PSYC22- Infancy
Department of Psychology, University of Toronto
Summer 2022

Course Description

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

Prerequisites: PSYB20H3 and a PSYB-level methods course (PSYB01H3, or PSYB04H3, or PSYB70H3) and a B-level stats course (PSYB07H3, or STAB22H3, or STAB23H3)
Exclusion: PSY316H1, PSY316H5

Class Time: Asynchronous (2022 Full Summer Session)
Privacy Statement: Given the delivery of the course material, there will be recording of class materials and discussions.
Duration of Classes: Monday, May 9th to Wednesday, August 10th
Reading Week: June 21st to June 25th
Final Exam Period: Monday, August 15th to Friday, August 26th

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Learning Outcomes

At the end of this course, students should be able to:
1. Explain how physical maturation, perception, cognition, language and social-emotional and moral behavior changes from before birth to age four.
2. Understand the methodologies used in research with infants and very young children and how to apply these methods to new research ideas.
3. Examine how culture and context shape development, and how both biology and experience interact with and shape development.
4. Critically evaluate empirical research in developmental psychology.
5. Conduct a literature review and identify a novel research question to explore in developmental psychology.
6. Communicate these findings effectively, integrating them into developmental psychology theories and existing research and considering future directions.
7. Connect concepts learned in class with experiences in everyday life.

Our Instructional Team

Course Instructor
Dr. Anna Michelle McPhee (she/her)
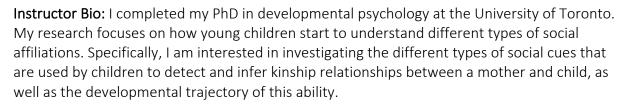**Course Email:** michelle.mcphee@mail.utoronto.ca
General Office Hours: Wednesdays from 2 pm – 3 pm or by Appointment
Office Location: Zoom
https://utoronto.zoom.us/j/81230158486
Meeting ID: 812 3015 8486
Passcode: Infancy

Instructor Bio: I completed my PhD in developmental psychology 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.

Teaching Assistants- To Be Updated
Name:
Course Email:
TA Bio:

Name:
Course Email:
TA Bio:

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 "PSYC22"** in the subject line.

Question & Answer Sessions
Drop-in question and answer sessions with the instructor and the TAs will be scheduled throughout the term (especially right before the term test and final exam) via Zoom. Please check Quercus regularly for scheduling updates.

Course Materials and Lecture

Course Website

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 <u>not</u> 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.

Assigned Readings

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

Lectures

Lectures are recorded and will be available to students in the course for viewing remotely.

Course videos and materials belong to the course instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. In this course, students are permitted to download session videos and materials for their own academic use, but they 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, please contact the course instructor.

Course Assessments and Grading

Quizzical: 10%

Quizzical Question Creation: Quizzical is an educational software designed to help students engage more deeply with course materials. Students can access it via Quercus. Students will be assigned to write <u>two</u> multiple-choice questions, which will be graded and count for <u>6%</u> of their grade. These questions will be due on the <u>Sunday evening by 11:45 pm following the assigned lecture week</u>.

Quizzical Quizzes: Students will also be expected to complete a weekly quiz for at least <u>8</u> out of the 10 lectures for the remaining <u>4%</u>. These quizzes must be completed by <u>Monday evening by 11:45 pm two weeks after each lecture week</u> (see course schedule). To get full participation credit, at least 10 questions must be completed, and the average grade on all questions must be at least 70%. Missed Term Work Accommodation Requests will not be accepted for Quizzical Quizzes. Instead, students' top 8 out of 10 quizzes will be calculated for their final score. More detailed instructions will be available on Quercus.

Research Proposal: 35% (See Breakdown Below)

Reading Reflection: 10%

Select one of the 22 assigned readings for the course. This brief reflection should be between 500 and 600 words. Students will be expected to briefly summarize the reading, critique it, and explore questions for future directions. A full rubric and details will be available on Quercus. This assignment will be due via Quercus <u>Monday, May 30th by 11:59 pm (Week 4)</u>. Collaboration is strictly prohibited.

Annotated Bibliography: 10%

Building on the reading reflection assignment, students will be asked to develop a research question for a research proposal. The question must address an unexplored topic in developmental psychology. Students will be asked to find 5 references (in addition to the selected article for the reading reflection assignment) related to the research question. Students will be asked to outline their research question, include APA citations for the 5 selected articles using APA 7th edition format, and write 2-3 sentences per reference describing how the selected article relates to their research question. A detailed rubric and further instructions will be posted on Quercus. This assignment will be due via Quercus <u>Monday, July 4th by 11:59 pm (Week 8)</u>. Collaboration is strictly prohibited.

