PSYC70: Advanced Research Methods Laboratory

University of Toronto Scarborough
Summer, 2023

LEC01 :: MW140 :: Tuesday 11:00-1:00

Introduction

Instructor: George Cree
Email: george.cree@utoronto.ca
Office: SW405
Office Hours: Tuesday 1-2 (or by appointment)

Instructor: Moaz Shoura
Email: moaz.shoura@mail.utoronto.ca
Office: SW410M
Office Hours: Wednesday 1-2 (or by appointment)

About Your Instructors

George 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. He will be your instructor for the first 6 weeks of the course.

Moaz Shoura is a graduate student in the Department of Psychology at UTSC under the supervision of Dr. Adrian Nestor. His main research interests are the other-race effect, and how race is represented in neural network models, as well as humans (i.e., using Electroencephalography (EEG) to understand race perception). He has been a TA and a guest lecturer for this course for 3 years. Other teaching interests include statistics and machine learning. He will be your instructor for the last 6 weeks of the course.

TAs & Tutorials:

TUT 0001 :: IC 320 :: Thurs 11:00 AM - 12:00 PM
TUT 0002 :: AA 207 :: Thurs 3:00 PM - 4:00 PM

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 an appropriate sample and design, apply valid measurement strategies, and produce a scientific report of your findings. Lectures focus on building your knowledge about different research paradigms, critiquing articles, and lessons learned from the replication crisis. Tutorials focus on developing your presentation skills through oral presentations and discussion of articles. 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 (Scientific 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:

• Identify and use a variety of classic and contemporary research designs in psychology.
  • Describe the nature and purpose of the design.
  • Describe the methods in sufficient detail for reproducibility.
  • Describe the type and format of the data produced from the design.
  • Identify the appropriate statistical test(s) for the data.
  • Interpret visualizations of the data in relation to the hypotheses.
  • Describe strengths and weaknesses of the design.

• 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.
  • Prepare a professional peer review of an article.

- Understand the pre-cursors and outcomes of the replication crisis in psychology.
  - Describe the key articles, findings, and events that led to the 2012 replication crisis in psychology.
  - Define key concepts arising from analysis of the replication crisis, including p-hacking, researcher degrees of freedom, and HARKing, and be able to explain why they are problems, and how to avoid them.
  - Describe the various ways psychologists have responded to the replication crisis, resulting in psychology's renaissance.

- Complete a simple research project in psychology, from conceptualization to report.
  - Identify an appropriate psychological question for study.
  - Operationalize the question into a concrete hypothesis with appropriate variables.
  - Develop and implement an appropriate sampling plan.
  - Collect, record, and organize data.
  - Identify meaningful patterns in data using data visualization techniques and some introductory level statistical techniques in Jamovi.
  - Report methods and findings in oral presentations and a scientific poster.

- Design and Present Oral Presentations of Research Findings
  - Design a scientific oral presentation outlining a topic, research question, and hypothesis for a proposed study.
  - Design a scientific oral presentation reviewing sampling methods and results of a study.
  - Design a recorded oral presentation that can accompany a scientific poster for disseminating research findings.
  - Identify key elements of style, content, and cognitive communication strategies in oral presentations, and integrate best practices into your own presentations.
  - Provide helpful feedback to colleagues regarding the style, content, and cognitive communication strategies of their presentations.

Course Content

Lectures

Week	Date	Doing Research (skill building)	Article Critique (skill building)	Improving Science (knowledge)	Readings
Week 01	May 9	Stroop	Practice Article 1 (207)	Failure to Replicate: Social Priming	Bargh et al. (2016)
Week 02	May 16	Habituation	Practice Article 2	More Failure to Replicate: Open Science Colab	Open Science Colab (2012; 2015)
Week 03	May 23	Inplicit Association Test	Practice Article 3	Researcher Degrees of Freedom	Simmons et al. (2011)
Week 04	May 30	Memory Development	Practice Article 4	Fraud: Stapel	Flawed Science (2012)
Week 05	June 6	Visual Statistical Learning	Practice Article 6	Even More Failure to Replicate: Bem (2011)	Bem (2011)
Week 06	June 13	fMRI and Moral Judgments	Practice Article 7	Psychology's Renaissance	Nelson et al. (2018); Vazire et al. (2022)
READING WEEK					
Week 07	June 27	Deep Learning	Practice Article 8	The Value of Theory & Modeling	Smaldino (2019)
Week 08	July 4	Decision Making & Iowa Gambling Task	Practice Article 10	Most People are Not WEIRD	Henrich et al. (2010a; 2010b)
Week 09	July 11	Self-Report & Behaviour	Practice Article 11	Take Measurement Seriously!	Flake & Fried (2020)
Week 10	July 18	Mental Rotation	Practice Article 15	The New (Old) Statistics	Points of Significance (2023)
Week 11	July 25	ERP & Oddball Task	Practice Article 16	Level Up Your Data Visualization Skills	Franconeri et al. (2021)
Week 12	August 1	Meta-Analysis	Practice Article 17	Meta-Analysis (or Mega-Silliness?)	Sharpe & Poets (2020)

