



PSYD20- Current Topics in Developmental Psychology Department of Psychology, University of Toronto Winter 2022

Course Description: Welcome to PSYD20- Current Topics in Developmental Psychology! This course will be broken down into two modules: 1) Examining the Impact of COVID-19 on Child Development (Weeks 1-6), and 2) Understanding and Addressing the Replication Crisis in Developmental Psychology (Weeks 7-12). Classes will be conducted in a seminar style. Students will be expected to have read the assigned material *prior* to class and to actively participate in the weekly discussions. All readings can be located electronically through the U of T library and/or course reserves.

Prerequisites: PSYB20H3 and [(PSYB01H3) or (PSYB04H3) or PSYB70H3] and [PSYB07H3 or STAB22H3 or STAB23H3] and [0.5 credit at the C-level in PSY courses]
Exclusion: PSY410H

Class Time: Mondays 11:00 am- 1:00 pm

Privacy Statement: Given the delivery of the course material, there will be no recording of class materials or discussions.

Duration of Classes: January 10th to April 8th

Reading Week: February 21st- February 25th

Class Location: Online via Zoom or SW316 (In-Person*)

<https://utoronto.zoom.us/j/88686878182>

Meeting ID: 886 8687 8182

Passcode: Psychology

**Classes will be held online from January 10th- January 31st (inclusive). The situation regarding COVID-19 is evolving and students will be updated regarding whether/when we will return to in-person learning.*

Course Instructor

Anna Michelle McPhee (she/her), MSc., PhD Candidate

Preferred Name: Michelle

Course Email: michelle.mcphee@mail.utoronto.ca

General Office Hours: Mondays from 10 am – 11 am or by Appointment

Project Specific Office Hours: Mondays from 1 pm- 2 pm (beginning Feb. 28th)

Office Location: Zoom

<https://utoronto.zoom.us/j/88686878182>

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

Learning Outcomes

At the end of this course, students should be able to:

1. Describe current topics in developmental psychology by reflecting on multiple, and sometimes opposing arguments and viewpoints.
2. Critically evaluate the reliability of data presented on social media posts.
3. Apply findings from peer-reviewed scholarly research to theoretical case studies.
4. Create a public service announcement to convey findings from scientific articles to the general public.
5. Critically examine replication issues in developmental psychology and the current methods being used to resolve these dilemmas.
6. Become proficient in searching for and citing recent developmental literature using APA format (7th edition).
7. Propose a novel research question to advance the field by identifying discrepancies in the developmental literature.

Course Website: Quercus

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

Email Policy

Students are encouraged to email the course instructor regarding questions or concerns about course content or to set-up a virtual meeting. Students are encouraged to make a virtual appointment or to attend office hours for more complicated matters. Emails should originate from students' designated UToronto email account. Emails will be responded to within 48 hours, excluding weekends/holidays. Emails should include "PSYD20" in the subject line.

Student Evaluation Student Evaluation at a Glance

Evaluation	Due Date	Weight
Participation- Module 1: Social Media Posts	January 17 th , 24 th , 31 st , February 7 th	5%
Seminar Presentation- Module 1: Public Service Announcement	February 14 th	20%
Cumulative Assignment- Module 1: Case Study	February 28 th	25%
Participation- Module 2: Ask a Question!	March 7 th , 14 th , 21 st , 28 th , April 4 th	5%
Seminar Presentation- Module 2: Update & Debate	March 7 th , 14 th , 21 st , 28 th , <u>or</u> April 4 th	20%
Cumulative Assignment- Module 2: Annotated Bibliography	March 7 th	5%
Cumulative Assignment- Module 2: Research Proposal	April 8 th	20%

Participation (1.25 % x 8 Weeks = 10%)

Throughout the semester (**Module 1: Weeks 2, 3, 4, & 5** and **Module 2: Weeks 8, 9, 10, 11 & 12**), students will be asked to actively participate by completing a brief activity related to the topic discussed that week (1.25% x 8 weeks = 10%) in **advance** of the seminar. Students will be asked to complete participation activities **8 times** throughout the semester. *Note: there are 9 weeks in which students may participate; students may choose which 8 weeks they would like to participate.