Research Proposal: 15%

Students will be required to create a brief research proposal that will expand upon their annotated bibliography. The purpose of the research proposal will be to further examine a topic in developmental psychology and to propose the 'next steps' for moving the field forward.

Students have two options:
1) Written Research Report for a Scientific Audience
2) Science Podcast for a General Audience (audiovisual)

With both formats, students will be expected to review the literature, introduce the research question, outline the hypotheses, propose a methodology, and discuss the significance, implications, real-world applications, and future directions. Students will also be expected to submit a written reference section (using APA 7th edition format). When choosing between the two formats, students are encouraged to consider which exercise might be more useful in their future career path. Rubrics and more details about the assignment will be available on Quercus. This assignment will be due via Quercus **Monday, August 8th by 11:59 pm.** Collaboration is strictly prohibited.

Term Test & Final Exam: 55% total (See Breakdown Below)

There will be one term test and a final exam. The term test and final exam will be held synchronously online. More details about these assessments will be posted on Quercus. The registrar will be scheduling the term test and final exam, so stay tuned to the Class Announcements for more details.

Term Test (25%): This test will cover **lecture and readings** from **Weeks 1 to 5.**

Final Exam (30%): This test will cover **lecture and readings** from **Weeks 1 to 12** (with a focus on **Weeks 7-12**).

Course Schedule & Readings

Date & Week #	Topic & Assigned Readings	Evaluation
May 9th Week 1	*Prenatal Development* Kisilevsky, B. S., Hains, S. M., Lee, K., Xie, X., Huang, H., Ye, H. H., ... & Wang, Z. (2003). Effects of experience on fetal voice recognition. *Psychological Science, 14*(3), 220–224. https://doi.org/10.1111/1467-9280.02435 Dudek, J., Colasante, T., Zuffianò, A., & Haley, D. W. (2020). Changes in cortical sensitivity to infant facial cues from pregnancy to motherhood predict mother–infant bonding. *Child Development*, *91*(1), e198-e217. https://doi.org/10.1111/cdev.13182	
May 16th Week 2	*Perceptual Narrowing* Hwang, H. G., Debnath, R., Meyer, M., Salo, V. C., Fox, N. A., & Woodward, A. (2020). Neighborhood racial demographics predict infants' neural responses to people of different races. *Developmental Science*, Article e13070. https://doi.org/10.1111/desc.13070 Maurer, D., & Werker, J. F. (2014). Perceptual narrowing during infancy: A comparison of language and faces. *Developmental Psychobiology*, *56*(2), 154–178. https://doi.org/10.1002/dev.21177	Quizzical Question Creation Week 1 Due Sunday, May 15th
May 23rd Week 3	*Motor Development* Han, D., & Adolph, K. E. (2020). The impact of errors in infant development: Falling like a baby. *Developmental Science*, Article e13069. https://doi.org/10.1111/desc.13069 Hym, C., Forma, V., Anderson, D. I., Provasi, J., Granjon, L., Huet, V., ... & Barbu-Roth, M. (2020). Newborn crawling and rooting in response to maternal breast odor. *Developmental Science*, Article e13061. https://doi.org/10.1111/desc.13061	Quizzical Question Creation Week 2 Due Sunday, May 22nd Quizzical Quiz #1 Due Monday, May 23rd
May 30th Week 4	*Cognitive Development* Dunn, K., & Bremner, J. G. (2020). Investigating the social environment of the A-not-B search task. *Developmental Science*, *23*(3), Article e12921. https://doi.org/10.1111/desc.12921 Izard, V., Sann, C., Spelke, E., & Streri, A. (2009). Newborn infants perceive abstract numbers. *The Proceedings of the National Academy of Sciences USA, 106*(25), 10382-10385. https://doi.org/10.1073/pnas.0812142106	Quizzical Question Creation Week 3 Due Sunday, May 29th Quizzical Quiz #2 Due Monday, May 30th Reading Reflection Assignment Due Monday, May 30th

