participation, conversation, and collect data on your opinions and impressions of the course material. Top Hat will also help you keep "on track" with the course material from week to week.

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

During the first class (January 13) there will be no Top Hat activities. Top Hat activities will start during the second week of class (January 20) and the first set of activities will be due the following Sunday (**January 23, 11:59pm Toronto time**). As such, it is important that you sign up for Top Hat and complete those questions prior to January 23. Top Hat activities will always be due on Sunday nights of the term, but there are not Top Hat activities during Reading Week or after each midterm (see the course calendar for more information).

### *Reading Reflections (10%)*

You will need to complete two short reading reflections in this course. The first reading reflection should pertain to one of the readings covered on the first midterm (material from January 13 to February 3) and is due on Quercus on **Sunday, February 6 at 11:59pm Toronto time**. The second reflection should pertain to one of the readings covered on the second midterm (material from February 17-March 10) and is due on Quercus on **Sunday, March 13 at 11:59pm Toronto time**.

Reading reflections will consist of a **600-word maximum** document in which you analyze the reading that you have chosen in the following ways:

- A short summary of the article or chapter, which should not exceed approximately 25% (150 words) of your reflection
- A critique of the reading: **For example**, what more would you expect to have read in the article or chapter? If the article or chapter outlines an experimental or correlational study, what flaws might there be in the methodology or data analysis? Do you agree with the authors' conclusions? Why or why not? Not each of these questions needs to be answered in each reflection, and other points may be addressed.
- What remaining questions did you have after completing the reading? How might you address such questions in a future iteration of the reading or the study that it describes? If you were to propose a study proposing the topic of the reading, what would you do? This final question could be a particularly interesting one to explore for the chapters we read that are not experimental studies.
- Reference to **at least one additional paper cited in the reading**. Most readings in this course are reviews of other literature. Using the library's website, you should find at least one of these studies and discuss it in your reading reflection, using some of the same questions as above.
- A separate references list is required and does not count toward the word count.

A grading rubric for the reading reflections will be posted on Quercus in mid-January. Citations and reference lists should be in APA format, but no running header, title page, or abstract is required.

*Midterm Exams 1 and 2 (30% each)*

The midterm exams in this course are not cumulative. They will cover the topics immediately preceding them only. They will consist of multiple-choice questions with five answer choices each. Exams will cover material presented in both the course readings as well as in the lectures. Exams will take place online, via Quercus, during class time. The exact number of questions will vary. However, rest assured that there will be plenty of time to complete the exams (time will not be an issue). There is no final exam in PSYC24.

*Final Term Paper (20%)*

Instead of a final exam and instead of written exam questions, PSYC24 requires a final term paper, due on the last day of classes in the winter term (**Friday, April 8, 11:59pm Toronto time**). This paper will be informed predominantly by topics covered in the last two weeks of the course (i.e., those topics not covered on any exam, namely psychological health and illness in childhood and adolescence). One class session in late March will be devoted to helping you prepare to write this paper. More details will be released later in the term.

The paper will be between 1800 and 2500 words in length. Papers that are significantly shorter or longer than this length will be penalized. The paper should be written in APA format, including in-text parenthetical citations, a reference list, and a running header. Although APA format requires a title page and an abstract, these two components **are not required** for this paper. A detailed grading rubric will be posted on Quercus to assist you in adhering to the paper guidelines. **Papers will be submitted to Quercus (in .pdf format) and to Ouriginal.**

**Course Calendar**

- *Required readings are listed next to the topics to which they pertain.*
- *Please read these articles/chapters BEFORE viewing or attending lectures to ensure that you get the most out of the lecture. Top Hat questions may require knowledge of the readings to complete.*

January 13	Introduction, syllabus, and key definitions	<b>No readings No Top Hat</b>
January 20	Cognitive development beyond infancy	Goswami (2011) Schneider (2011) Steinberg (2005) <b>Top Hat due Sunday, Jan. 23, 11:59pm</b>
January 27	Executive control and intellectual development	Blair & Raver (2015) Ramani & Siegler (2008) <b>Top Hat due Sunday, Jan. 30, 11:59pm</b>

