



PSYB70

COURSE SYLLABUS

METHODS IN PSYCHOLOGICAL SCIENCE

PSYB70. Methods in Psychological Science (Fall 2022)

Course information

Course name: PSYB70H3. Methods in Psychological Science

Prerequisites: PSYA01H3 and PSYA02H3 **Exclusions:** (PSYB01H3), (PSYB04H3)

Sections: LEC01 and LEC02; see [Quercus](#) for course access

Delivery methods. Our course meets **in-person** on Tuesdays and Thursdays from 1:00-2:30 PM (in classroom AA 112) **and online** (via recorded lectures and self-paced activities). Regardless of the section for which you are enrolled (e.g., LEC01 or LEC02), you are free to attend the in-person class meetings and/or to engage with the content online. Please note that the two midterm tests and the final exam will occur **online** via Quercus for all students in the course.

Your teaching team

Course Instructor: Dr. Kosha Bramesfeld



See [Quercus](#) to learn more about your teaching team (go to “About Us”)

Contact me: See “Contact Us” on Quercus for details

Office hours: See “Contact Us” on Quercus for exact availability

Course email: psyb70.utsc@utoronto.ca

Teaching Assistants (TA): Rhonda Boateng, Aidan Campbell, Greer Gillies, Victoria Oldemburgo de Mello, and Moaz Shoura are the Teaching Assistants (TA) for the course. The TAs are available to help answer questions, facilitate online discussions, and help with course assessments. Please see “About Us” on Quercus to learn more about your teaching team. See “Contact Us” on Quercus for more information on how to reach out to our team.

Required readings

Textbook. This term we will be using a **free** online textbook: Jhangiani, R. S., Chiang, I. A., Cuttler, C., & Leighton, D. C. (2019). *Research Methods in Psychology*. ([Free online access via this URL link](#)). If you prefer a physical copy of the textbook, you can order one from [Amazon.ca](#).

Articles. Journals articles are assigned throughout the term (see the Course Schedule for details). These articles are available via the “Library Reading List” on [Quercus](#).

Course Description

This course focuses on content and skills central to effectively consuming and critiquing research in psychological science. Students will develop scientific literacy skills as they learn about commonly used research designs, how to assess whether a design has been applied correctly, and whether the conclusions drawn from the data are warranted. Students will also gain practice finding, interpreting, and critically evaluating primary journal articles.

Learning Objectives

By the end of the course, students should be able to:
<ul style="list-style-type: none"> Identify the defining features of a scientific approach to the study of psychology and recognize key concepts in research ethics, research design, and basic data analysis.
<ul style="list-style-type: none"> Practice identifying and critically evaluating research claims reported in the news, popular press, books, journal articles, and other sources.
<ul style="list-style-type: none"> Differentiate between primary versus secondary sources and identify different types of articles in psychology (e.g., empirical research, meta-analysis, literature reviews).
<ul style="list-style-type: none"> Demonstrate the skills necessary to search for, identify, acquire, read, and critically evaluate primary research articles published in peer reviewed scientific journals.
<ul style="list-style-type: none"> Identify the major sections of an empirical research article and practice using these sections to identify the goals, rationale, hypotheses, design, sample, variables, results, and conclusions of a research study.
<ul style="list-style-type: none"> Practice evaluating research designs based on their internal validity, external validity, construct reliability and validity, and statistical results.
<ul style="list-style-type: none"> Practice evaluating research results presented in text, tables, and graphs.
<ul style="list-style-type: none"> Practice generating new research ideas, including being able to articulate new ideas in the form of an alternative and null hypothesis, key variables to be measured/manipulated, and key features of the appropriate research design (e.g., experimental versus non-experimental).
<ul style="list-style-type: none"> Recognize the purpose of the APA style guide and identify how to correctly paraphrase, cite, and reference primary sources in the development of written work and research ideas.

