

PSYC24- Childhood & Adolescence
Department of Psychology, University of Toronto
Fall 2023

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I CONTACTS

Instructor

Name: Dr. Anna Michelle McPhee (she/her)

Email: michelle.mcphee@mail.utoronto.ca

Office Hours: Tuesdays from 12 pm to 1 pm

Office Location: Zoom

<https://utoronto.zoom.us/j/82609003524>

Meeting ID: 826 0900 3524

Passcode: Psychology



Instructor Bio: Hi everyone! My name is Dr. McPhee. I'm really looking forward to PSYC24 this semester. Here is a little bit about me: 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

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II COURSE OVERVIEW

Course Description: This advanced course in developmental psychology explores selected topics in childhood and adolescent development during school age (age 4 through 18). The course will explore cognitive, social, emotional, linguistic, moral, perceptual, identity and motor development throughout these ages, as well as current issues in the field as identified by the instructor.

Prerequisites: PSYB20, a PSY B-Level Methods Course (PSYB01, PSYB04, or PSYB70) and a B-Level Statistics Course (PSYB07, STAB22, or STAB23)

Exclusion: PSY310

Class Time: Tuesdays from 9 am – 11 am

Location of Classes: SW 143

Duration of Classes: September 5th to December 4th

Reading Week: October 7th – October 13th

Final Exam Period: December 7th to December 20th

Privacy Statement: Given the delivery of the course material, there may be recording of class materials and discussions.

Learning Outcomes

At the end of this course, students should:

1. Have an advanced and nuanced understanding of the major developmental processes that occur in early childhood, middle childhood and adolescence in the domains of cognitive, social, emotional, linguistic, moral, perceptual, identity, and motor development.
2. Be able to apply knowledge of human development for the ages of 4 to 18 to real-world scenarios and hypothetical situations.
3. Be proficient in describing and applying major themes of developmental psychology as they apply to the study of children and adolescents, including individual differences, mechanisms of change, continuity/discontinuity, and holistic development.
4. Have proficiency in searching for, compiling, paraphrasing, and citing scientific literature in the field of developmental psychology.
5. Have acquired experience reading, analyzing, and applying scientific literature in the field of developmental psychology for the purposes of analyzing theoretical case studies.

Course Websites

All registered students for the course have access to Quercus (<https://q.utoronto.ca>). This will serve as the class website, where all lecture recordings, lecture slides and course materials will be posted. This will also be the site where the assignments will be submitted, and marks will be made available. Students are expected to check this website **regularly** (i.e., 2-3 times per week). Important announcements will be made here. Use of the website's Discussion Board is strongly encouraged for non-private inquiries (e.g., questions about course content and the running of this course, but **not** emails reporting illness or other private matters). Students will also be required to use another website: Achieve (<https://achieve.macmillanlearning.com/start>). Access to Achieve comes with the purchase of the textbook (<https://sites.google.com/macmillan.com/achievestudentchecklists/home?authuser=1>).

Required Textbook:

Berger, K. S. (2021). *The Developing Person Through Childhood and Adolescence*, 12th Edition.

Lectures

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.

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 tests and final exam). Please check Quercus regularly for scheduling updates and Zoom meeting information.