February 3	Linguistic development	Dodd & Crosbie (2011) Karmiloff & Karmiloff-Smith (2001) <b>Top Hat due Sunday, Feb. 6, 11:59pm</b> <b>Reflection 1 due Sunday, Feb. 6, 11:59pm</b>
February 10	Midterm 1	Midterm 1 consists of material from January 13 through February 3. <b>No Top Hat</b>
February 17	Family and peer relationships	Way & Silverman (2012) Chen & French (2008) <b>Top Hat due Sunday, Feb. 20, 11:59pm</b>
February 24	<b>No class</b>	<b>Winter Reading Week</b>
March 3	Sexuality and romantic relationships	Shulman, Scharf & Shachar-Shapira (2012) La Greca, Davila, & Siegel (2009) <b>Top Hat due Sunday, March 6, 11:59pm</b>
March 10	Emotional and moral development	Eisenberg, Sheffield-Morris, & Vaughan (2009) Nucci & Gingo (2011) <b>Top Hat due Sunday, March 13, 11:59pm</b> <b>Reflection 2 due Sunday, March 13, 11:59pm</b>
March 17	Midterm 2	Midterm 2 consists of material from February 17 through March 10. <b>No Top Hat</b>
March 24	Psychological health and illness (1)	Fairchild et al. (2019) Erskine et al. (2016) Gander, Sevecke, & Buchheim (2015) <b>Top Hat due Sunday, March 27, 11:59pm</b>
March 31	Paper workshop	No Readings <b>No Top Hat</b>
April 7	Psychological health and illness (2)	Larson & Sheeber (2009) Victor & Klonsky (2018) <b>Final paper due Friday, April 8, 11:59pm</b> <b>No Top Hat</b>

## Reading List (in order of assignment)

### **Cognitive Development Beyond Infancy**

Goswami, U. (2011). Part introduction. In U. Goswami (Ed.), *The Wiley-Blackwell Handbook of Childhood Cognitive Development (2<sup>nd</sup> Edition)*. West Sussex, UK: Wiley-Blackwell, 337-346.

#### Important Notes:

- The first edition is not accessible via the Library. Ensure that you are attempting to access the electronic second edition. This handbook is used throughout the semester, and in all cases the second edition must be used.
- This first reading is an introduction to the section of this handbook on childhood cognitive development (Part III). There are introductions for each section, so make sure that you read Part III's introduction. We will not read each article in this section, but this intro gives you an overview of the main topics in childhood cognitive development.

Schneider, W. (2011). Memory development in childhood. In U. Goswami (Ed.), *The Wiley-Blackwell Handbook of Childhood Cognitive Development (2<sup>nd</sup> Edition)*. West Sussex, UK: Wiley-Blackwell, 347-376.

Steinberg, L. (2005). Cognitive and affective development in adolescence. *Trends in Cognitive Sciences*, 9(2), 69-74.  
DOI: 10.1016/j.tics.2004.12.005

### **Executive Control & Intellectual Development**

Blair, C. & Raver, C. C. (2015). School readiness and self-regulation: A developmental psychobiological approach. *Annual Review of Psychology*, 66, 711-731.  
DOI: 10.1146/annurev-psych-010814-015221

Ramani, G. B. & Siegler, R. S. (2008). Promoting broad and stable improvements in low-income children's numerical knowledge through playing number board games. *Child Development*, 79(2), 375-394.

### **Linguistic Development**

Dodd, B. & Crosbie, S. (2011). Language and cognition: Evidence from disordered language. In U. Goswami (Ed.), *The Wiley-Blackwell Handbook of Childhood Cognitive Development (2<sup>nd</sup> Edition)*. West Sussex, UK: Wiley-Blackwell, 604-625.

Karmiloff, K. & Karmiloff-Smith, A. (2001). Beyond the sentence. *Pathways to language: From fetus to adolescent*. Cambridge, MA: Harvard University Press, 148-177.

### **Family & Peer Relationships**

Way, N. & Silverman, L. R. (2012). The quality of friendships during adolescence. In P. K. Kerig, M. S. Schulz, & S. T. Hauser (Eds.), *Adolescence and beyond: Family processes and development*. Oxford: Oxford University Press.  
DOI:10.1093/acprof:oso/9780199736546.003.0007

Chen, X. & French, D. C. (2008). Children's social competence in cultural context. *Annual Review of Psychology*, 59, 591-616.

