

PSYC70: Advanced Research Methods Laboratory

University of Toronto Scarborough
Winter Term, 2023

Introduction

Instructor: Prof. George S. Cree
Email: george.cree@utoronto.ca
Office: SW405
Office Hours: Thurs 1-3

About Your Instructor

Prof. Cree is a faculty member in the Department of Psychology at UTSC. He joined the department in 2003. His main current research interest is neural network modeling of impression formation (i.e., building computer models that help us understand the knowledge activated within the first few hundred milliseconds of encountering a person, including why this knowledge may sometimes reveal implicit biases). He also has teaching interests in the psychology of climate change and practical, lab-based research methods.

TAs & Tutorials:

TUT 0001: SW 316, Thurs 12:00 PM - 1:00 PM Paula paulaandrea.torovargas@mail.utoronto.ca
TUT 0002: IC 328, Thurs 1:00 PM - 2:00 PM Moaz moaz.shoura@mail.utoronto.ca
TUT 0003: IC 328, Thurs 2:00 PM - 3:00 PM Aidan aidanv.campbell@mail.utoronto.ca
TUT 0004: SW 316, Thurs 3:00 PM - 4:00 PM Hannah hyuna.cho@mail.utoronto.ca
TUT 0005: SW 316, Thurs 4:00 PM - 5:00 PM Colin colin.boothby@mail.utoronto.ca
TUT 0006: SW 316, Thurs 5:00 PM - 6:00 PM Tosa etinosa.oliogu@mail.utoronto.ca
TUT 0007: SW 316, Thurs 6:00 PM - 7:00 PM Rhonda rhonda.boateng@mail.utoronto.ca
TUT 0008: IC 212, Thurs 7:00 PM - 8:00 PM Damian damian.manzone@mail.utoronto.ca

Course Description

This course is designed to provide you with the *practical* skills and knowledge required to conduct research in psychology. We prepare you for conducting your own research projects by building on the foundational knowledge acquired in PSYB70 so that, by the end of the course, you are able to appropriately develop a research question and hypothesis, choose appropriate samples and designs for your question, apply valid measurement strategies, and convert your data into an insightful written report. Lectures focus on developing the critical reading and thinking skills you need to critique research articles, and complete a research project, from start to finish. Tutorials focus on developing your critical reading and thinking skills by having you review and critique short articles presented as case studies. Assignments ask you to apply what you've learned to complete important components of a new research project. We also cover the *hidden curriculum* of what's required to get started working in a psychology research lab. By the end of this course you'll be ready to undertake a lab-based course in the sub-area of psychology/neuroscience that most interests you (e.g., PSYC70 series), which when combined with the skills acquired in PSYB07/C08/C09 (Statistics) and PSYC02

(Communication) will leave you prepared to conduct an independent study research course (PSY/NROC90) or undergraduate thesis project (PSY/NROD98).

Prerequisites: [(PSYB01H3) or (PSYB04H3) or PSYB70H3] and [PSYB07H3 or STAB22H3 or STAB23H3]

High-Level Learning Outcomes:

After successful completion of this course, you will be able to:

- Complete a simple research project in psychology, from conceptualization to report.
 - Identify an appropriate psychological question for study.
 - Operationalize the question into concrete hypotheses and variables.
 - Develop and implement an appropriate sampling plan.
 - Collect, record, and organize data, with the goal of replicability.
 - Identify meaningful patterns in data using data visualization techniques and some introductory level statistical techniques.
 - Write components of a report that describe the motivation, methods, results, and conclusions of a study, with the goal of replicability.
- Critically review and evaluate published research.
 - Identify flaws in the conceptualization of a study.
 - Identify flaws in the design of a study.
 - Identify flaws in the implementation of a study.
 - Identify flaws in the interpretation of results of a study.
 - Make informed recommendations for improving a study.