Course Structure

Our course meets [in-person](#) on Tuesdays and Thursdays from 1:00-2:30 PM (in AA 112) *and* [online](#) (via recorded lectures and self-paced activities). Regardless of the section for which you are enrolled, you are free to attend the in-person meetings and/or to engage online. Either way, the content has been divided into two 80-minute lessons per week. For each lesson, you will be expected to [prepare](#) for class by reading textbook chapters and reviewing a study guide. [Engage](#) with the content by attending class and participating in the in-class activities **OR** by watching lecture recordings and completing the online engagement activities. Finally, you will [assess](#) your understanding by completing assignments, midterm tests, and a final exam. The key purpose of each of these elements is outlined in the upcoming sections.

Prepare: Readings and Study Guides

Textbook readings

The textbook readings provide you with an introduction to the basic terms and concepts in the course. To reduce costs we will be using an online textbook for the course that can be accessed for *free* online ([URL link](#)). If you prefer a physical copy of the textbook, you can order one from [Amazon.ca](#). You are strongly encouraged to read the assigned chapters prior to class each week.

Weekly study guides

Each unit begins with a downloadable study guide. The study guide provides you with a checklist of that week's learning activities (e.g., readings, lessons, and activities). The study guides also include an outline of the key terms and concepts, and, as applicable, infographics, images, graphs, and figures from each of the lessons. You may wish to download and/or print the study guide prior to class each week.

Engage: Lessons and Activities

Lessons

Each week of the course is associated with **two lessons**. The lessons will be made up of a combination of lecture content and hands-on activities. Regardless of the section for which you are enrolled (e.g., LEC01 or LEC02), you are free to attend the in-person class meetings and/or to engage online.

- **In-person lessons.** If you are joining us in-person, our class will meet on Tuesdays and Thursdays from 1:10 – 2:30 PM in classroom AA 112 (the Arts and Administration Building, classroom 102). While the mask mandate has been paused as of 1 July 2022, the use of medical masks continues to be strongly encouraged at U of T Scarborough in indoor settings where physical distancing is not possible – including in our classroom. We ask everyone to respect each other's decisions, comfort levels, and health needs. Masks are available at all building entrances at U of T Scarborough and in all classrooms.
- **Online lessons.** If you are joining us online, the video recordings and corresponding online activities will typically be posted within 24 hours of the original lecture date (e.g. by Wednesday and Friday of that week). We will also hold optional online help tutorials each week (see Quercus for details).

Engagement activities

To encourage active learning, each lesson will be made up of a mixture of lecture content and hands-on engagement activities. You can participate in these activities during class (using [Acadly](#), join code: **ZG3JA1**) or after class online (via [Quercus](#)).

- **In-class engagement (Acadly).** If you are planning to attend classes in-person, you can use [Acadly](#) to participate in the activities live during class time. To do so, please sign up for a **free** student account by going to [Acadly](#) and using the join code: **ZG3JA1**.
- **Online engagement (Quercus).** If you are planning to engage with the lessons online and/or don't have a mobile device to bring to class, you can participate in the activities online anytime after each class (see [Quercus](#) Modules to access the online lessons).

Assess: Course Requirements

Marks for the course will be distributed as follows:

Assessment category	Points	Weight
Assignments (weekly; see Quercus for details)	150	15%
Online Midterm Test 1 (around week 5; date and time TBA)	200	20%
Online Midterm Test 2 (around week 9; date and time TBA)	300	30%
Online Final Exam (during final exam period; date and time TBA)	350	35%
Maximum Total Points / Percent	1000	100%

Note: Grades are calculated out of 1000 points; 10 points = 1% of your total course grade.

Assignments (150 points, 15%)

To help you learn the content, the course includes a mixture of engagement activities, case discussions, and article critique assignments. Altogether, at least 180 points of assignments will be offered throughout the term. However, you only need 150 points to earn full assignment credit. Therefore, you can miss up to 30 points without it negatively affecting your grade (assuming that you earn at least 150 assignment points offered throughout the term).