### **Sexuality & Romantic Relationships**

Shulman, S., Scharf, M., & Shachar-Shapira, L. (2012). The intergenerational transmission of adolescent romantic relationships. In P. K. Kerig, M. S. Schulz, & S. T. Hauser (Eds.), *Adolescence and beyond: Family processes and development*. Oxford: Oxford University Press.

DOI:10.1093/acprof:oso/9780199736546.003.0008

La Greca, A. M., Davila, J., & Siegel, R. (2009). Peer relations, friendships, and romantic relationships: implications for the development and maintenance of depression in adolescents. In N. B. Allen & L. B. Sheeber (Eds.), *Adolescent emotional development and the emergence of depressive disorders*. Cambridge, UK: Cambridge University Press, 318-336.

DOI: 10.1017/CBO9780511551963.017

### **Emotional & Moral Development**

Eisenberg, N., Sheffield-Morris, A., & Vaughan, J. (2009). Empathy and moral emotions. In N. B. Allen & L. B. Sheeber (Eds.), *Adolescent emotional development and the emergence of depressive disorders*. Cambridge, UK: Cambridge University Press, 174-194.

DOI: 10.1017/CBO9780511551963.010

Nucci, L. P. & Gingo, M. (2011). The development of moral reasoning. In U. Goswami (Ed.), *The Wiley-Blackwell Handbook of Childhood Cognitive Development (2<sup>nd</sup> Edition)*. West Sussex, UK: Wiley-Blackwell, 420-445.

### **Psychological Health & Illness**

In the final weeks of the course, we will be exploring psychological health and illness in childhood and adolescence, including some work on non-suicidal self-harm and suicidality. I am aware that these topics may be distressing for many of us. However, this is an important topic in the study of adolescent development, and is a required component of the course. I encourage you to speak to me or to consult a service on the list below if you are in need of assistance. If you or someone you know are in immediate danger, contact 911 or report to the closest emergency room.

- **University of Toronto Scarborough Health & Wellness Centre Counselling Services:** SL270, 416-287-7065, [health-services@utsc.utoronto.ca](mailto:health-services@utsc.utoronto.ca)
- **Toronto Distress Centres:** 416-408-4357
- **Community Crisis Line Scarborough:** 416-495-2891
- **Durham Crisis and Mental Health Line:** 905-666-0483

Fairchild, G., Hawes, D. J., Frick, P. J., ... & De Brito, S. A. (2019). Conduct disorder. *Nature Reviews Disease Primers*, 5, 43.

Erskine, H. E., Norman, R. E., Ferrari, A. J., ... & Scott, J. G. (2016). Long-term outcomes of attention-deficit/hyperactivity disorder and conduct disorder: A systematic review and meta-analysis. *Journal of the American Academy of Child & Adolescent Psychiatry*, 55(10), 841-850.



Gander, M., Sevecke, K., & Buchheim, A. (2015). Eating disorders in adolescence: Attachment issues from a developmental perspective. *Frontiers in Psychology, 6*, 1136.  
DOI: 10.3389/fpsyg.2015.01136

Larson, R. W. & Sheeber, L. B. (2009). The daily emotional experience of adolescents: Are adolescents more emotional, why, and how is that related to depression? In N. B. Allen & L. B. Sheeber (Eds.), *Adolescent emotional development and the emergence of depressive disorders*. Cambridge, UK: Cambridge University Press, 11-32.  
DOI: 10.1017/CBO9780511551963.002

Victor, S. E. & Klonsky, E. D. (2018). Understanding the social context of adolescent non-suicidal self-injury. *Journal of Clinical Psychology, 74*, 2107-2116.  
DOI: 10.1002/jclp.22657

## **Policies**

Please read the course policies below carefully. No exceptions can be made to the following.

1. **Ethical and Responsible Conduct:** Please treat yourself, your classmates, and your instructional team with respect both in and outside of class. The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.
2. **Academic Integrity:** The University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Potential offences in papers and assignments include using someone else's ideas or words without appropriate acknowledgement, submitting your own work in more than one course without the permission of the instructor, making up sources or facts, obtaining or providing unauthorized assistance on any assignment.