Course Content

Textbooks (both are available for free through the UofT Library - you do not need to buy them!):

Meltzoff, J. & Copper, H. (2018). *Critical thinking about research: Psychology and related fields (2nd ed.)* American Psychological Association. <https://doi.org/10.1037/0000052-000>

Urban, J. B., & van Eeden-Moorefield, B. M. (2018). *Designing and proposing your research project*. American Psychological Association. <https://doi.org/10.1037/0000049-000>

The textbook readings will be supplemented with journal article readings as listed below.

Schedule

The lessons each week will be a mixture of readings, pre-recorded lecture videos, live lectures, and tutorials. You will find a full and up-to-date list of these materials each week in the weekly modules available on Quercus. Always check Quercus for the most up-to-date information. If there is an inconsistency between this document and information posted on Quercus, use the information posted on Quercus. Modules will open on the Monday of each week.

Week 1 (Jan 10-12, 2023)

Lecture (Jan 10)

Textbook Reading: Meltzoff & Cooper (2018) Chapter 1

Lecture Topic: Methods of Seeking Knowledge

Case Study: Meltzoff & Cooper (2018) Practice Article (PA) 1 (see pg. 193-200)

Additional Reading: Nelson, L. D., Simmons, J., & Simonsohn, U. (2018). Psychology's Renaissance. *Annual Review of Psychology*, 69(1), 511–534. <https://doi.org/10.1146/annurev-psych-122216-011836>

Additional Reading: Chapter 1 of Urban, J. B., & van Eeden-Moorefield, B. M. (2018). *Designing and proposing your research project*. American Psychological Association. <https://doi.org/10.1037/0000049-000>

Week 2 (Jan 17-19, 2023)

Lecture (Jan 17)

Textbook Reading: Meltzoff & Cooper (2018) Chapter 2

Lecture Topic: Research Questions and Hypotheses

Case Study: Meltzoff & Cooper (2018) PA4

Additional Reading: Chapters 2 and 3 of Urban, J. B., & van Eeden-Moorefield, B. M. (2018). *Designing and proposing your research project*. American Psychological Association. <https://doi.org/10.1037/0000049-000>

Additional Reading: Ruzycski, S. M., & Ahmed, S. B. (2022). Equity, diversity and inclusion are foundational research skills. *Nature Human Behaviour*, 6(7), 910–912. <https://doi.org/10.1038/s41562-022-01406-7>

Week 3 (Jan 24-26, 2023)

Lecture (Jan 24)

Textbook Reading: Meltzoff & Cooper (2018) Chapter 3

Lecture Topic: Research Variables and Strategies

Case Study: Meltzoff & Cooper (2018) PA3

Additional Reading: Chapters 4 and 5 of Urban, J. B., & van Eeden-Moorefield, B. M. (2018). *Designing and proposing your research project*. American Psychological Association. <https://doi.org/10.1037/0000049-000>

Tutorial (Jan 26)**Tutorial 1: The Introduction**

Week 4 (Jan 31-Feb 2, 2023)**Lecture (Jan 31)**

Textbook Reading: Meltzoff & Cooper (2018) Chapter 4

Lecture Topic: The Sample

Case Study: Meltzoff & Cooper (2018) PA10

Additional Reading: Henrich, J., Heine, S. J., & Norenzayan, A. (2010). Most people are not WEIRD. *Nature*, 466(1), 29.

Additional Reading: Buhrmester, M. D., Talaifar, S., & Gosling, S. D. (2018). An Evaluation of Amazon's Mechanical Turk, Its Rapid Rise, and Its Effective Use. *Perspectives on Psychological Science*, 13(2), 149–154. <https://doi.org/10.1177/1745691617706516>

Week 5 (Feb 7-9, 2023)**Lecture (Feb 7)**

Textbook Reading: Meltzoff & Cooper (2018) Chapter 5

Lecture Topic: Confounding Variables and Their Control

Case Study: Meltzoff & Cooper (2018) PA15

Additional Reading: Rouder, J. N., Haaf, J. M., & Snyder, H. K. (2019). Minimizing mistakes in psychological science. *Advances in Methods and Practices in Psychological Science*, 2(1), 3–11. <https://doi.org/10.1177/2515245918801915>