III COURSE SCHEDULE

Date & Week #	Topic & Assigned Readings	Evaluation	Optional Activities
Sept. 5 th Week 1	<i>Introduction: The Science of Human Development & Theories</i> Chapter 2: Theories (pg. 32-61; Entire Chapter)	Quizzical Creation for Class #1 Due Thurs. Sept. 7 th by 11:45 pm	Achieve- Complete Intro Survey
Sept. 12 th Week 2	<i>Early Childhood: Biosocial Development</i> Chapter 8: Early Childhood: Biosocial Development (pg. 202-227; Entire Chapter)	iClicker In-Class Participation Quizzical Creation for Class #2 Due Thurs. Sept. 14 th by 11:45 pm	
Sept. 19 th Week 3	<i>Early Childhood: Cognitive Development</i> Chapter 9: Early Childhood: Cognitive Development (pg. 228-255; Entire Chapter)	iClicker In-Class Participation Quizzical Quiz #1 Due by 11:45 pm on Tues. Sept. 19 th Quizzical Creation for Class #3 Due Thurs. Sept. 21 st by 11:45 pm	Case Study- Writing Retreat #1
Sept. 26 th Week 4	<i>Early Childhood: Psychosocial Development</i> Chapter 10: Early Childhood: Psychosocial Development (pg. 256-281; Entire Chapter)	iClicker In-Class Participation Quizzical Quiz #2 Due by 11:45 pm on Tues. Sept. 26 th Quizzical Creation for Class #4 Due Thurs. Sept. 28 th by 11:45 pm	Achieve- Developing Lives: Early Childhood Quiz
Oct. 3 rd Week 5	TERM TEST #1 <i>Covering Lectures & Readings from Weeks 1-4</i>	TERM TEST #1 Quizzical Quiz #3 Due by 11:45 pm on Tues. Oct. 3 rd No Quizzical Creation Due this Week Quizzical Quiz #4 Due by 11:45 pm on Fri. Oct. 6 th	
Oct. 10 th	Reading Week		
Oct. 17 th Week 6	<i>Middle Childhood: Biosocial Development</i>	iClicker In-Class Participation No Quizzical Quiz Due this Week	Case Study- Writing Retreat #2

	Chapter 11: Middle Childhood: Biosocial Development (pg. 282-309; Entire Chapter Except pg. 299-307)	Quizzical Creation for Class #6 Due Thurs. Oct. 19 th by 11:45 pm	Achieve-Complete Checkpoint Survey #1
Oct. 24 th Week 7	Middle Childhood: Cognitive Development Chapter 12: Middle Childhood: Cognitive Development (pg. 310-335; Entire Chapter Except pg. 327-333)	iClicker In-Class Participation No Quizzical Quiz Due this Week Quizzical Creation for Class #7 Due Thurs. Oct. 26 th by 11:45 pm	
Oct. 31 st Week 8	Middle Childhood: Psychosocial Development Chapter 13: Middle Childhood: Psychosocial Development (pg. 336-367; Entire Chapter)	iClicker In-Class Participation Quizzical Quiz #6 Due by 11:45 pm on Tues. Oct. 31 st Quizzical Creation for Class #8 Due Thurs. Nov. 2 nd by 11:45 pm	Achieve-Developing Lives: Middle Childhood Quiz
Nov. 7 th Week 9	TERM TEST #2 <i>Covering Lectures & Readings from Weeks 6-8</i>	TERM TEST #2 Quizzical Quiz #7 Due by 11:45 pm on Tues. Nov. 7 th No Quizzical Creation Due this Week	
Nov. 14 th Week 10	Adolescence: Biosocial Development Chapter 14: Adolescence: Biosocial Development (pg. 368-395; Entire Chapter)	iClicker In-Class Participation Quizzical Quiz #8 Due by 11:45 pm on Tues. Nov. 14 th Quizzical Creation for Class #10 Due Thurs. Nov. 16 th by 11:45 pm	Case Study- Writing Retreat #3
Nov. 21 st Week 11	Adolescence: Cognitive Development Chapter 15: Adolescence: Cognitive Development (pg. 396-421; Entire Chapter Except pg. 405-412)	iClicker In-Class Participation No Quizzical Quiz Due this Week Quizzical Creation for Class #11 Due Thurs. Nov. 23 rd by 11:45 pm	
Nov. 28 th Week 12	Adolescence: Psychosocial Development Chapter 16: Adolescence: Psychosocial Development (pg. 423-453; Entire Chapter)	iClicker In-Class Participation Quizzical Quiz #10 Due by 11:45 pm on Tues. Nov. 28 th Assignment Due by 11:59 pm on Tues. Nov. 28 th	Achieve-Complete Checkpoint Survey #2 Achieve-Developing Lives: Adolescence Quiz

December	FINAL EXAM	FINAL EXAM
Exam	To be Scheduled by Registrar	
Period	Covering Content from Weeks 1-12 December 7 th – December 20 th	Quizzical Quiz #11 Due by 11:45 pm on Mon. Dec. 4 th

*Schedule is subject to change due to unforeseen circumstances.