Tutorials

Week	Date	Tutorial (skill building)	Readings
Week 01	May 11	Intro to The Islands	Barbossa et al. (2022)
Week 02	May 18	Designing Your Study	Urban & van Eeden-Moorefield (2018) Chpts 1-7
Week 03	May 25	Presentation Tips	Kosslyn et al. (2012)
Week 04	June 1	Presentation 1 - Group A	
Week 05	June 8	Presentation 1 - Group B	
Week 06	June 15	Presentation 1 - Group C	
READING WEEK			
Week 07	June 29	Presentation 2 - Group A	
Week 08	July 6	Presentation 2 - Group B	
Week 09	July 13	Presentation 2 - Group C	
Week 10	July 20	Poster Tips	Morrison (2020); Sternberg & Sternberg (2016)
Week 11	July 27	Peer Review	Peer review: The Nuts and Bolts (2020)
Week 12	August 3	Improving Peer Review	Davis et al. (2018)

Course Requirements, Due Dates, and Grading

Assignment	Due Date	Course Weight
Presentation 1	June 1, 8, or 15	4%
Presentation 2	June 29, July 6, or July 13	5%
Presentation Feedback Forms (6)	June 1 - July 13	6%
Poster Presentation Recording	Last Day of Classes	10%
Poster	Last Day of Classes	15%
Midterm Exam	Midterm Exam Period	20%
Final Exam	Final Exam Period	40%

Important Dates

Duration of Classes: May 8 – August 9

Reading Week: June 20-24

Last day to drop without academic penalty: July 24

Last day to submit term assignments: August 9

Study Break: August 10-11

Final Exam Period: August 12-25

Reading & Viewing List

Barbosa, J., Stein, H., Zorowitz, S., Niv, Y., Summerfield, C., Soto-Faraco, S., & Hyafil, A. (2023). A practical guide for studying human behavior in the lab. *Behavior Research Method, 55*, 58-76. https://doi.org/10.3758/s13428-022-01793-9

Bargh, J. A., Chen, M., & Burrows, L. (1996). Automaticity of social behavior: Direct effects of trait construct and stereotype activation on action. *Journal of Personality and Social Psychology, 71*(2), 230-244. https://doi.org/10.1037/0022-3514.71.2.230

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

Davis. W. E., Giner-Sorolla, R., & 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:10.1177/2515245918806489

Flake, J. K., & Fried, E. I. (2020). Measuresment Schmeasurement: Questionable measurement practices and how to avoid them. *Advances in Methods and Practices in Psychological Science, 3*(4), 456-465.

Flawed Science: The fraudulent research practices of social psychologist Diederik Stapel. (2012). Levelt Committee, Noort Committee, & Drenth Committee.

Franconeri, S. L., Padilla, L. M., Shah, P., Zacks, J. M., & Hullman, J. (2021). The Science of Visual Data Communication: What Works. *Psychological Science in the Public Interest*, *22*(3), 110–161. https://doi.org/10.1177/15291006211051956

Henrich, J., Heine, S. J., & Norenzayan, A. (2010). Most people are not WEIRD. *Nature, 466*, 29. DOI: https://doi.org/10.1038/466029a

Henrich, J., Heine, S. J., & Norenzayan, A. (2010). The weirdest people in the world? *Behavioral and Brain Sciences, 33*(2-3), 61-83. DOI: https://doi.org/10.1017/S0140525X0999152X

JoVE Science Education Database. Cognitive Psychology. Measuring Reaction Time and Donders' Method of Subtraction. JoVE, Cambridge, MA, (2023).

JoVE Science Education Database. Developmental Psychology. Habituation: Studying Infants Before They Can Talk. JoVE, Cambridge, MA, (2023).

JoVE Science Education Database. Social Psychology. The Implicit Association Test. JoVE, Cambridge, MA, (2023).

