

PSY D15: Current Topics in Social Psychology
Thinking about Biases, Heuristics and Decision Making Errors
Course Syllabus

Winter 2022
Tuesdays, 11am-1pm, IC 326

Note: In accordance with University of Toronto policy, all classes, office hours, and student meetings will take place virtually for the start of the semester. Classes and office hours may shift to in-person midway through the semester if university policy permits.

Instructor

Dr. Brett Mercier

Office: SW563

Email: brett.mercier@utoronto.ca (preferred method of contact)

Office Hours: 1-2pm in SW563 or over zoom by appointment (all office hours will be held virtually until future notice).

Course Description

This course will serve as an introduction to current topics and debates in the psychology of thinking, with a specific focus on cognitive biases, heuristics, and decision-making errors. This course is intended to teach students to:

- Understand the primary issues and debates involved in the scientific study of thinking, especially those pertaining to heuristics, biases, and decision-making errors
- Recognize and avoiding common mistakes in decision making
- Read, understand, and critically evaluate primary research literature (i.e. empirical journal articles)
- Develop professional communication skills, including presentation, discussion, and writing skills
- Write an in-depth research proposal in APA style, similar to submitting an empirical article for publication.

Course Structure

This course is designed to focus on critical evaluation of research, with an emphasis on student discussion, presentation, and writing. There will be no tests or memorization of facts. Most classes will begin with research presentation (~20 mins), followed by structured discussion or discussion activities (~60 mins). Most weeks these components will be led by a group of students, although I will lead the first discussion class (week 2) to provide an example for students. Finally, I will lead the remaining ~30 minutes of each class will be instructor led. This portion of class may consist of additional discussion or learning activities, time for students to meet with their presentation groups, a detailed description of an upcoming assignment, etc.

Grading Summary

Discussion Questions - 18%

Class Participation - 15%

Class Facilitation and Presentation - 20%

Final Research Paper - 32%

Draft of Research Idea - 5%

Pre-registration - 10%

A final exam will not be included in this course.

Discussion Questions (18%)

To foster thoughtful, exciting, and worthwhile discussion, I ask that you choose at least seven weeks to submit discussion questions. Please consider the following instructions when submitting discussion questions:

- For each of the two assigned readings, include a brief summary of the reading, followed by a question for class discussion
- No hard requirements about length, but a good guideline is that you should aim for around one double spaced page in length.
- Each submission will be graded on a scale ranging from 0 (fail) to 5 (excellent).
- Questions must be submitted submitted to Quercus by 5pm on the Friday before the associated class

Discussion questions should be thoughtful responses to the readings, not requests for clarifications (although you are welcome to ask clarifications questions in addition to your discussion questions). In forming your discussion questions, you may want to consider practical implications of the findings, challenge the conclusions of a reading, suggest follow up research, or relate the reading to other topics. These discussion papers are designed to get you thinking about the readings, while ensuring that everyone has something to contribute during class discussion.

You are free to choose which weeks you will submit discussion questions, as long as you choose at least seven weeks to do so. Your lowest graded submission will be dropped, meaning six submissions will contribute to your final grade.

The discussion questions you submit are intended to help facilitate discussion, and discussion leaders need time to prepare in advance of class. For this reason, late discussion questions cannot be accepted. Note that you are only required to submit questions for seven of ten possible weeks. If for some reason you cannot submit a discussion paper for a given week (e.g. you are sick, you have conflicting obligations, etc.) you can always submit in a subsequent week. Thus, I recommend you do not leave the discussion questions to the last possible weeks, as doing so will not allow you to skip a week if you need additional flexibility.

Note that regardless of whether you choose to complete discussion questions for a given week, you are expected to have completed the readings for a week prior to the start of class.

Class Participation (15%)

In a seminar-style class participation is essential. Therefore, participation will make up 15% of your grade. Your participation grade will depend on quality as well as quantity of participation. Good participation includes, eagerness to participate, showing respect to others' contributions, facilitating discussion, paying careful attention to classmates' presentations, and offering constructive feedback, questions, and comments. Note that good participation also involves giving other students the opportunity to contribute. Thus, you should make an opportunity to contribute to class, but also remember not to monopolize or dominate the entire class discussion.