Module 1: Social Media Posts (Participation Weeks 2, 3, 4 & 5)

Students will be asked to find a social media post related to the topic assigned that week. Social media posts can be found from any appropriate outlet, including but not limited to Facebook, Instagram, TikTok, Reddit, Twitter, New York Times, Toronto Star, etc. A copy of the social media post (or a link) should be uploaded to Quercus by **11:00 am Monday** (before the start of seminar each week). Students will be asked to include 2-3 sentences briefly describing the connection between the social media post and the seminar topic. These social media posts will be used to facilitate the weekly seminar discussion. The post should appropriately relate to the assigned readings for that week. A detailed rubric will be posted to Quercus. Collaboration is strictly prohibited.

Module 2: Ask a Question! (Participation Weeks 8, 9, 10, 11, 12)

You will be asked to submit **one** question addressing one of the assigned readings for that week/ for the upcoming class. The question will be submitted to Quercus and will be due at **11:00 am Monday** (before the start of seminar each week). The question needs to be specific to the assigned readings for that week. A detailed rubric will be posted to Quercus. Collaboration is strictly prohibited.

Seminar Presentations (2 Presentations x 20% = 40%)

Module 1: Public Service Announcement (20%)

Each student will be asked to create a public service announcement (PSA) related to one of the topics discussed in **Module 1**. Students will be required to translate the findings from 3 scholarly peer-reviewed scientific articles (articles cannot be from the assigned readings) to a public service announcement (video format or social media post). Students will also be required to apply the findings from the articles to a real-world scenario and incorporate this advice throughout the PSA. Assignments will be due on **Monday, February 14th by 11:00 am (Week 6)**; presentations will take place during class time on **Monday, February 14th (Week 6)**. Presentations should be approximately 5 minutes in length. Students will also be asked to submit a 400- to 500-word description of their PSA and the anticipated impact it will have on the target audience. References must be included and cited using APA 7th edition format. A detailed rubric will be posted to Quercus. The requirements for each type of PSA (video format versus social media post) will be specifically outlined. Collaboration is strictly prohibited.

Module 2: ManyBabies Update & Then Debate! (20%)

On **February 14th (Week 6)**, students will have the opportunity to sign-up for **one** seminar topic they would like to lead for Module 2 (with presentations beginning on **March 7th-Week 8**). Each week, 4-5 students will be responsible for leading the seminar discussion. Each presenter will be responsible for presenting **one** article that is related to the assigned

topic for that week. The article **cannot** be one of the assigned readings but should clearly relate to the ManyBabies replication issue (see <https://manybabies.github.io>) being discussed that week. Students will be expected to discuss the research question, methodology and findings of their article, as well as how it connects to the assigned readings for that week. PowerPoint presentations are required. Students are encouraged to use whatever materials they feel will enhance their presentation. One week prior to the students' presentation, they will be required to meet with the course instructor (please see Project-Specific Office Hours) to review the selected article and to broadly discuss how it relates to the ManyBabies replication issue for the assigned week (2% of presentation grade). On the day of the presentation, students will have 10 minutes to present their article, as well as its connections to the ManyBabies project (13% of presentation grade). After each student has presented their articles, the class will pose their weekly discussion questions to the presenters. The presenters will be required to answer their classmates' questions and to engage in a lively debate about the weekly topic discussed (5% of presentation grade). A detailed rubric will be posted on Quercus. Collaboration is strictly prohibited.