- Engagement activities (50 points).** As outlined earlier, each lesson of the course will be made up of lecture content and activities. You can complete these activities in-class (via [Acadly](#), join code: **ZG3JA1**) or online (via [Quercus](#)). To incentive you to stay engaged, each lesson will have 2-3 points worth of activities, for a total of 50 points available throughout the term. Each activity is associated with a deadline to help you stay on track, but the activities can be submitted late without penalty until the last date of the course (Dec. 5).
- Media assignment (30 points).** There will be a multi-step media assignment administered in the first few weeks of the course. Because of its interactive nature, this discussion-based activity is associated with **strict deadlines**. Students will be granted a one week grace period beyond the posted deadlines in which assignments can be submitted late (without penalty). After that, the activity will close and no further submissions will be accepted. Please see Quercus for the exact deadlines for each step of the activity.
- Library lab and article critiques (100 points).** The course includes a library lab (10 pts) and six article critique assignments (15 points each). These assignments are designed to help you build the scientific literacy skills that you will need to find, read, and interpret research findings. The deadlines are there to help you stay on track in the course. But the library lab and article critique assignments can be submitted late without penalty until the last date of the course (Dec. 5). Please see Quercus for details.
- Assignment extensions.** The assignments for this course are deliberately set up so that *extension requests are not necessary, nor allowed*. While the two case discussion activities have strict deadlines (due to their interactive nature), the engagement activities, library lab, and article critique assignments can be submitted late without penalty up until the last day of the course (Dec. 5). In addition, a total of 180 points will be offered throughout the term, but you only need 150 points to earn full credit. Therefore, you can miss up to 30 points without it negatively affecting your grade (assuming that you earn at least 150 assignment points throughout the term). I also offer an “assignment guarantee” that the assignments will not hurt your grade relative to the tests and final exam. At the end of the term, if your engagement score is lower than your test/exam score, I will drop the engagement activities and calculate your final grade based only on your tests and exam.

Online Midterm Tests and Final Exam (Test 1: 20%, Test 2: 30%, Final Exam: 35%)

Your grade in the course will be determined primarily by your performance on two midterm tests and a final exam. These assessments will be administered online via Quercus. The dates and times of the midterm tests and final exam will be scheduled by the registrar's office. Details about each test / exam will be posted on Quercus at least one week in advance of the scheduled date.

- **Midterm Test 1** (around Week 5) will cover content from Lessons 1 to 9.
- **Midterm Test 2** (around Week 9) will cover content from Lessons 1 to 18.
- **The Final Exam** will cover content from Lessons 1 to 24.

Test/exam content: The tests and the final exam go well beyond definitions. They assess your conceptual understanding of the foundational content of the course and your ability to understand, interpret, and think critically about the methods and results of a research study. You will be expected to read and interpret short excerpts from actual research studies. Question types may include multiple choice, matching, fill-in-the-blank, and short answer.

Test/exam difficulty: This course is designed to challenge you to think critically about research methods and evidence. As the course progresses, we will tackle more and more complex research designs. These designs build on the foundational content introduced earlier in the term. Because of this reality, the midterm tests and final exam are cumulative, even though each test and the final exam will focus primarily on the newer content. In addition, the tests and exams for this course get progressively more difficult as the term goes on. *It is very important that you do not fall behind in this course!* It may be very difficult to get caught up again if you have failed to master the foundational components of the course prior to attempting the more challenging advanced topics of this course.

AccessAbility. If you receive AccessAbility accommodations, please register with [MyAims](#) as soon as the test dates are announced. This will provide AccessAbility and our team plenty of time to work together to set up your accommodations.

Make-up tests. If you need to reschedule a midterm test due to an academic conflict, religious observance, or because of illness or an emergency, please complete the [PSYB70 Missed Term Work Form](#). For the final exam, requests to [defer the final](#) are made through the registrar's office. Please see the [Department of Psychology's Missed Term Work Policy](#) for details.

Managing your time

You should plan to spend **6-10+ hours per week** actively engaging with the content:

- **Prepare:** Spend at least 2 hours preparing by reading the chapters and articles.
- **Engage:** Spend approximately 3 hours engaging with the two weekly lessons.
- **Assess:** Spend as much time as needed completing the assignments and working towards mastery of your understanding of the learning content.