June 6th Week 5	*Communication & Language* Donnellan, E., Bannard, C., McGillion, M. L., Slocombe, K. E., & Matthews, D. (2020). Infants' intentionally communicative vocalizations elicit responses from caregivers and are the best predictors of the transition to language: A longitudinal investigation of infants' vocalizations, gestures and word production. *Developmental Science*, *23*(1), Article e12843. https://doi.org/10.1111/desc.12843 Kandhadai, P., Danielson, D. K., & Werker, J. F. (2014). Culture as a binder for bilingual acquisition. *Trends in Neuroscience and Education, 3*(1), 24–27. https://doi.org/10.1016/j.tine.2014.02.001	Quizzical Question Creation Week 4 Due Sunday, June 5th Quizzical Quiz #3 Due Monday, June 6th
June 13th Week 6	TERM TEST* Pending Registrar Scheduling* Covering Lectures and Readings from Weeks 1 to 5	Quizzical Question Creation Week 5 Due Sunday, June 12th Quizzical Quiz #4 Due Monday, June 13th
June 20th	Reading Week	
June 27th Week 7	*Emotion & Temperament* Tang, A., Crawford, H., Morales, S., Degnan, K. A., Pine, D. S., & Fox, N. A. (2020). Infant behavioral inhibition predicts personality and social outcomes three decades later. *Proceedings of the National Academy of Sciences*, *117*(18), 9800-9807. https://doi.org/10.1073/pnas.1917376117 Addabbo, M., Vacaru, S. V., Meyer, M., & Hunnius, S. (2020). 'Something in the way you move': Infants are sensitive to emotions conveyed in action kinematics. *Developmental Science*, *23*(1), Article e12873. https://doi.org/10.1111/desc.12873	No Quizzical Question Creation Due This Week Quizzical Quiz #5 Due Monday, June 27th
July 4th Week 8	*Social & Moral Development- Part I* Nagy, E., Pilling, K., Orvos, H., & Molnar, P. (2013). Imitation of tongue protrusion in human neonates: Specificity of the response in a large sample. *Developmental Psychology, 49*(9), 1628–1638. https://doi.org/10.1037/a0031127 Lucca, K., Pospisil, J., & Sommerville, J. A. (2018). Fairness informs social decision making in infancy. *PLoS One, 13*(2), e0192848. https://doi.org/10.1371/journal.pone.0192848	Quizzical Question Creation Week 7 Due Sunday, July 3rd No Quizzical Quiz Due This Week Annotated Bibliography Due Monday, July 4th
July 11th Week 9	*Social & Moral Development- Part II* Hamlin, J. K., Wynn, K., & Bloom, P. (2007). Social evaluation by preverbal infants. *Nature, 450*, 557-560. http://dx.doi.org/10.1038/nature06288 Scarf, D., Imuta, K., Colombo, M., & Hayne, H. (2012). Social evaluation or simple association? Simple associations may explain moral reasoning in infants. *PLoS ONE, 7*(8), Article e42698. https://doi.org/10.1371/journal.pone.0042698	Quizzical Question Creation Week 8 Due Sunday, July 10th Quizzical Quiz #7 Due Monday, July 11th

July 18th Week 10	*Babies & Technology* Przybylski, A. K., & Weinstein, N. (2019). Digital screen time limits and young children's psychological well-being: evidence from a population-based study. *Child Development*, *90*(1), e56-e65. https://doi.org/10.1111/cdev.13007 Myers, L. J., LeWitt, R. B., Gallo, R. E., & Maselli, N. M. (2017). Baby FaceTime: Can toddlers learn from online video chat?. *Developmental Science*, *20*(4), e12430. https://doi.org/10.1111/desc.12430	Quizzical Question Creation Week 9 Due Sunday, July 17th Quizzical Quiz #8 Due Monday, July 18th
July 25th Week 11	*Current Events and Infancy- Part I* Davenport, M. H., Meyer, S., Meah, V. L., Strynadka, M. C., & Khurana, R. (2020). Moms are not OK: COVID-19 and maternal mental health. *Frontiers in Global Women's Health*, *1*, Article 1. https://doi.org/10.3389/fgwh.2020.00001 Guo, J., De Carli, P., Lodder, P., Bakermans-Kranenburg, M. J., & Riem, M. M. (2021). Maternal mental health during the COVID-19 lockdown in China, Italy, and the Netherlands: A cross-validation study. *Psychological Medicine,* 1-11. https://doi.org/10.1017/S0033291720005504	Quizzical Question Creation Week 10 Due Sunday, July 24th Quizzical Quiz #9 Due Monday, July 25th
Aug. 1st Week 12	*Current Events and Infancy- Part II* Singh, L., Tan, A., & Quinn, P. C. (2021). Infants recognize words spoken through opaque masks but not through clear masks. *Developmental Science, 24,* Article e13117. https://doi.org/10.1111/desc.13117 Tomori, C., Gribble, K., Palmquist, A. E. L., Ververs, M.-T., & Gross, M. S. (2020). When separation is not the answer: Breastfeeding mothers and infants affected by COVID-19. *Maternal & Child Nutrition, 16*, Article e13033. https://doi.org/10.1111/mcn.13033	Quizzical Question Creation Week 11 Due Sunday, July 31st Quizzical Quiz #10 Due Monday, August 1st
Aug. 8th	*No Class*	No Quizzical Question Creation Due This Week Quizzical Quiz #11 Due Monday, August 8th Research Proposal Due Monday, August 8th
Final Exam Period	FINAL EXAM* Pending Registrar Scheduling* Covering Lectures and Readings from Weeks 1 to 12	