Cumulative Assignments (2 Assignments x 25% = 50%)

Module 1: Case Study (25%)

Students will be required to analyze a theoretical case study due by **11:59 pm on Monday, February 28th (Week 7)**. Students will be presented with theoretical scenario(s) and will be asked to incorporate scholarly information reviewed during previous classes to respond to the case studies. In-text citations and a reference list formatted using APA 7th edition are required. Students will have 2 weeks to complete the case study (the case study will be posted on **Week 6: Sunday, February 13th**). Collaboration on case studies is strictly prohibited. A detailed rubric will be posted on Quercus.

Module 2: Research Proposal (25%)

Students will be required to write a brief research proposal that will expand the ManyBabies project. The purpose of the research proposal will be to critically examine a topic in developmental psychology where there is opposing research, and will be to propose the 'next steps' for moving this field forward (just like what developmental psychologists have been doing to contribute to the ManyBabies project!). The research proposal must be **different** than one of the ManyBabies projects discussed in class.

By conducting a literature review of a current topic in developmental psychology, students will be required to identify an area in which there are opposing viewpoints/ discrepancies in the literature. Students will be asked to propose a research question that will help to resolve these discrepancies! The research proposal will require a title page, literature review, research question, hypotheses and significance sections (20% of research proposal grade). This should be followed by a reference section in APA (7th Ed.) format. The research proposal should include at least 5 scholarly references. Each research proposal should be between 700-1000 words (double-spaced). This does not include tables, figures and legends or the reference list. All work should be original and align with U of T academic policy. The final assignment is due on **Friday, April 8th, 2022 by 11:59 pm**. A detailed rubric will be posted on Quercus. Collaboration is strictly prohibited.

On **March 7th by 11:59 pm (Week 8)**, students will be required to submit an annotated bibliography to Quercus (5% of research proposal grade). The annotated bibliography should

contain the 5 references that will be cited in the final research proposal (formatted according to APA 7th edition), as well as 3-5 sentences explaining how each research paper relates to your research proposal. Feedback and suggestions will be given to students prior to their final assignment. Collaboration is strictly prohibited. A detailed rubric will be posted on Quercus.

Late Policy

There will be a **10% late penalty for every day an assignment is late**. Students will be provided with **3** 'late tickets'. One 'late ticket' will allow for one 24-hour extension to an assignment without penalty. In other words, one ticket is equal to an extension of one day. Students may apply the 'late tickets' to their participation, public service announcement, case study, or annotated bibliography. 'Late tickets' may **not** be applied to the seminar presentation for Module 2 **nor** for the cumulative assignment- Module 2 research proposal. Students may apply their 'late tickets' to one assignment or to multiple assignments. It is important to note that students must tell the instructor via email **in advance of the due date** whether they will be applying a 'late ticket' to an assignment. Notifying the instructor of the use of 'late tickets' after the deadline for an assignment will **not** be accepted. For work missed due to extenuating circumstances please see the Missed Term Work Policy below.

Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<https://governingcouncil.utoronto.ca/system/files/2020-03/Code%20of%20Behaviour%20on%20Academic%20Matters%20July%202019.pdf>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to: using someone else's ideas or words without appropriate acknowledgement, submitting one's own work in more than one course without the permission of the instructor in all courses, making up sources or facts, etc.

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, please reach out to the course instructor. Note that students are expected to seek out additional information on academic integrity from the course instructor or from other institutional resources (for example, the University of Toronto website on Academic Integrity: <https://www.academicintegrity.utoronto.ca>).

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>).

Accommodation

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs.

Students with diverse learning styles and needs are welcome in this course. If students have a disability that may require accommodations, students are free to approach the course instructor and/or the Accessibility Services <https://www.utoronto.ca/ability/> office.

Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Land Acknowledgement

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

Centre for Teaching and Learning

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

Mental Wellness

It is not uncommon for university students to experience a range of health and mental health issues that may result in barriers to achieving their academic goals. The University of Toronto offers a wide range of services that may be of assistance. Students are encouraged to seek out these resources early and often.

