



**PSYC22- Infancy**  
**Department of Psychology, University of Toronto**  
**Winter 2023**

**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 [(PSYB01H3) or (PSYB04H3) or (PSYB70H3)] and [(PSYB07H3) or (STAB22H3) or (STAB23H3)].

**Exclusion:** PSY316H1, PSY316H5

**Class Time:** Tuesdays from 5:00 pm to 7:00 pm

**Class Location:** MW170

**Privacy Statement:** There will be recording of class materials and discussions.

**Duration of Classes:** January 9<sup>th</sup> to April 10<sup>th</sup>

**Reading Week:** February 18<sup>th</sup>- February 24<sup>th</sup>

**Final Exam Period:** April 13<sup>th</sup>- April 27<sup>th</sup>

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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 and overarching themes in developmental psychology.
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## Our Instructional Team

### Course Instructor

**Dr. Anna Michelle McPhee (she/her)**

Course Email: [michelle.mcphee@mail.utoronto.ca](mailto:michelle.mcphee@mail.utoronto.ca)

Office Hours: Tuesdays from 4 pm – 4:55 pm or by Appointment

Office Location: Zoom

<https://utoronto.zoom.us/j/81230158486>

Meeting ID: 812 3015 8486

Passcode: Infancy



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

**Mikayla Samuel:** [mikayla.samuel@mail.utoronto.ca](mailto:mikayla.samuel@mail.utoronto.ca)

**Luna (Ruoyan) Li:** [ruoyan.li@mail.utoronto.ca](mailto:ruoyan.li@mail.utoronto.ca)

### Email Policy

Students are encouraged to email the course instructor and/or course TAs with 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

We will schedule drop-in question and answer sessions with the instructor and the TAs on Zoom throughout the term (especially right before the term test and final exam). Please check Quercus regularly for scheduling updates.

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## Course Materials and Lecture

### Course Website: Quercus

This course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. The site is dynamic and new information and resources will be posted regularly as we move through the term, so please make it a habit to log in to the site on a regular, even daily, basis. To access the course website, go to the U of T Quercus log-in page at <https://q.utoronto.ca>. Once you have logged in to Quercus using your UTORid and password, you should see the link or "card" for PSYC22- Infancy. You may need to scroll through other cards to find this. Click on the PSYC22- Infancy link to open our course area,

view the latest announcements and access your course resources. There are Quercus help guides for students that you can access by clicking on the "?" icon in the left side column.

## 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 attending 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 will be delivered in MW170. This course, including student participation, will be **recorded** on video and will be available to students in the course for viewing remotely and after each session.

Course videos and materials belong to 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 in which you appear please contact the course instructor.

## Course Assessments and Grading

### Student Evaluation at a Glance

Student Evaluation	Weight	Due Date
Quizzical Question Creation (2 Questions x 3%/Question)	6%	11:45 pm on the Sunday Following Assigned Lecture
Quizzical Quizzes	4%	11:45 pm Two Weeks After Lecture
Research Proposal: Reading Reflection	10%	11:59 pm on Tuesday, January 24 <sup>th</sup> , 2023.
Term Test #1	25%	During Class on Tuesday, February 14 <sup>th</sup> , 2023.
Research Proposal: Annotated Bibliography	10%	11:59 pm on Tuesday, February 28 <sup>th</sup> , 2023.
Research Proposal: Final Paper	15%	11:59 pm on Tuesday, April 4 <sup>th</sup> , 2023.
Final Exam	30%	TBA- Exam Period
Total	100%	

\*Organized Chronologically by Due Date

**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 **two** multiple-choice questions, which will be graded and count for **6%** of their grade. These questions will be due on the **Sunday evening by 11:45 pm following the assigned lecture week** (i.e., 5 days after lecture).
- **Quizzical Quizzes:** Students will also be expected to complete a weekly quiz for **8** out of the 10 lectures for the remaining **4%**. These quizzes must be completed by **Tuesday evening by 11:45 pm two weeks after each lecture week** (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%.