After half of the classes have been completed (i.e. after February 5th), I will provide you with your participation grade for the first half of the course, along with written feedback about your participation. This is intended to give you a sense of how you are doing on the participation component of class and give you the opportunity to change your participation for the second half of the course if you don't like your grade.

Please do not attend class in-person if you are sick or are experiencing symptoms of Covid-19! For information about missing class or assignments, see the syllabus section titled "Psychology Department Missed Term Work Policy" later in this document.

Class Facilitation and Presentation (20%)

Once during the semester, you and your group (consisting of 2-3 people) will serve as facilitators and leaders of the discussion for the week's assigned readings. Class facilitation will include two main components:

1) With a slide presentation, clearly describe the main ideas and findings from the Presentation Article (~20 minutes). The presentation should summarize the background, methods, results, and discussion of the Presentation Article. Optionally, you may supplement the presentation with evidence from other research articles or sources, to give students a broader sense of other research being conducted on your topic.

2) Facilitating the class discussion (~60 minutes). This can involve structured presentation of discussion questions (provided by your classmates, shortened/rewritten for clarity) and/or organization of activities. The discussion should touch on all three articles (2 required readings and presentation article) and can also go beyond those articles to the week's general topic. Discussion leaders should be prepared to guide discussion so that the discussion is fluid, lively, and interesting for everyone – spend time planning your discussion facilitation, not just planning your presentation! You can be creative by incorporating multimedia and class activities into their discussions (e.g. breaking class into small groups, surveying class participants for their perspectives, organizing a mini-debate, trying to replicate a study from a paper). Though not required, familiarity with other related readings will help you develop expertise on your topic, and so consulting with outside sources is encouraged. Each group member should show that they are actively involved with their group, and should demonstrate mastery of the material for that week. To show evidence of mastery, student facilitators should each take turns engaging with other students in the class (through presenting some of the presentation and/or leading scheduled

activities and/or leading discussion). Note: please reverse the first few minutes of the discussion period for clarification questions about the presentation.

I understand that many students have not led a structured discussion prior to this class. Thus, if you have questions about leading discussion, or if you just want me to provide feedback or suggestions around how you plan to lead discussion, feel free to meet with me as a group ahead of time.

Each group should submit a plan for how they intend to facilitate class discussion. This plan should be submitted to me via email sometime before the group's presentation day (i.e. the latest this plan can be submitted is 11:59 pm the day prior to your presentation, although I recommend submitting it earlier than this). This plan should briefly outline your plan for class (e.g. any activities planned, how long you plan to spend on them, etc), including how each group member will contribute.

Final Paper (32%)

You will submit an 8-10 page, typed, double-spaced experimental research proposal in which you review a body of literature, describe new research hypotheses based on this literature, and propose a study (or studies) which will test these hypotheses. Note that your paper is just a research proposal; no data needs to be collected. Which literature you focus on is up to you, though it must relate to the psychology of thinking. Details of the assignment will be specified later, but you should start thinking about the topic as early in the semester as possible. Note that

- **I must approval all paper topics (see paper proposal below)**
- **This paper should include a pre-registration (see pre-registration assignment below). The pre-registration should be submitted at the end of the word document using the provided template. Note that the pre-registration does not count towards the 10-page limit.**
- Paper should be submitted in APA 7 format. Note that references do not count towards the 10-page limit.
- A detailed rubric for grading will be provided later in the course

Paper Proposal (5%)

To ensure all topics are appropriate for class, you must submit a one page (double spaced) paper proposal. This proposal should include:

- A brief introduction to your topic
- A clear statement about what your research question is
- A description of how you intend to test this question

After this proposal is submitted, you must meet with me to discuss your paper topic. Meeting times on March 3 and 4 will be available for students for sign-up. If you are unavailable during these times, or if you want to start on your final paper sooner than this, please contact me via email and we can arrange another meeting date. Note that you are welcome (and encouraged) to meet with me earlier in the course to discussion your paper topic if you would like. **Following this meeting, I will send you approval for your research topic, or I may request that you resubmit a revised paper proposal.**

Draft of Pre-registration (10%)

Students must submit a pre-registration describing the main hypothesis and methods in their research paper. I will provide a pre-registration template which should be used. Detailed instructions and an example pre-registration will be provided in class. A draft of this presentation is due on March 18 (three weeks prior to your final paper is due). I will provide feedback on this pre-registration. A revised version of this pre-registration which incorporates my feedback should be submitted with your final paper.