IV EVALUATION/GRADING SCHEME

Student Evaluation at a Glance

Student Evaluation	Weight	Due Date
iClicker In-Class Participation (8 Weeks x 0.5%/Week = 4% of Final Grade)	4%	In-Class Participation
Quizzical Creation (2 Questions x 3%/Question = 6% of Final Grade)	6%	11:45 pm on the Thursday Following the Assigned Lecture (i.e., 2 days after Lecture)
Quizzical Quizzes	4%	11:45 pm on the Tuesday Two Weeks After Lecture (Please see the exceptions for Quizzical Quizzes #4 and #11).
Case Study Assignment	16%	11:59 pm on Tuesday, November 28 th , 2023.
Term Test #1	20%	In-Class on Tuesday, October 3 rd , 2023.
Term Test #2	20%	In-Class on Tuesday, November 7 th , 2023.
Final Exam	30%	To be Scheduled by Registrar During Final Exam Period
Total	100%	

Details About Course Assessments and Grading

iClicker In-Class Participation: 4% of Final Grade

Students will have the opportunity to participate in iClicker questions that will be asked 'live' during class. Approximately 4 questions will be asked per lecture. For full participation marks, students will be asked to answer **at least 75% of the questions** presented during class for **8** lectures. Each lecture will be worth 0.5% for participation marks x 8 lectures = 4% of final grade. Missed Term Work Accommodation Requests will not be accepted for missed iClicker In-Class Participation. Students will have the opportunity to participate in 9 lectures for in-class participation marks. Only **8** out of 9 lectures need to be completed for full marks. Additional details will be available on Quercus.

Quizzical: 10% of Final Grade

Quizzical 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 (3% x 2 questions = 6%). These questions will be **due the Thursday after the assigned class by 11:45 pm** (i.e., 2 days after lecture; see

course schedule). Detailed instructions will be available on Quercus.

Quizzical Quizzes: Students will also be expected to complete a weekly quiz for 8 out of the 9 lectures for the remaining 4%. These quizzes must be completed by 11:45 pm Tuesday evening (2 weeks after lecture; see course schedule for due dates. Please see the exceptions for Quizzical Quiz #4 and #11). To get full participation credit, at least 10 questions must be completed per quiz, and the average grade on all quizzes must be at least 70%. Missed Term Work Accommodation Requests will not be accepted for Quizzical Quizzes. Instead, students only need to complete the quizzes for 8 out of the 9 lectures. If students complete all 9 quizzes, the top 8 quizzes will be selected to calculate their Quizzical Quiz grade. Detailed instructions will be available on Quercus.

Case Study Assignment: 16% of Final Grade

Students will be asked to complete a Case Study Assignment for 16% of their final grade. The Case Study Assignment will be due to Quercus by 11:59 pm on Tuesday, November 28th, 2023. Students will be asked to respond to **two** out of three possible scenarios that will encourage them to reflect, describe and analyze course content. Students will be required to draw on class lectures and readings to help them formulate their ideas, and will be required to use additional scholarly research to support their claims. Collaboration on the assignment is strictly prohibited. Additional details and a rubric will be posted to Quercus.

Bonus Marks for the Case Study Assignment: To help students with their Case Study Assignment, there will be three Writing Retreats held throughout the semester. Students may find it helpful to attend Writing Workshops held as an optional activity as part of PSYC24. These Writing Workshops are hosted by the Center for Teaching and Learning at UTSC in collaboration with PSYC24. The dates and times of the Writing Workshops can be found below and in the syllabus schedule, under "Optional Activities". Three writing workshops will be held throughout the semester:

1. Research Writing Retreat Workshop- Week of September 19th, 2023.
2. Academic Integrity Writing Retreat Workshop- Week of October 17th, 2023.
3. Integrating Sources Writing Retreat Workshop- Week of November 14th, 2023.