Student Mental Health Resource: <https://mentalhealth.utoronto.ca>

On Campus: Students' college Registrar's Office, and / or Dean of Students' Office
Student Life - <http://www.studentlife.utoronto.ca>

Health and Wellness Centre: <http://www.studentlife.utoronto.ca/hwc>

Campus Police: (416) 978-2222

Off-Campus: Good2Talk - a post-secondary (24/7) helpline (1-866-925-5454).

Course Schedule & Readings

Date & Week #	Topic & Assigned Readings	Evaluation
Jan. 10 th Week 1	<p><i>Introduction to Module 1: Public Service Announcements to Promote Health in Children During the COVID-19 Pandemic</i></p> <p>Drouin, M., McDaniel, B. T., Pater, J., & Toscos, T. (2020). How parents and their children use social media and technology at the beginning of the COVID-19 pandemic and associations with anxiety. <i>Cyberpsychology, Behavior, and Social Networking</i>, 23(1). https://doi.org/10.1089/cyber.2020.0284</p> <p>Weaver, M. S., & Wiener, L. (2020). Applying palliative care principles to communicate with children about COVID-19. <i>Journal of Pain and Symptom Management</i>, 60(1), e8-e11. https://doi.org/10.1016/j.jpainsymman.2020.03.020</p> <p>Wright, T., Einhorn, K., Labin, D., Perez, S., DiSalvo, J., & Truglio, R. (2021). Sesame workshop's international response to COVID-19. <i>Journal of Children and Media</i>, 15(1), 60-64. https://doi.org/10.1080/17482798.2020.1860100</p>	-
Jan. 17 th Week 2	<p><i>Examining the Impact of COVID-19 on Children's Overall Well-Being & Development</i></p> <p>Adibelli, D., & Sümen, A. (2020). The effect of the coronavirus (COVID-19) pandemic on health-related quality of life in children. <i>Children and Youth Services Review</i>, 119. Article 105595. https://doi.org/10.1016/j.childyouth.2020.105595</p> <p>Benner, A. D., & Mistry, R. S. (2020). Child development during the COVID-19 pandemic through a life course theory lens. <i>Child Development Perspectives</i>, 14(4). 236-243. https://doi.org/10.1111/cdep.12387</p>	Participation
Jan. 24 th Week 3	<p><i>Addressing the Impact of COVID-19 on Children's Overall Well-Being</i></p> <p>Goagoses, N., Winschiers-Theophilus, H., & Chamunorwa, M. B. (2021). The (potential) role of technology for young children's social-emotional learning: During and beyond the COVID-19 pandemic. <i>Digital Government: Research and Practice</i>, 2(1). Article 13. https://doi.org/10.1145/3429986</p> <p>Goldschmidt, K. (2020). The COVID-19 pandemic: Technology use to support the wellbeing of children. <i>Journal of Pediatric Nursing</i>, 53, 88-90. https://doi.org/10.1016/j.pedn.2020.04.013</p> <p>Schiavo, R. (2020). Children and COVID-19: Addressing the mental health impact of the pandemic. <i>Journal of Communication in Healthcare</i>, 13(3), 147-150. https://doi.org/10.1080/17538068.2020.1821438</p>	Participation
Jan. 31 st Week 4	<p><i>Effects of Mask Wearing on Children's Development</i></p> <p>Green, J., Staff, L., Bromley, P., Jones, L., & Petty, J. (2021). The implications of face masks for babies and families during the COVID-19 pandemic: A discussion paper. <i>Journal of Neonatal Nursing</i>, 27(1), 21-25. https://doi.org/10.1016/j.jnn.2020.10.005</p> <p>Ruba, A. L., Pollak, S. D. (2020). Children's emotion inferences from masked faces: Implications for social interactions during COVID-19. <i>PLoS ONE</i>, 15(12), e0243708. https://doi.org/10.1371/journal.pone.0243708</p> <p>Singh, L., Tan, A., & Quinn, P. C. (2021). Infants recognize words spoken through opaque masks but not through clear masks. <i>Developmental Science</i>, 24, Article e13117. https://doi.org/10.1111/desc.13117</p>	Participation