Additional Reading: Wilson, G., Bryan, J., Cranston, K., Kitzes, J., Nederbragt, L., & Teal, T. K. (2017). Good enough practices in scientific computing. *PLOS Computational Biology*, 13(6), e1005510. <https://doi.org/10.1371/journal.pcbi.1005510>

Assignment 1 Due

Week 6 (Feb 14-16, 2023)

Lecture (Feb 14)

Textbook Readings: Meltzoff & Cooper (2018) Chapter 6

Lecture Topic: Research Designs and Threats to Internal Validity

Case Study: Meltzoff & Cooper (2018) PA6

Additional Reading: Chapter 6 of Urban, J. B., & van Eeden-Moorefield, B. M. (2018). *Designing and proposing your research project*. American Psychological Association. <https://doi.org/10.1037/0000049-000>

Tutorial (Feb 16)

Tutorial 2: The Methods Section

Week 7 (Feb 28 - Mar 2, 2023)

Lecture (Feb 28)

Textbook Readings: Meltzoff & Cooper (2018) Chapter 7

Lecture Topic: Manipulation and Measurement Validity

Case Study: Meltzoff & Cooper (2018) PA11

Additional Reading: Chapter 8 of Urban, J. B., & van Eeden-Moorefield, B. M. (2018). *Designing and proposing your research project*. American Psychological Association. <https://doi.org/10.1037/0000049-000>

Additional Reading: Flake, J. K., & Fried, E. I. (2020). Measurement Schmeasurement: Questionable Measurement Practices and How to Avoid Them. *Advances in Methods and Practices in Psychological Science*, 3(4), 456-465. <http://doi.org/10.1177/2515245920952393>

Week 8 (Mar 7-9, 2023)

Lecture (Mar 7)

Textbook Readings: Meltzoff & Cooper (2018) Chapter 8

Lecture Topic: Data Analysis, Discussion, and Conclusions

Case Study: Meltzoff & Cooper (2018) PA16

Additional Reading: Calin-Jageman, R. J., & Cumming, G. (2019). The new statistics for better science: Ask how much, how uncertain, and what else is known. *The American Statistician*, 73(S1), 271-280. <https://doi.org/10.1080/00031305.2018.1518266>

Additional Reading (optional): Nordmann, E., McAleer, P., Toivo, W., Paterson, H., & DeBruine, L. M. (2022). Data Visualization Using R for Researchers Who Do Not Use R. *Advances in Methods and Practices in Psychological Science*, 5(2), 251524592210746. <https://doi.org/10.1177/25152459221074654>

Week 9 (Mar 14-16, 2023)

Lecture (Mar 14)

Textbook Readings: Meltzoff & Cooper (2018) Chapter 9

Lecture Topic: Inferences, Conclusions, and the Research Report

Case Study: Meltzoff & Cooper (2018) PA8

Additional Reading: Simons, D. J., Shoda, Y., & Lindsay, D. S. (2017). Constraints on Generality (COG): A Proposed Addition to All Empirical Papers. *Perspectives on Psychological Science*, 12(6), 1123-1128. <https://doi.org/10.1177/1745691617708630>

Additional Reading: Gernsbacher, M. A. (2018). Writing Empirical Articles: Transparency, Reproducibility, Clarity, and Memorability. *Advances in Methods and Practices in Psychological Science*, 1(3), 403-414. <https://doi.org/10.1177/2515245918754485>

Additional Reading: IJzerman, H., Lewis, N. A., Przybylski, A. K., Weinstein, N., DeBruine, L., Ritchie, S. J., Vazire, S., Forscher, P. S., Morey, R. D., Ivory, J. D., & Anvari, F. (2020). Use caution when applying behavioural science to policy. *Nature Human Behaviour*, 4(11), 1092-1094. <https://doi.org/10.1038/s41562-020-00990-w>

Tutorial (Mar 16)