In-Class Learning Supports

Our Quercus home page provides easy navigation to the course syllabus, lessons, study guides, activities, and other resources. The following resources are available to help you succeed in this course. (Please note that all of the resource listed below are optional and ungraded. There are no points or marks associated with any of them). See Quercus for details.

- **Study guides.** The weekly study guides provide a checklist of activities and an overview of the key terms, concepts, and figures for each lesson.
- **FAQs.** Contains a list of frequently asked questions and answers.
- **Course Q&A.** A forum where you can post your questions about the course as they arise. Our teaching team will provide a response, often within the same day.
- **Online help tutorials.** Provides an opportunity to meet with a member of our teaching team in real time to ask questions, work through sample problems, and receive clarification about upcoming activities and assessments.
- **FSG sessions.** Facilitated Study Groups are student-led collaborative learning sessions for students who want to improve their study skills, while also practicing challenging content from the course.
- **Knowledge checks and practice tests.** Each lesson ends with a knowledge check. In addition, a practice test will be posted prior to each midterm test and the final exam.

University Learning Supports

- **The Centre for Teaching and Learning (CTL)** is available to support you in your writing, math and stats, and English language needs. It offers online and in-person tutoring and consultations, and has a variety of helpful resources. For more information, please visit CTL's Student Support Centre at AC313 or check out <https://uoft.me/AcademicLearningSupport>.
- **English Language Development (ELD) Support:** <https://utsc.utoronto.ca/eld/welcome-ctl-english-language-development-support>
- **AccessAbility:** <https://www.utsc.utoronto.ca/ability/welcome-accessability-services>
- **Health and Wellness:** <http://www.utsc.utoronto.ca/hwc/>
- **Mental health resources for UTSC students:** <https://www.utsc.utoronto.ca/hwc/mental-health-services-and-resources-utsc-students>
- **Skill building, future planning, Academic Advising, Career Centre:** <http://www.utsc.utoronto.ca/aacc/>
- **UofT Quercus course focused on academic success and wellness:** <https://q.utoronto.ca/enroll/ALEYMP>

Course Schedule

Each lesson of the course is associated with a lesson guide. Please see Quercus to access these guides. The guides provide a detailed outline of the required readings, lesson content, engagement activities, and assignments for that lesson.

Please note that the exact course schedule is subject to change to facilitate midterm test dates, accommodate the COVID pandemic, and/or best meet students' learning needs. Please check Quercus frequently for the most-up-to-date information and requirements.

Lesson	Topic	Readings	To do
Lesson 1 TU: Sept. 6	Values of Psychological Science	<input type="checkbox"/> Syllabus	<input type="checkbox"/> Welcome module <input type="checkbox"/> Lesson 1 activities
Lesson 2 TH: Sept. 8	Principles of Psychological Science	<input type="checkbox"/> Sections 1-6	<input type="checkbox"/> Lesson 2 activities
Lesson 3 TU: Sept. 13	Research ethics	<input type="checkbox"/> * Research Ethics	<input type="checkbox"/> Lesson 3 activities
Lesson 4 TH: Sept. 15	Understanding research claims	<input type="checkbox"/> Sections 7-14 <input type="checkbox"/> Section 25	<input type="checkbox"/> Lesson 4 activities
Lesson 5 TU: Sept. 20	Frequency claims and external validity	<input type="checkbox"/> Section 36 <input type="checkbox"/> Section 52	<input type="checkbox"/> Lesson 5 activities <input type="checkbox"/> Media assignment
Lesson 6 TH: Sept. 22	Causal claims and internal validity	<input type="checkbox"/> Section 23 <input type="checkbox"/> Section 38	<input type="checkbox"/> Lesson 6 activities <input type="checkbox"/> Media assignment
Lesson 7 TU: Sept. 27	Evaluating evidence: Statistical validity	<input type="checkbox"/> Sections 28-30 <input type="checkbox"/> Section 57 & 59	<input type="checkbox"/> Lesson 7 activities <input type="checkbox"/> Media assignment
Lesson 8 TH: Sept. 29	Open science & transparency	<input type="checkbox"/> Sections 48-51 <input type="checkbox"/> Section 60	<input type="checkbox"/> Lesson 8 activities <input type="checkbox"/> Article critique 1
Lesson 9 TU: Oct. 4	Evaluating research claims	<input type="checkbox"/> Review for Test 1	<input type="checkbox"/> Lesson 9 activities <input type="checkbox"/> Midterm Test 1
Midterm Test 1 will occur sometime around Week 5 (date & time TBD)			
Lesson 10 TH: Oct. 6	Finding and citing research articles	<input type="checkbox"/> *Plagiarism tutorial <input type="checkbox"/> *Library tutorial	<input type="checkbox"/> Lesson 10 activities <input type="checkbox"/> Library lab assignment
Oct. 8 – 14 is Reading Week. There is no new content that week.			