On tests and exams, cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

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

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

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

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

4. **Original:** 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>).
5. **Late Work Policy:** Late work is not accepted in PSYC24. Any work submitted after the due date and time will receive a score of 0%. For work missed due to extenuating circumstances, please see the following section: "Missed Term Work".
6. **Missed Term Work:** Everything described above is considered a required part of the class. Evaluation is most fair when all students complete all components with no special consideration being applied. However, in the case of **some** extenuating circumstances, you may apply for an exception to this missed work policy, using the procedures in the document below. These policies below are standard for all courses in Psychology at UTSC. **Note the clause below regarding term work due at the end of the semester: because the final paper is due on the last day of classes, only extensions of 5 days or fewer can be administered by the Psychology Department. Longer extensions must be petitioned through the Registrar's Office.**

**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.**

**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. If you need accommodations beyond this date, you will 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, complete the following **three-step** process:

1. Complete the [Request for Missed Term Work Accommodations Form](#)
2. **Declare your absence** on [ACORN](#) (Profile & Settings > Absence Declaration)
3. **Email both the Request for Missed Term Work Accommodations Form AND a screenshot of your Self-Declared Absence on ACORN** to the course instructor **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 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 Academic Conflicts:**

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

1. Complete the [Request for Missed Term Work Accommodations Form](#), choosing “Other” 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 the 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.

*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 will not 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](#), choosing “Other” and noting “Religious conflict” in the space provided.
2. Email the form to the 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 **TERM TESTS** due to ACCESSABILITY REASONS:

- **Contact your AccessAbility consultant** and have them email your instructor detailing accommodations required.

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 [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 the course instructor. 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 a 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 to the course 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 the course email address 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.

### **FOR ALL OF THE ABOVE, after submitting your documentation:**

Within approximately one to five business days, you will receive a response from the course 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 (e.g., 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** midterm test (i.e., you miss both the originally scheduled term test as well as your make-up), you may be required to write a **cumulative final exam** testing material from all course modules.

### **Questions?**

If you have any questions about this Missed Term Work policy, please contact the course instructor **well before** the date of the test / assignment deadline to describe your circumstances and inquire about procedures.

## **7. Department of Psychology position on Grade Norms:**

The Department of Psychology at UTSC is committed to providing fair, consistent, and uniform delivery of its courses from year to year. As part of this commitment, the Department mandates that all C-level courses' final course averages are around 72%. Note that midterm and other assignment scores may fall well below 72%, but that the **average course mark** will be raised at the end of the term if so. I will

release the average scores for each assessment so that you have an idea as to how your mark will be changed at the end of the term. For example, if the average score on a midterm exam is 65% and you scored 65%, you can expect that your score on that exam will be raised by roughly 7% at the end of the term.

**8. Grade Changes:**

Under **no circumstances** will the instructor of this course change a grade for an assignment, an exam, or for the course mark. There is **no circumstance** (not a health issue, or death in the family, or impending graduation prevented by failing this course) that is compelling enough for the instructor to do so. The **only changes** made to the course marks will be the ones provided to everyone, as detailed above in the section on Grade Norms. That is the only method that ensures fairness for everyone. **Again, there are no exceptions here.** You may, as always, petition the Registrar's Office if you believe that your mark has been calculated incorrectly.

**9. AccessAbility:** Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible.

AccessAbility Services staff (located in Rm AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email [ability@utsc.utoronto.ca](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.

**10. Religious Accommodation:** The University has a commitment concerning accommodation for religious observances. I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. According to University Policy, if you anticipate being absent from class or missing a major course activity (like a test, or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

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

as soon as possible so that we can come to a solution that works for you and is also fair to everyone else.

**12. Equity, Diversity, and Inclusion:** The University of Toronto welcomes students of all identities, backgrounds, and abilities to full, safe, and fruitful participation in its courses, services, and activities. Your course instructor and staff are committed to the embodiment of this stance in PSYC24. Please approach your peers and course staff with an attitude of respect, compassion, and kindness, and expect the same from others. From time to time in psychology courses, we do discuss difficult subjects that may touch upon issues that are sensitive to some of us. These are often integral parts of an exploration of psychological science. Nonetheless, please feel empowered to reach out to any member of the instructional staff should any of these discussions—or any other aspect of the course or your interactions within it—appear to you to contravene these values of equity, diversity, and inclusion.