Tutorial 3: The Results and Discussion Sections

Week 10 (Mar 21-23, 2023)

Lecture (Mar 21)

Textbook Readings: Meltzoff & Cooper (2018) Chapter 10

Lecture Topic: Research Syntheses and Meta-Analysis

Case Study: Meltzoff & Cooper (2018) PA17

Additional Reading: Clark-Carter, D. (2019). Meta-analysis. In *Quantitative Psychological Research* (4th ed., pp. 364–373). Routledge. <https://doi.org/10.4324/9781315398143-26>. See also Appendix XVI: Meta-analysis (linked to Chapter 26) pp. 578-590 (note: this book is available for free through the UofT Library).

Assignment 2 Due

Week 11 (Mar 28-30, 2023)

Lecture (Mar 28)

Textbook Readings: Meltzoff & Cooper (2018) Chapter 11

Lecture Topic: Research Ethics

Case Study: PA = Bem (2011)

Additional Reading: Bem, D. J. (2011). Feeling the future: Experimental evidence for anomalous retroactive influences on cognition and affect. *Journal of Personality and Social Psychology*, 100(3), 407–425. <https://doi.org/10.1037/a0021524>

Additional Reading: Engber, D. (2017). Daryl Bem proved ESP is real: Which means science is broken. *Slate* (June 7, 2017). (retrieved from: <https://slate.com/health-and-science/2017/06/daryl-bem-proved-esp-is-real-showed-science-is-broken.html>)

Week 12 (Apr 4-6, 2023)

Lecture (Apr 4)

Lecture Topic: Putting it All Together

Case Study: PA = Past Exam Question

Additional Reading: Barbosa, J., Stein, H., Zorowitz, S., Niv, Y., Summerfield, C., Soto-Faraco, S., & Hyafil, A. (2022). A practical guide for studying human behavior in the lab. *Behavior Research Methods*. <https://doi.org/10.3758/s13428-022-01793-9>

Additional Reading: Davis, W. E., Giner-Sorolla, R., Lindsay, D. S., Lougheed, J. P., Makel, M. C., Meier, M. E., Sun, J., Vaughn, L. A., & Zelenski, J. M. (2018). Peer-Review Guidelines

Promoting Replicability and Transparency in Psychological Science. *Advances in Methods and Practices in Psychological Science*, 1(4), 556–573. <https://doi.org/10.1177/2515245918806489>

Tutorial (April 6)

Tutorial 4: Putting it All Together

Assignment 3 Due Last Day of Classes (April 10)

Assignments

Assignment 1: Developing a Research Question and Hypothesis

Assignment 2: Designing and Implementing a Sampling Plan, and Collecting Data

Assignment 3: Interpreting Results and Producing a Written Report

Estimated Time Commitment per Week

Reading: 2 hours

Lectures: 2 hours

Tutorial Prep (Weeks 3, 6, 9, and 12): 1 hour

Tutorials (Weeks 3, 6, 9, and 12): 1 hour

Assignments: 1-3 hours

Important Dates

Duration of Classes: January 9 - April 10

Reading Week: February 18 - February 24

Last day to drop without academic penalty: March 27

Last day to submit term assignments: April 10

Study Break: April 11 - April 12

Final Exam Period: April 13 - April 27

Course Requirements and Grading

Tutorials: 20% (5% each x 4)

Assignments: 45% (15% each x 3)

Final Exam (in person): 35%

Course Policies

Late Assignments and Missed Tutorials

A penalty of 5% per day (24 hour period) will be deducted from your assigned grade for late submissions. The last day that we can accept term work is 5 days after the official last day of classes for the term. Late submissions should be uploaded to Quercus in the normal manner.

Email Policy

We will do our best to respond to emails within 72 hours of receiving the email. You should not expect responses to emails outside of normal business hours (M-F 9-5). The course has been designed so that you do not need to work on weekends (unless you choose to), and we ask that you respect the personal time of the instructor and TAs in a similar manner. Email contact information can be found on the Quercus homepage for the course. Please include "PSYC70" at the beginning of the subject line of any email related to the course, and please always use your UofT email address in correspondence about the course. Quercus mail is ok to use, but I find it a little clunky, so prefer normal email.