Lesson	Topic	Readings	To do
Lesson 11 TU: Oct. 18	Psychological measurement	<input type="checkbox"/> Sections 19-22 <input type="checkbox"/> Sections 28-37	<input type="checkbox"/> Lesson 11 activities
Lesson 12 TH: Oct. 20	Validation studies	<input type="checkbox"/> Section 20 <input type="checkbox"/> Sections 29-30	<input type="checkbox"/> Lesson 12 activities <input type="checkbox"/> Article critique 2
Lesson 13 TU: Oct. 25	Claims of causality	<input type="checkbox"/> Sections 23-27	<input type="checkbox"/> Lesson 13 activities
Lesson 14 TH: Oct. 27	Evaluating experiments	<input type="checkbox"/> Section 25	<input type="checkbox"/> Lesson 14 activities <input type="checkbox"/> Article Critique 3
Lesson 15 TU: Nov. 1	Experimental designs	<input type="checkbox"/> Section 24	<input type="checkbox"/> Lesson 15 activities
Lesson 16 TH: Nov. 3	Factorial designs	<input type="checkbox"/> Sections 41-43 <input type="checkbox"/> Section 58	<input type="checkbox"/> Lesson 16 activities <input type="checkbox"/> Article Critique 4
Lesson 17 TU: Nov. 8	Advanced factorial designs	<input type="checkbox"/> Section 58	<input type="checkbox"/> Lesson 17 activities
Lesson 18 TH: Nov. 10	Evaluating research designs	<input type="checkbox"/> Review for Test 2	<input type="checkbox"/> Lesson 18 activities <input type="checkbox"/> Midterm Test 2
Midterm Test 2 will occur sometime around Week 9 (date & time TBD)			
Lesson 19 TU: Nov. 15	Threats to validity	<input type="checkbox"/> Section 25 <input type="checkbox"/> Section 38	<input type="checkbox"/> Lesson 19 activities
Lesson 20 TH: Nov. 17	Quasi-experimental designs	<input type="checkbox"/> Sections 38-40	<input type="checkbox"/> Lesson 20 activities
Lesson 21 TU: Nov. 22	Multivariate designs	<input type="checkbox"/> Sections 41-43	<input type="checkbox"/> Lesson 21 activities
Lesson 22 TH: Nov. 24	Patterns of prediction	<input type="checkbox"/> Section 30	<input type="checkbox"/> Lesson 22 activities <input type="checkbox"/> Article Critique 5
Lesson 23 TU: Nov. 29	Synthesizing research	See Quercus for resources	<input type="checkbox"/> Lesson 23 activities <input type="checkbox"/> Article Critique 6
Lesson 24 TH: Dec. 1	Course wrap-up and final exam review	<input type="checkbox"/> Syllabus	<input type="checkbox"/> Lesson 24 activities
Your feedback matters! Please fill out your course evaluations! (See Quercus)			
The Final Exam will occur during the final exam period (date & time TBD)			

Please note that for Fall 2022, the deadline to drop courses without academic penalty and have them removed from your transcript is November 21, 2022.

All learners are welcome!

Acknowledgement of Traditional Land

In recognition of the diverse history of this land, and the peoples who live and have lived on it, I wish to acknowledge this land on which the University of Toronto operates. It has been a site of human activity for thousands of years. This land is the territory of the Huron-Wendat and Petun First Nations, the Seneca, and most recently, the Mississaugas of the Credit River. The territory was the subject of the Dish With One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, the meeting place of Toronto is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work in the community, on this territory.