These sessions will be held online via Zoom. The exact date and time of each session will be posted to Quercus along with a Zoom link. Each session will be 1.5 hours in duration. Attendance at each workshop will result in a 1% bonus mark added to the Case Study Assignment (for up to 3% in bonus marks available for the Case Study Assignment)!

Term Tests & Final Exam: 70% of Final Grade

There will be two Term Tests and one Final Exam in PSYC24. The Term Tests are not cumulative, but the Final Exam is cumulative. Exams will cover material presented in both the course readings as well as in the lectures. Term Tests will take place during the regularly scheduled class time. The Final Exam will be scheduled by the Registrar and will be held during the final exam period.

1. **Term Test #1 (20%):** This test will cover **lecture and readings** from **Classes 1 to 4** on **Tuesday, October 3rd, 2023 from 9 am to 11 am** (during class time).
2. **Term Test #2 (20%):** This test will cover **lecture and readings** from **Classes 6 to 8** on **Tuesday, November 7th, 2023 from 9 am to 11 am** (during class time).
3. **Final Exam (30%):** This test will cover **lecture and readings** from **Classes 1 to 12**, with a greater emphasis on untested material (i.e., **Classes 10 to 12**). The Registrar will schedule the date and time for the Final Exam during the final exam period (between December 7th and 20th, 2023).

V COURSE POLICIES

Email Policy

Students are encouraged to email the course instructor and/or TAs regarding questions or concerns about course content or to set-up a virtual meeting. Emails should originate from students' designated **UToronto email account**. Emails will be responded to within 48 hours, excluding weekends/holidays. **Emails should include "PSYC24" in the subject line.**

Remarking Policy: Timeline & Protocol

Students have 2 weeks from when the work was returned to submit a request for remarking and to bring concerns about the assignment to the instructor's attention.

Late Policy

There will be a **10% late penalty for every day an assignment is late.**

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.

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>).

VI SERVICES & SUPPORTS FOR STUDENTS

Accommodations

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs.

Students with diverse learning styles and needs are welcome in this course. In particular, if students have a disability/health consideration that may require accommodations, students are asked to approach the course instructor 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

As a student at the University of Toronto, students are part of a diverse community that welcomes and includes students and faculty from a wide range of cultural and religious traditions. The course instructor 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 students anticipate being absent from class or missing a major course activity (such as a test or in-class assignment) due to a religious observance, please let the course instructor know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that alternate arrangements can be made with the student.

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.

The University of Toronto is a richly diverse community and as such is committed to providing an environment free of any form of harassment, misconduct, or discrimination. In this course, I seek to foster a civil, respectful, and open-minded climate in which we can all work together to develop a better understanding of key questions and debates through meaningful dialogue. As such, I expect all involved with this course to refrain from actions or behaviours that intimidate, humiliate, or demean persons or groups or that undermine their security or self-esteem based on traits related to race, religion, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, receipt of public assistance or record of offences.

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.

Mental Wellness

Students may experience challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation, financial concerns, family worries and so forth. These factors may affect academic performance and/or reduce students' ability to participate fully in daily activities. Everyone feels stressed now and then – it is a normal part of university life. Some days are better than others, and there is no wrong time to reach out.

There are resources for every situation and every level of stress. There are many helpful resources available at UTSC's Health and Wellness Centre: <https://www.utsc.utoronto.ca/hwc/>. An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources.

Community Crisis Response Coordinator: Khadija Uddin: k.uddin@utoronto.ca

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.

VII DEPARTMENT OF PSYCHOLOGY POLICIES

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

Procedure:

1. Complete the [Request for Missed Term Work Accommodations Form](#) ("MTW Form").
2. Email **BOTH** your MTW Form and Supporting Documentation to michelle.mcphee@mail.utoronto.ca according to the instructions specified below.