**Research Proposal: 35% (See Breakdown Below)**

- **Reading Reflection: 10%**  
Select one of the 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 **Tuesday, January 24<sup>th</sup> by 11:59 pm (Week 3)**. 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) related to the research question. Students will be asked to outline their research question, include APA citations for the 5 selected articles using APA 7<sup>th</sup> 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 **Tuesday, February 28<sup>th</sup> by 11:59 pm (Week 7)**. Collaboration is strictly prohibited.
- **Final Paper: 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:

- a) Written Research Report for a Scientific Audience
- b) 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, discuss the significance and implications, real-world applications, and future directions. Students will also be expected to submit a written reference section (using APA 7<sup>th</sup> 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 **Tuesday, April 4<sup>th</sup> by 11:59 pm (Week 12)**. Collaboration is strictly prohibited.

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

There will be one term test and a final exam. More details about these assessments will be posted on Quercus. The registrar will be scheduling the 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-Tuesday, February 14<sup>th</sup>** during class time.
- **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
Jan. 10 <sup>th</sup> Week 1	<b><i>Prenatal Development</i></b>  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. <i>Psychological Science, 14</i> (3), 220–224. <a href="https://doi.org/10.1111/1467-9280.02435">https://doi.org/10.1111/1467-9280.02435</a>  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. <i>Child Development, 91</i> (1), e198–e217. <a href="https://doi.org/10.1111/cdev.13182">https://doi.org/10.1111/cdev.13182</a>	Quizzical Question Creation #1 Due Sun. Jan. 15 <sup>th</sup>
Jan. 17 <sup>th</sup> Week 2	<b><i>Perceptual Narrowing</i></b>  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. <i>Developmental Science</i> , Article e13070. <a href="https://doi.org/10.1111/desc.13070">https://doi.org/10.1111/desc.13070</a>  Maurer, D., & Werker, J. F. (2014). Perceptual narrowing during infancy: A comparison of language and faces. <i>Developmental Psychobiology, 56</i> (2), 154–178. <a href="https://doi.org/10.1002/dev.21177">https://doi.org/10.1002/dev.21177</a>	Quizzical Question Creation #2 Due Sun. Jan. 22 <sup>nd</sup>
Jan. 24 <sup>th</sup> Week 3	<b><i>Motor Development</i></b>  Han, D., & Adolph, K. E. (2020). The impact of errors in infant development: Falling like a baby. <i>Developmental Science</i> , Article e13069. <a href="https://doi.org/10.1111/desc.13069">https://doi.org/10.1111/desc.13069</a>  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. <i>Developmental Science</i> , Article e13061. <a href="https://doi.org/10.1111/desc.13061">https://doi.org/10.1111/desc.13061</a>	Quizzical Question Creation #3 Due Sun. Jan. 29 <sup>th</sup>  Quizzical Quiz 1 Due Tues. Jan. 24 <sup>th</sup>  Reading Reflection Assignment Due Tues. Jan. 24 <sup>th</sup>
Jan. 31 <sup>st</sup> Week 4	<b><i>Cognitive Development</i></b>  Dunn, K., & Bremner, J. G. (2020). Investigating the social environment of the A-not-B search task. <i>Developmental Science, 23</i> (3), Article e12921. <a href="https://doi.org/10.1111/desc.12921">https://doi.org/10.1111/desc.12921</a>  Izard, V., Sann, C., Spelke, E., & Streri, A. (2009). Newborn infants perceive abstract numbers. <i>The Proceedings of the National Academy of Sciences USA, 106</i> (25), 10382–10385. <a href="https://doi.org/10.1073/pnas.0812142106">https://doi.org/10.1073/pnas.0812142106</a>	Quizzical Question Creation #4 Due Sun. Mar. 5 <sup>th</sup>  Quizzical Quiz 2 Due Tues. Jan. 31 <sup>st</sup>