Feb. 7 th Week 5	<i>The Impact of COVID-19 on Children's Mental Health</i> de Miranda, D. M., da Silva Athanasio, B., de Sena Oliveira, A. C., & Silva, A. C. S. (2020). How is COVID-19 pandemic impacting mental health of children and adolescents? <i>International Journal of Disaster Risk Reduction</i> , 51. https://doi.org/10.1016/j.ijdrr.2020.101845 Moore, S. A., Faulkner, G., Rhodes, R. E., Brussoni, M., Chulak-Bozzer, T., Ferguson, L. J., Mitra, R., O'Reilly, N., Spence, J. C., Vanderloo, L. M., & Tremblay, M. S. (2020). Impact of the COVID-19 virus outbreak on movement and play behaviours of Canadian children and youth: A national survey. <i>International Journal of Behavioral Nutrition and Physical Activity</i> , 17(85). https://doi.org/10.1186/s12966-020-00987-8	Participation
Feb. 14 th Week 6	<i>Public Service Announcement Presentations</i>	Public Service Announcement Due
Feb. 21st	Reading Week	
Feb. 28 th Week 7	<i>Introduction to ManyBabies: Replication Issues in Developmental Psychology</i> Frank, M. C., Bergelson, E., Bergmann, C., Cristia, A., Floccia, C., Gervain, J., Hamlin, J. K., Hannon, E. E., Kline, M., Levelt, C., Lew-Williams, C., Nazzi, T., Panneton, R., Rabagliati, H., Soderstrom, M., Sullivan, J., Waxman, S., & Yurovsky, D. (2017). A collaborative approach to infant research: Promoting reproducibility, best practices, and theory-building. <i>Infancy</i> , 22(4), 421-435. https://doi.org/10.1111/infa.12182 Visser, I., Bergmann, C., Byers-Heinlein, K., Dal Ben, R., Duch, W., Forbes, S., Franchin, L., Frank, M. C., Geraci, A., Hamlin, J. K., Kaly, Z., Kulke, L., Laverty, C., Lew-Williams, C., Mateu, V., Mayor, J., Moreau, D., Nomikou, I., Schuwerk, T.,...& Zettersten, M. (in press). Improving the generalizability of infant psychology research: The ManyBabies model. <i>Behavioral and Brain Sciences</i> .	Case Study Due
Mar. 7 th Week 8	<i>ManyBabies 1: Infant-Directed Speech Preference</i> Byers-Heinlein, K., Bergmann, C., Davies, C., Frank, M. C., Hamlin, J. K., Kline, M., Kominsky, J. F., Kosie, J. E., Lew-Williams, C., Liu, L., Mastroberardino, M., Singh, L., Waddell, C. P. G., Zettersten, M., & Soderstrom, M. (2020). Building a collaborative psychological science: Lessons learned from ManyBabies 1. <i>Canadian Psychology/Psychologie Canadienne</i> , 61(4), 349-363. https://doi.org/10.1037/cap0000216 The ManyBabies Consortium (2020). Quantifying sources of variability in infancy research using the infant-directed-speech preference. <i>Advances in Methods and Practices in Psychological Science</i> , 3(1), 24-52. https://doi.org/10.1177/2515245919900809	Participation Annotated Bibliography Due Seminar Presentation: ManyBabies 1 Presenters
Mar. 14 th Week 9	<i>ManyBabies 2: Infant Theory of Mind</i> Baillargeon, R., Buttelmann, D., & Southgate, V. (2018). Invited commentary: Interpreting failed replications of early false-belief findings: Methodological and theoretical considerations. <i>Cognitive Development</i> , 46, 112-124. https://doi.org/10.1016/j.cogdev.2018.06.001 Burnside, K., Ruel, A., Azar, N., & Poulin-Dubois, D. (2018). Implicit false belief across the lifespan: Non-replication of an anticipatory looking task. <i>Cognitive Development</i> , 46, 4-11. https://doi.org/10.1016/j.cogdev.2017.08.006	Participation Seminar Presentation: ManyBabies 2 Presenters