Supporting Documentation Requirements and Deadlines:

Reason for Missed Work	Documentation required for a first absence in the term	Documentation required for subsequent absences in the term	Deadline for submitting MTW form and supporting documentation
Illness or Injury	ACORN Absence Declaration	UofT Verification of Illness Form	<u>WITHIN 2 BUSINESS DAYS</u> of the missed work
Bereavement	ACORN Absence Declaration	A death certificate or funeral announcement	<u>WITHIN 2 BUSINESS DAYS</u> of the missed work
University-sponsored athletic or artistic obligation at the varsity/provincial/national level	ACORN Absence Declaration	A note from a university staff member (advisor, coach, residence staff, etc.) who can substantiate the obligation, sent directly to the course email	<u>10 BUSINESS DAYS IN ADVANCE</u> of the missed deadline
Disability-related reasons for students registered with AccessAbility Services	<p>For missed TERM TESTS,</p> <ul style="list-style-type: none"> - Contact your AccessAbility consultant and have them write to the course email detailing the accommodations needed. <p>For missed ASSIGNMENTS,</p> <ul style="list-style-type: none"> - 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), send your Accommodation Letter to the course email and specify how many days extension you are requesting. 		<u>PREFERABLY IN ADVANCE OF THE MISSED WORK, OR AS SOON AS POSSIBLE</u>

	<ul style="list-style-type: none"> - 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 write to the course email detailing the accommodations needed. 	
Academic Conflict (e.g. two midterms at the same time)	Screenshot from Quercus demonstrating the conflict.	<u>10 BUSINESS DAYS IN ADVANCE</u> of the missed work
Religious Conflict	None required	

Notes:

- The following reasons are not considered sufficient for missed term work: social activities, recreational travel, technological issues, avoidance of assessments or deadlines, work commitments
- [Missed Final Exams](#) are handled by the Registrar’s Office and should be declared on eService.
- For ACORN absence declarations, the date you declare the absence is required to fall within the seven-day declaration period (i.e.) the absence cannot be submitted proactively or retroactively.
- 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](#).
- If you are unable to submit your request within the specified number of business days, you must still email your instructor within that window to explain the nature of the delay. Exceptions to the deadlines are made only under exceptional circumstances.
- Multiple assignments due on the same day are not considered academic conflicts. Students are expected to manage their time effectively to meet assignment deadlines.
- Back-to-back tests/quizzes are not considered academic 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.

Next Steps:

After submitting your documentation, you will receive a response from your instructor or TA. The course instructor reserves the right to decide what accommodations will be made. Failure to adhere to any aspect of this policy may result in a denial of your request. **Students are responsible for checking their 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 the assignment.** Extensions may be as short as one business day, depending on the nature of the illness/emergency. Students should complete their assignment as soon as they are able, and email it to their instructor.

If an accommodation is granted but a continued illness/emergency prevents the student from meeting its requirements, students must repeat the missed term work procedure to request additional accommodations. **Students should make it clear in the subject line that they are requesting a second accommodation.** Examples: If students were granted an extension for a paper but are still unable to meet the new deadline, or if students miss a make-up term test, students must submit *another* MTW form and supply documentation according to the "subsequent absences" column in the chart above. *Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not necessarily be provided.

VIII GRADE SCALE

Grade Scale

Numerical Marks	Letter Grade	Grade Point Value
90 – 100%	A+	4.0
85 – 89%	A	4.0
80 – 84%	A-	3.7
77 – 79%	B+	3.3
73 – 76%	B	3.0
70 – 72%	B-	2.7
67 – 69%	C+	2.3
63 – 66%	C	2.0
60 – 62%	C-	1.7
57 – 59%	D+	1.3
53 – 56%	D	1.0
50 – 52%	D-	0.7
0 – 49%	F	0.0