Feb. 7 <sup>th</sup> Week 5	<b>Communication &amp; Language</b>	<p>Donnellan, E., Bannard, C., McGillion, M. L., Slocombe, K. E., &amp; 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. <i>Developmental Science</i>, 23(1), Article e12843. <a href="https://doi.org/10.1111/desc.12843">https://doi.org/10.1111/desc.12843</a></p> <p>Kandhadai, P., Danielson, D. K., &amp; Werker, J. F. (2014). Culture as a binder for bilingual acquisition. <i>Trends in Neuroscience and Education</i>, 3(1), 24–27. <a href="https://doi.org/10.1016/j.tine.2014.02.001">https://doi.org/10.1016/j.tine.2014.02.001</a></p>	<p>Quizzical Question Creation #5 Due Sun. Feb. 12<sup>th</sup></p> <p>Quizzical Quiz 3 Due Tues. Feb. 7<sup>th</sup></p>
Feb. 14 <sup>th</sup> Week 6	<p><b>***TERM TEST***</b></p> <p>Pending Registrar Scheduling* Covering Lectures and Readings from Weeks 1 to 5</p>	<p>No Quizzical Creation Question Due</p> <p>Quizzical Quiz 4 Due Tues. Feb. 14<sup>th</sup></p>	
<b>Feb. 21<sup>st</sup></b>	<b>Reading Week</b>		
Feb. 28 <sup>th</sup> Week 7	<b>Emotion &amp; Temperament</b>	<p>Tang, A., Crawford, H., Morales, S., Degnan, K. A., Pine, D. S., &amp; Fox, N. A. (2020). Infant behavioral inhibition predicts personality and social outcomes three decades later. <i>Proceedings of the National Academy of Sciences</i>, 117(18), 9800-9807. <a href="https://doi.org/10.1073/pnas.1917376117">https://doi.org/10.1073/pnas.1917376117</a></p> <p>Addabbo, M., Vacaru, S. V., Meyer, M., &amp; Hunnius, S. (2020). 'Something in the way you move': Infants are sensitive to emotions conveyed in action kinematics. <i>Developmental Science</i>, 23(1), Article e12873. <a href="https://doi.org/10.1111/desc.12873">https://doi.org/10.1111/desc.12873</a></p>	<p>Quizzical Question Creation #7 Due Sun. Mar. 5<sup>th</sup></p> <p>Quizzical Quiz 5 Due Tues. Feb. 28<sup>th</sup></p> <p><b>Annotated Bibliography Due Tues. Feb. 28<sup>th</sup></b></p>
Mar. 7 <sup>th</sup> Week 8	<b>Social &amp; Moral Development- Part I</b>	<p>Nagy, E., Pilling, K., Orvos, H., &amp; Molnar, P. (2013). Imitation of tongue protrusion in human neonates: Specificity of the response in a large sample. <i>Developmental Psychology</i>, 49(9), 1628–1638. <a href="https://doi.org/10.1037/a0031127">https://doi.org/10.1037/a0031127</a></p> <p>Lucca, K., Pospisil, J., &amp; Sommerville, J. A. (2018). Fairness informs social decision making in infancy. <i>PLoS One</i>, 13(2), e0192848. <a href="https://doi.org/10.1371/journal.pone.0192848">https://doi.org/10.1371/journal.pone.0192848</a></p>	<p>Quizzical Question Creation #8 Due Sun. Mar. 12<sup>th</sup></p>
Mar. 14 <sup>th</sup> Week 9	<b>Social &amp; Moral Development- Part II</b>	<p>Hamlin, J. K., Wynn, K., &amp; Bloom, P. (2007). Social evaluation by preverbal infants. <i>Nature</i>, 450, 557-560. <a href="http://dx.doi.org/10.1038/nature06288">http://dx.doi.org/10.1038/nature06288</a></p> <p>Scarf, D., Imuta, K., Colombo, M., &amp; Hayne, H. (2012). Social evaluation or simple association? Simple associations may explain moral reasoning in infants. <i>PLoS ONE</i>, 7(8), Article e42698. <a href="https://doi.org/10.1371/journal.pone.0042698">https://doi.org/10.1371/journal.pone.0042698</a></p>	<p>Quizzical Question Creation #9 Due Sun. Mar. 19<sup>th</sup></p> <p>Quizzical Quiz 7 Due Tues. Mar. 14<sup>th</sup></p>