Schedule

Week 1	Introduction, Logistics, and Background Class: January 11 th Readings: No official reading, but I suggest this article on how to read journal articles: http://www.uvm.edu/~dguber/POLS234/articles/read.htm Deadlines: Deadline to submit discussion questions for Week 2 readings is January 14, 5pm
Week 2	Randomness, Chance, and Uncertainty Class: January 18th Readings Presentation: Gilovich, T., Vallone, R., & Tversky, A. (1985). The hot hand in basketball: On the misperception of random sequences. <i>Cognitive psychology</i> , 17(3), 295-314. Assigned Readings: Selected excerpts from Kahneman, D. (2011). Thinking, fast and slow. Macmillan. Part 1: Read from “Heuristics and Biases The Law of Small Numbers” to “Anchors”. Part 2: Read from “Regression to the Mean” to “Taming Intuitive Predictions” Gilovich, T. (1983). Biased evaluation and persistence in gambling. <i>Journal of personality and social psychology</i> , 44(6), 1110. Deadlines: Deadline to submit discussion questions for Week 3 readings is January 21, 5pm
Week 3:	Decisions about Probabilities and Risks Class: January 25 Readings: Presentation:

	<p>Kahneman, D., & Tversky, A. (2013). Prospect theory: An analysis of decision under risk. In <i>Handbook of the fundamentals of financial decision making: Part I</i> (99-127).</p> <p>Assigned Readings: Finucane, M. L., Alhakami, A., Slovic, P., & Johnson, S. M. (2000). The affect heuristic in judgments of risks and benefits. <i>Journal of behavioral decision making</i>, 13(1), 1-17.</p> <p>Kahneman, D., Knetsch, J. L., & Thaler, R. H. (1991). The endowment effect, loss aversion, and status quo bias. <i>Journal of Economic Perspectives</i>, 5, 193–206.</p> <p>Deadlines: Deadline to submit discussion questions for Week 4 readings is January 28, 5pm</p>
Week 4	<p>Biased Beliefs about the Past Class: February 1 Readings: Presentation: Redelmeier, D. A., Katz, J., & Kahneman, D. (2003). Memories of colonoscopy: a randomized trial. <i>Pain</i>, 104(1-2), 187-194.</p> <p>Assigned Readings: Kahneman, D., & Deaton, A. (2010). High income improves evaluation of life but not emotional well-being. <i>Proceedings of the national academy of sciences</i>, 107(38), 16489-16493.</p> <p>Frames and reality. pt. 5. Two selves. In Kahneman, D. (2011). <i>Thinking, fast and slow</i>. Macmillan.</p> <p>Deadlines: Deadline to submit discussion questions for Week 5 readings is February 4, 5pm</p>
Week 5	<p>Biased Predictions of the Future Class: February 8 Readings: Presentation: Gilbert, D. T., Pinel, E. C., Wilson, T. D., Blumberg, S. J., & Wheatley, T. P. (1998). Immune neglect: a source of durability bias in affective forecasting. <i>Journal of personality and social psychology</i>, 75(3), 617.</p> <p>Assigned Readings: Kermer, D. A., Driver-Linn, E., Wilson, T. D., & Gilbert, D. T. (2006). Loss aversion is an affective forecasting error. <i>Psychological science</i>, 17(8), 649-653.</p>