	Kulke, L., Johannesen, J., & Rakoczy, H. (2019). Why can some implicit Theory of Mind tasks be replicated and others cannot? A test of mentalizing versus submentalizing accounts. <i>PloS One</i> , <i>14</i> (3), e0213772. https://doi.org/10.1371/journal.pone.0213772	
Mar. 21 st Week 10	<i>ManyBabies 3: Rule Learning</i> Marcus, G. F., Fernandes, K. J., & Johnson, S. P. (2007). Infant rule learning facilitated by speech. <i>Psychological Science</i> , <i>18</i> (5), 387-391. Rabagliati, H., Ferguson, B., & Lew-Williams, C. (2019). The profile of abstract rule learning in infancy: Meta-analytic and experimental evidence. <i>Developmental Science</i> , <i>22</i> , e12704. https://doi.org/10.1111/esc.12704 Saffran, J. R., Pollak, S. D., Siebel, R.L., & Shkolnik, A. (2007). Dog is a dog is a dog: Infant rule learning is not specific to language. <i>Cognition</i> , <i>105</i> , 669-680. https://doi.10.1016/j.cognition.2006.11.004	Participation Seminar Presentation: ManyBabies 3 Presenters
Mar. 28 th Week 11	<i>ManyBabies 4: Social Evaluation</i> Hamlin, J. K., Wynn, K. & Bloom, P. Social evaluation by preverbal infants. <i>Nature</i> <i>450</i> , 557–559 (2007). https://doi.org/10.1038/nature06288 Hamlin, J. K. (2015). The case for social evaluation in preverbal infants: Gazing toward one’s goal drives infants’ preferences for Helpers over Hinderers in the hill paradigm. <i>Frontiers in Psychology</i> , <i>5</i> , e1563. https://doi.org/10.3389/fpsyg.2014.01563 Scarf D., Imuta, K., Colombo, M., & Hayne, H. (2012). Social evaluation or simple association? Simple associations may explain moral reasoning in infants. <i>PLoS ONE</i> , <i>7</i> (8): e42698. https://doi.org/10.1371/journal.pone.0042698	Participation Seminar Presentation: ManyBabies 4 Presenters
April 4 th Week 12	<i>ManyBabies 5: The Hunter & Ames Model of Infant Looking Preferences</i> Houston-Prince, C., & Nakai, S. (2004). Distinguishing novelty and familiarity effects in infant preference procedures. <i>Infant and Child Development</i> , <i>13</i> , 341-348. https://doi.10.1002/icd.364 Oakes, L. M. (2017). Sample size, statistical power, and false conclusions in infant looking-time research. <i>Infancy</i> , <i>22</i> (4), 436-469. https://doi.org/10.1111/infa.12186	Participation Seminar Presentation: ManyBabies 5 Presenters
April 8th		Cumulative Assignment- Module 2 Due

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

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.utoronto.ca/registrar/missing-examination>
- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, you would need to file a petition with the Registrar's Office:
<https://www.utoronto.ca/registrar/term-work>

Accommodations for Illness or Emergency:

For missed work due to ILLNESS OR EMERGENCY, 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 email address provided by your instructor on the course syllabus (michelle.mcphee@mail.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 (Anna Michelle McPhee: michelle.mcphee@mail.utoronto.ca) 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.

Grade Scale

Numerical Marks	Letter Grade	Grade Point Value
90 – 100%	A+	4.0
85 – 89%	A	4.0
80 – 84%	A-	3.7
77 – 79%	B+	3.3
73 – 76%	B	3.0
70 – 72%	B-	2.7
67 – 69%	C+	2.3
63 – 66%	C	2.0
60 – 62%	C-	1.7
57 – 59%	D+	1.3
53 – 56%	D	1.0
50 – 52%	D-	0.7
0 – 49%	F	0.0