JoVE Science Education Database. Developmental Psychology. Memory Development: Demonstrating How Repeated Questioning Leads to False Memories. JoVE, Cambridge, MA, (2023).

JoVE Science Education Database. Cognitive Psychology. Visual Statistical Learning. JoVE, Cambridge, MA, (2023).

JoVE Science Education Database. Social Psychology. Using fMRI to Dissect Moral Judgment. JoVE, Cambridge, MA, (2023).

JoVE Science Education Database. Neuropsychology. Decision-making and the Iowa Gambling Task. JoVE, Cambridge, MA, (2023).

JoVE Science Education Database. Experimental Psychology. Self-report vs. Behavioral Measures of Recycling. JoVE, Cambridge, MA, (2023).

JoVE Science Education Database. Cognitive Psychology. Mental Rotation. JoVE, Cambridge, MA, (2023).

JoVE Science Education Database. Neuropsychology. Event-related Potentials and the Oddball Task. JoVE, Cambridge, MA, (2023).

Kosslyn, S. M., Kievit, R. A., Russell, A. G., & Shephard, J. M. (2012). PowerPoint presentation flaws and failures: A psychological analysis. *Frontiers in Psychology, 3*, 1-22. DOI: https://doi.org/10.3389/fpsyg.2012.00230

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

Morrison, M. (2020). How to create a better research poster in less time. https://www.youtube.com/watch?v=SYk29tnxASs

Nelson, L. D., Simmons, J., & Simonsohn, U. (2018). Psychology's renaissance. *Annual Review of Psychology, 69*, 511-534.

Open Science Collaboration. (2012). An Open, Large-Scale, Collaborative Effort to Estimate the Reproducibility of Psychological Science. *Perspectives on Psychological Science*, *7*(6), 657–660. http://www.jstor.org/stable/44282620

Open Science Collaboration. (2015). Estimating the reproducibility of psychological science. *Science, 349*, aac4716. DOI:10.1126/science.aac4716

Peer Review: The nuts and bolts (2021). https://senseaboutscience.org/activities/peer-review-the-nuts-and-bolts-2/

Points of Significance (2023). *Nature Human Behaviour, 7*, 293-294. https://doi.org/10.1038/s41562-023-01586-w

Sharpe, D. & Poets, S. (2020). Meta-analysis as a response to the replication crisis. *Canadian Psychology, 61*(4), 377-387. https://doi.org/10.1037/cap0000215

Simmons, J. P., Nelson, L. D., & Simonsohn, U. (2011). False-positive psychology: Undisclosed flexibility in data collection and analysis allows presenting anything as significant. *Psychological Science, 22*(11), 1359-1366.

Smaldino, P. E. (2019). Better methods can't make up for mediocre theory. *Nature, 575*, 9.

Sternberg, R. J., & Sternberg, K. (2016). Preparing a poster presentation. Sternberg, R., & Sternberg, K. [Eds.]. *The Psychologist's Companion: A Guide to Professional Success for Students, Teachers, and Researchers* (6th ed.), pp 295-201. Cambridge: Cambridge University Press. doi:10.1017/CBO9781316488935

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

Vazire, S., Schiavone, S. R., Bottesini, J. G. (2022). Credibility beyond replicability: Improving the four validities in psychological science. *Current Directions in Psychological Science, 31*(2), 162-168.

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 business days after the official last day of classes for the term.

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, 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 contact the [AccessAbility Services Office](#) 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.

Course Management System Information: Quercus
This course uses the University's learning management system, Quercus, to post information about the course. This may include materials required to complete activities and assignments, as well as important announcements. 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 this course. 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.

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, Summer 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:
1. For missed work due to ILLNESS OR EMERGENCY, complete the following process:
2. Complete the Request for Missed Term Work Accommodations Form.
3. Declare your absence on ACORN (Profile & Settings > Absence Declaration)
4. 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:
1. For missed term work due to an ACADEMIC CONFLICT (e.g. two midterms at the same time):
2. Complete the Request for Missed Term Work Accommodations Form.
3. Take screenshots of your course Quercus pages that demonstrate the conflict.
4. 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 <u>not</u> considered conflicts. Students are expected to manage their time effectively to meet assignment deadlines.
- Back-to-back tests/quizzes are <u>not</u> 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:
- Complete the [Request for Missed Term Work Accommodations Form](#).
- 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:
1. 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):
   - Complete the [Request for Missed Term Work Accommodations Form](#).
   - Email the form *<u>AND</u>* your Accommodation Letter to the course email specifying how many days extension you are requesting.
2. 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):
   - 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