Mar. 21 <sup>st</sup> Week 10	<b>Babies &amp; Technology</b>	Quizzical Question Creation #10 Due Sun. Mar. 26 <sup>th</sup>
	Przybylski, A. K., & Weinstein, N. (2019). Digital screen time limits and young children's psychological well-being: evidence from a population-based study. <i>Child Development, 90</i> (1), e56-e65. <a href="https://doi.org/10.1111/cdev.13007">https://doi.org/10.1111/cdev.13007</a>	Quizzical Quiz 8 Due Tues. Mar. 21 <sup>st</sup>
	Myers, L. J., LeWitt, R. B., Gallo, R. E., & Maselli, N. M. (2017). Baby FaceTime: Can toddlers learn from online video chat? <i>Developmental Science, 20</i> (4), e12430. <a href="https://doi.org/10.1111/desc.12430">https://doi.org/10.1111/desc.12430</a>	
Mar. 28 <sup>th</sup> Week 11	<b>Current Events and Infancy- Part I</b>	Quizzical Question Creation #11 Due Sun. April 2 <sup>nd</sup>
	Davenport, M. H., Meyer, S., Meah, V. L., Strynadka, M. C., & Khurana, R. (2020). Moms are not OK: COVID-19 and maternal mental health. <i>Frontiers in Global Women's Health, 1</i> , Article 1. <a href="https://doi.org/10.3389/fgwh.2020.00001">https://doi.org/10.3389/fgwh.2020.00001</a>	Quizzical Quiz 9 Due Tues. Mar. 28 <sup>th</sup>
	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. <i>Psychological Medicine, 1</i> -11. <a href="https://doi.org/10.1017/S0033291720005504">https://doi.org/10.1017/S0033291720005504</a>	
April 4 <sup>th</sup> Week 12	<b>Current Events and Infancy- Part II</b>	No Quizzical Creation Question Due
	Singh, L., Tan, A., & Quinn, P. C. (2021). Infants recognize words spoken through opaque masks but not through clear masks. <i>Developmental Science, 24</i> , Article e13117. <a href="https://doi.org/10.1111/desc.13117">https://doi.org/10.1111/desc.13117</a>	Quizzical Quiz 10 Due Tues. April 4 <sup>th</sup>
	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. <i>Maternal &amp; Child Nutrition, 16</i> , Article e13033. <a href="https://doi.org/10.1111/mcn.13033">https://doi.org/10.1111/mcn.13033</a>	Final Paper Due Tues. April 4 <sup>th</sup>
April Exam Period	<b>***FINAL EXAM***</b> Pending Registrar Scheduling* Covering Lectures and Readings from Weeks 1 to 12	No Quizzical Creation Question Due
		Quizzical Quiz 11 Due Mon. April 10 <sup>th</sup>

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 final paper. 'Late tickets' may **not** be applied to Quizzical **nor** for the term test **nor** 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](https://utorontopsych.az1.qualtrics.com/jfe/form/SV_4Uh2PENVUGe6kom) and passcode: **PSYC22** to request the use of a 'late ticket'. It is important to note that students must complete the Qualtrics form to request the use of a 'late ticket' **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.

### **University's Plagiarism Detection Tool**

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>).

### **Academic Integrity**

The University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

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

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

### **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.uts.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.uts@utoronto.ca](mailto:ability.uts@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.

### **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 the Mississaugas of the Credit. 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).

### **Masks in the Classroom**

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. 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.

## Department of Psychology Missed Term Work Policy

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](#).

The email address to submit missed term work accommodation requests in PSYC22 is:  
**[michelle.mcphee@mail.utoronto.ca](mailto:michelle.mcphee@mail.utoronto.ca)**

### 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.

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### Grade Scale

<b>Numerical Marks</b>	<b>Letter Grade</b>	<b>Grade Point Value</b>
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