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

Course Policies

Late Policy

There will be a **10% late penalty for every day an assignment is late**. Students will be provided with **2** '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 reading reflection, annotated bibliography, or research proposal. 'Late tickets' may **not** be applied to Quizzical **nor** for the term test **nor** the final exam. Students may apply their 'late tickets' to one assignment or to multiple assignments.

Please use this link: https://utorontopsych.az1.qualtrics.com/jfe/form/SV_4Uh2PENVUGe6kom and code: **PSYC22** to request the use of a 'late ticket(s)'. It is important to note that students must complete the Qualtrics form to request the use of a 'late ticket(s)' **in advance of the due date** of an assignment. Completing the form 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%201%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, obtaining or providing unauthorized assistance on any assignment, 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 website (https://uoft.me/pdt-faq).

Accommodations

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.utsc.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 students in their 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).

Department of Psychology Missed Term Work Policy, SUMMER 2022

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

Note:
- 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.
- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, accommodations are only possible via the Registrar's Office petition process.

> To submit missed term work accommodation requests in **PSYC22**, please use this link:
> https://utorontopsych.az1.qualtrics.com/jfe/form/SV_aftgZY1pgJYJU4m and code: **PSYC22**

ILLNESS OR EMERGENCY accommodations:

For missed work due to ILLNESS OR EMERGENCY, complete the following process:
1. Complete the Request for Missed Term Work Accommodations Form.
2. Declare your absence on ACORN (Profile & Settings > Absence Declaration)
3. Email **both** of the following items to the course email **WITHIN 2 BUSINESS DAYS** of the missed work:
   a. the Request for Missed Term Work Accommodations Form
      AND
   b. a screenshot of your Self-Declared Absence on ACORN

Note:
- *If you are unable to submit your request within 2 business days, you must still email your instructor within the 2 business day window to explain the nature of the delay. Exceptions to the 2 business day deadline will only be made under exceptional circumstances.*
- *If your absence is declared on ACORN, we do not require any additional supporting documentation (e.g. medical notes) to support your missed term work accommodation request.*

ACADEMIC CONFLICT accommodations:

For missed term work due to an ACADEMIC CONFLICT (e.g. two midterms at the same time):
1. Complete the Request for Missed Term Work Accommodations Form.
2. Take screenshots of your course Quercus pages that demonstrate the conflict.
3. Email the form and screenshots to the course email **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. Requests sent after the activity deadline may not be accommodated.

Note:
- *Multiple assignments due on the same day are not considered conflicts. Students are expected to manage their time effectively to meet assignment deadlines.*
- *Back-to-back tests/quizzes are not considered conflicts. Only overlapping activities are conflicts.*
- *Students are responsible for keeping their course timetables conflict-free. Students who register in two courses with overlapping lecture/tutorial/lab schedules will not be accommodated.*

RELIGIOUS CONFLICT **accommodations:**

> For missed term work due to a RELIGIOUS CONFLICT:
> 1. Complete the Request for Missed Term Work Accommodations Form.
> 2. Email the form to the course **email 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. Requests sent after the activity deadline may not be accommodated.

ACCESSABILITY SERVICES **accommodations:**

> For missed *TERM TESTS* due to ACCESSABILITY REASONS:
> - **Contact your AccessAbility consultant** and have them email the course email 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 the course email 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 the course email 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. 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 the instructor's response to resume work on your assignment. Extensions may be as short as one business day, depending on the nature of the illness/emergency. Complete your assignment as soon as you're able, and email it to your instructor.

> For an anticipated absence (e.g. a scheduled surgery or an illness with a prolonged recovery period), if you would like to request accommodations in advance, submit a Verification of Illness Form completed by your doctor AND the Request for Missed Term Work Accommodations Form to the course email. Absences can be declared up to 14 days into the future on ACORN.

Missed Accommodations

> If an accommodation is granted but a continued illness/emergency prevents you from meeting its requirements, 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. E.g. If you are given an extension but are still sick and need more time, or if you miss a make-up term test, you must submit *another* Request for 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 necessarily 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