Inclusivity Statement

It is my intention that students' learning needs be addressed both in and out of the classroom, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intention to present materials and activities that are respectful of diversity, including, but not limited to diversity related to Indigenous culture, race, ethnicity, country of origin, gender, sexuality, dis/ability, age, religion, and socioeconomic status. Your contributions to the course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups¹. Importantly, if you anticipate needing accommodations in this course for any reason (including, but not limited to, disability/health considerations, religious/cultural accommodation, and/or work/family realities), please contact me as soon as possible so that we can work together to determine the best course of action.

Disability-Related Accommodations

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office (<http://www.utsc.utoronto.ca/ability/>) 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. Please contact 416-287-7560 (tel/TTY) or email ability.utsc@utoronto.ca for more information.

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

Religious Accommodations

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

¹ This diversity statement uses language borrowed directly from the diversity statement example provided by the University of Iowa College of Education, <https://www.cmu.edu/teaching/designteach/syllabus/checklist/diversitystatement.html>.

Academic Integrity

The University treats cases of cheating and plagiarism very seriously. The University of Toronto's [Code of Behaviour on Academic Matters](#) 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.

In this course, the tests and final exam will be administered online as an 'open book and open notes' assessment. You are welcome to use your own personal notes and resources. BUT:

- **General:** You must adhere to the [Code of Behaviour on Academic Matters](#).
- **Own work:** You must be the one to complete any work submitted in your name.
- **No communication:** Communication of any kind with another student during a midterm test or exam could be considered an academic integrity violation.
- **No question solicitation or sharing:** Sharing, soliciting, discussing, and/or accessing test or exam questions, learning content, and/or answers from the assignments, tests, and/or exams of this course will be considered an academic integrity violation.
- **No collaboration on tests/exam:** The mere act of accessing Discord, Reddit, Facebook, Google doc, email, Chegg site, or similar resources on which protected course content is posted could be enough to get you into academic trouble.
- **No shared notes:** If you have created shared notes (e.g. in Google docs), they must be downloaded for use prior to the start of the test/exam. Accessing a shared document during the test/exam could be considered cheating, even if you are not access the content at the same time as another student.
- **If you notice it, report it:** Avoid the temptation to cheat and protect yourself by reporting suspected academic integrity violations if you do stumble upon it accidentally.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the [Code of Behaviour on Academic Matters](#). If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources.

Plagiarism Prevention Tutorial

The *Plagiarism Prevention Tutorial* posted on our course website provides information on how to paraphrase, cite, and reference sources using APA-style citations and references. You are expected to know the content of this tutorial and to properly paraphrase and cite your sources in all assignments for this course.

Plagiarism detection

Normally, students will be required to submit their course essays to Quercus 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>).

Department of Psychology Missed Term Work Policy, Fall 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](#).

Use this link to access the: [PSYB70 Missed Term Work Form](#)

ILLNESS OR EMERGENCY accommodations:

For missed midterm tests due to ILLNESS OR EMERGENCY, complete **both** of the following process **within 2 business days** of the missed test or exam:

1. Declare your absence on [ACORN](#) (Profile & Settings > Absence Declaration) and take a screenshot of your Self-Declared Absence on ACORN.
2. Complete the [PSYB70 Missed Term Work Form](#) and, when requested, upload the 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 midterm tests due to an ACADEMIC CONFLICT (e.g. two midterms at the same time), submit the following **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:

1. Take screenshots of the exam page / your course Quercus pages that demonstrate the conflict.
2. Complete [PSYB70 Missed Term Work Form](#) and, when requested, upload the screenshot evidence of the academic conflict.

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 midterm tests due to a RELIGIOUS CONFLICT, submit the [PSYB70 Missed Term Work Form](#) (selecting Religious accommodation as the reason for needing accommodation) 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 PSYB70.utsc@utoronto.ca detailing 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 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 [PSYB70 Missed Term Work 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* [PSYB70 Missed Term Work 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.