	<p>Kruger, J., & Evans, M. (2004). If you don't want to be late, enumerate: Unpacking reduces the planning fallacy. <i>Journal of Experimental Social Psychology</i>, 40(5), 586-598.</p> <p>Deadlines: Deadline to submit discussion questions for Week 6 readings is February 11</p>
Week 6	<p>Are Biases “Rational”? Evolutionary and Social Perspectives Class: February 15 Readings: Presentation: Alicke, M. D., Vredenburg, D. S., Hiatt, M., & Govorun, O. (2001). The “better than myself effect”. <i>Motivation and Emotion</i>, 25(1), 7-22.</p> <p>Assigned Readings: Johnson, D. D., Blumstein, D. T., Fowler, J. H., & Haselton, M. G. (2013). The evolution of error: Error management, cognitive constraints, and adaptive decision-making biases. <i>Trends in ecology & evolution</i>, 28(8), 474-481.</p> <p>Taylor, S. E., & Brown, J. D. (1988). Illusion and well-being: a social psychological perspective on mental health. <i>Psychological bulletin</i>, 103(2), 193.</p> <p>Deadlines: Note: First half of presentation grade returned by the end of the day on February 18th</p>
Week 7	<p>Reading Week No Class or Readings Deadlines: Deadline to submit discussion questions for Week 8 readings is February 25, 5pm</p>
Week 8	<p>Naive Realism Class: March 1 Readings: Presentation: Westfall, J., Van Boven, L., Chambers, J. R., & Judd, C. M. (2015). Perceiving political polarization in the United States: Party identity strength and attitude extremity exacerbate the perceived partisan divide. <i>Perspectives on Psychological Science</i>, 10(2), 145-158.</p> <p>Assigned Readings: Fernbach, P. M., & Van Boven, L. (2022). False polarization: Cognitive mechanisms and potential solutions. <i>Current Opinion in Psychology</i>, 43, 1-6.</p>

	<p>Ross, L., & Ward, A. (1996). Naive realism in everyday life: Implications for social conflict and misunderstanding. <i>Values and knowledge</i>, 103, 135. Note: You can start on page 110 with the section “TENETS OF NAIVE REALISM”. Feel free to read the sections before page 110 if you would like, but they are not required reading.</p> <p>Deadlines: Research Proposal Due March 2nd at 5pm Deadline to submit discussion questions for Week 9 readings is March 4, 5pm</p> <p>Notes: Meetings to discuss research proposal on March 3rd & 4th (plus additional, if needed).</p>
Week 9	<p>The Bias Blind Spot Class: March 8th Readings: Presentation: Pronin, E., & Kugler, M. B. (2007). Valuing thoughts, ignoring behavior: The introspection illusion as a source of the bias blind spot. <i>Journal of Experimental Social Psychology</i>, 43(4), 565-578.</p> <p>Assigned Readings: Pronin, E., Lin, D. Y., & Ross, L. (2002). The bias blind spot: Perceptions of bias in self versus others. <i>Personality and Social Psychology Bulletin</i>, 28(3), 369-381.</p> <p>Pronin, E., & Kugler, M. B. (2010). People believe they have more free will than others. <i>Proceedings of the National Academy of Sciences</i>, 107(52), 22469-22474.</p> <p>Deadlines: Deadline to submit discussion questions for Week 10 readings is March 11, 5pm</p>
Week 10	<p>Motivated Reasoning Class: March 15 Readings: Presentation: Ditto, P. H., & Lopez, D. F. (1992). Motivated skepticism: Use of differential decision criteria for preferred and nonpreferred conclusions. <i>Journal of Personality and Social Psychology</i>, 63(4), 568.</p>