Changes to the Course

The schedule, due dates, and nature of assignments are subject to change due to extenuating circumstances beyond our control. Some changes may be mandated by the University. Any other changes will be subject to a class vote, where a simple majority of those enrolled in the course must vote in favour of the change.

Accommodation for Personal Reasons

There may be times when you are unable to complete coursework, including completing readings, viewing lectures, or attending tutorials, due to non-medical reasons. If this occurs during the term you should contact the course instructor immediately to discuss a strategy for completing or dropping the course. It is also a very good idea to speak to an academic advisor.

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.

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, and/or 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.

Disability-Related Accommodation Request

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.utscc.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.utscc@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.

Course Management System Information: Quercus

This course uses the University of Toronto's learning management system, Quercus, to post information about the course. This includes readings, recorded lectures, worksheets, assignment rubrics, access to tests and exams, 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 q.utoronto.ca. Once you have logged in to Quercus using your UTORid and password, you should see the link or "card" for PSYC70. You may need to scroll through other cards to find this. Click on the PSYC70 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.

Special note about grades posted online: Please note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved by the department and posted on ACORN at the end of the course. The department has the right to adjust grades up or down, by a fixed amount that is equivalent for everyone, as they see fit, to maintain standards across sections and years. Please contact me as soon as possible if you think there is an error in any grade posted on Quercus.

Online Communication Policy

You are required to use your utoronto email address for all course-related communications with the instructor and/or TA, and are expected to check this email address regularly throughout the course to ensure timely access to important information. We will only respond to emails received from a utoronto account when discussing sensitive information, as this is the only way we can verify who we are talking with.

Equity, Diversity, 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.

Privacy/FIPPA Statement

Personal information is collected pursuant to section 2(14) of the University of Toronto Act, 1971 and at all times it will be protected in accordance with the Freedom of Information and Protection of Privacy Act. Please note that this course requires class discussion and presentations of one's work to the group. For more information, please refer to www.utoronto.ca/privacy.

Copyright of Course Materials

Course materials are provided for the exclusive use of enrolled students. You do not have permission to share them or sell them to anyone outside of the course. The materials should not be posted on websites, uploaded to social media sites, printed and distributed or sold to others, nor sold to companies that intend to package them to sell or distribute to other people in print or via the internet. The University will support me in asserting and pursuing my rights, and my copyrights, in such matters. You do have my permission to make your own recordings of any lectures for your own personal use. These may not be distributed, shared, sold, or posted on the internet, in whole or in part, without my permission.

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.

Resources

UTSC administrative information, academic support, and well-being:

- Quercus (learning platform for this course)
- Important Dates and Deadlines
- Academic Advising and Career Centre
- Writing Services
- AccessAbility
- Health and Wellness

Further Studies

If you wish to continue your training in lab methods, consider the following courses offered in our department:

- PSYB03: Introduction to Computers in Psychological Research
- PSYC03: Computers in Psychological Research: Advanced Topics
- PSYC71: Social Psychology Laboratory
- PSYC72: Developmental Psychology Laboratory
- PSYC73: Wellness and Resilience Laboratory
- PSYC74: Human Movement Laboratory
- PSYC75: Cognitive Psychology Laboratory
- PSYC76: Brain Imaging Laboratory
- PSY/NROC90: Supervised Study in Psychology
- PSYD52: Neural Network Models of Cognition Laboratory
- PSYD55: Functional Magnetic Resonance Imaging Laboratory
- PSY/NROD98: Thesis in Psychology

Department of Psychology Missed Term Work Policy, Winter 2023

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 PSYC70 is:
Your Tutorial Leader's Email Address Listed at the Top of This Syllabus

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:
 - the [Request for Missed Term Work Accommodations Form](#)
 - *AND***
 - 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.