	<p>Assigned Readings:</p> <p>Tappin, B. M., Pennycook, G., & Rand, D. G. (2020). Thinking clearly about causal inferences of politically motivated reasoning: Why paradigmatic study designs often undermine causal inference. <i>Current Opinion in Behavioral Sciences</i>, 34, 81-87.</p> <p>Epley, N., & Gilovich, T. (2016). The mechanics of motivated reasoning. <i>Journal of Economic perspectives</i>, 30(3), 133-40.</p> <p>Deadlines:</p> <p>Deadline to submit discussion questions for Week 11 readings is March 18, 5pm</p> <p>Draft of Pre-registration due March 18th, 5pm</p>
Week 11	<p>Bias and Blame</p> <p>Class: March 22</p> <p>Readings:</p> <p>Presentation:</p> <p>Ames, D. L., & Fiske, S. T. (2015). Perceived intent motivates people to magnify observed harms. <i>Proceedings of the National Academy of Sciences</i>, 112(12), 3599-3605.</p> <p>Assigned Readings:</p> <p>Clark, C. J., Luguri, J. B., Ditto, P. H., Knobe, J., Shariff, A. F., & Baumeister, R. F. (2014). Free to punish: a motivated account of free will belief. <i>Journal of personality and social psychology</i>, 106(4), 501.</p> <p>Knobe, J. (2003). Intentional action and side effects in ordinary language. <i>Analysis</i>, 63(3), 190-194.</p> <p>Deadlines:</p> <p>Deadline to submit discussion questions for Week 12 readings is March 25, 5pm</p>
Week 12	<p>Cultural Differences in Bias</p> <p>Class: March 29</p> <p>Readings:</p> <p>Presentation:</p> <p>Heine, S. J., & Hamamura, T. (2007). In search of East Asian self-enhancement. <i>Personality and Social Psychology Review</i>, 11(1), 4-27.</p> <p>Assigned Readings:</p> <p>Henrich, J., Heine, S. J., & Norenzayan, A. (2010). The weirdest people in the world?. <i>Behavioral and brain sciences</i>, 33(2-3), 61-83. Note: I'm only asking that you read the article itself, not the commentaries. That is, you only need to</p>

	<p>read until the section titled “Open Peer Commentary” on page 83. Feel free to read any of the commentaries that look interesting, but they aren’t required reading.</p> <p>Ruggeri, K., Alí, S., Berge, M. L., Bertoldo, G., Bjørndal, L. D., Cortijos-Bernabeu, A., ... & Folke, T. (2020). Replicating patterns of prospect theory for decision under risk. <i>Nature human behaviour</i>, 4(6), 622-633.</p> <p>Deadlines: No discussion questions for next week</p>
Week 13	<p>Topic to be Determined Class: April 5th Final paper due April 5, 5pm No final exam</p>

Email Policy

I will always respond to emails within one to two working days – that means if I receive an email on Friday, you may not get a response until Tuesday. Emails are best for when you have simple questions that are not already answered in the syllabus. If you have longer questions about course content, presentations, or written assignments, I recommend that you come to office hours, or email me to set up a different time to meet.

Technology in Class

When class is in-person, laptops are allowed for note-taking and referring to the articles. However, please be respectful and don’t try to multi-task during class. In small classes, it is obvious when you are not paying attention; remember that participation is part of your grade!

Plagiarism

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.

Recording

According to University of Toronto policy, recording or photographing any aspect of a university course - lecture, tutorial, seminar, lab, studio, practice session, field trip etc. – without prior

approval of all involved and with written approval from the instructor is not permitted. If you need to record the course, please contact me as soon as possible.

Accessibility 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 contact 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. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Turnitin

Turnitin is a tool that can be used to detect and provide information around plagiarism. Turnitin is now integrated into Quercus, so assignments submitted through Quercus can be reviewed through Turnitin. Normally, students are required to submit their coursework 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. Use of Turnitin is voluntary. Any student who does not want to use Turnitin should contact me via email at least 24 hours before the due date of the relevant assignment, and I will provide an alternate method of submitting the assignment.

Late Papers

As specified earlier, late discussion questions will not be accepted. Other written assignments (final papers, pre-registrations, etc) will be docked 10% for each 24-hour period following the paper deadline. Thus, a final paper submitted at 5:01pm on April 6th which receives a grade of 80% would be assigned a final grade of 60%. If you believe you have an acceptable reason for turning in an assignment late, please follow the instructions outlined below.

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.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, 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 brett.mercier@utoronto.ca **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 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 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.

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 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 **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 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.