

NROC61: Learning & Motivation

University of Toronto Scarborough
Winter 2024

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Key Information



Course Instructor:

Marie Gadziola, PhD

(she/her)

Pronounced: gad-zee-oh-luh

marie.gadziola@utoronto.ca

Course email: nroc61.gadziola@gmail.com

Student hours: Fridays, 1-2:30pm (drop-in, via Zoom)

Course site: Quercus

Course delivery: In-person lectures Wednesdays (11am-1pm, MW170) and required in-person tutorials.

TUT001: Thurs, 9-10am | IC320 | Liv Ansley-Engel

TUT002: Thurs, 5-6pm | BV264 | Liv Ansley-Engel

TUT003: Thurs, 7-8pm | AC332 | Nisma Khan

TUT004: Thurs, 3-4pm | AC332 | Nisma Khan

Course TAs:

Liv Ansley-Engel

Nisma Khan

I. Course Overview

Instructor

Dr. Gadziola is a part-time Teaching Stream faculty member in the Department of Psychology. She received her PhD in Neuroscience from Kent State University, followed by postdoctoral research at Case Western Reserve University. Her research and teaching interests are in sensory systems, and the neural mechanisms that underlie the detection and evaluation of salient stimuli influencing motivated behaviours.

Course description

This course explores learning and motivation from a physiological, pharmacological and behavioral perspective, introducing the principal methods and logical inferences used in experiments that use laboratory animals. As such, the course offers an in-depth exploration of the field of behavioural neuroscience. Topics covered under *learning* include different types of associative learning and their neural bases with an emphasis on the idea that the mammalian brain is organized into multiple learning and memory systems. Topics covered under the category of *motivation* include the neural basis of eating, drinking, and sleep in addition to the neural correlates of reward and emotion.

Pre-requisites

[BIOB10H3](#) and [NROB60H3](#) and [NROB61H3](#) and [([PSYB01H3](#)) or ([PSYB04H3](#)) or [PSYB70H3](#)] and [[PSYB07H3](#) or [STAB22H3](#)] and [[PSYB55H3](#) or ([PSYB65H3](#))]

Learning Outcomes

By the end of this course, a successful learner will be able to:

1. Describe the core principles of learning and motivation from a physiological, pharmacological and behavioural perspective.
2. Characterize the main features of several different experimental methodologies, explaining how and why they are used in behavioural neuroscience research.
3. Demonstrate the foundational skills necessary for understanding, interpreting, and summarizing primary scientific literature.
4. Develop and implement effective strategies for delivering oral presentations and facilitating thoughtful scientific discourse.
5. Develop and implement effective strategies for written work, including how to appropriately select, paraphrase and reference scientific literature.
6. Support peer-to-peer learning through group work and by providing constructive feedback on peer presentations.
7. Engage in self-assessment and reflection on their learning process and performance in the course.

II. Course Logistics

As the semester progresses, I may adjust our pacing or content coverage as necessary. You will be notified of any substantive changes on Quercus.

Lecture Schedule

WEEK	DATE	LECTURE TOPIC	RECOMMENDED READINGS
1	Jan 10	Course Introduction Introduction to Learning	<i>Chapter 3 (Powell)</i>
2	Jan 17	Classical Conditioning	<i>Chapter 4 (Powell)</i>
3	Jan 24	Underlying Processes & Mechanisms Involved in Classical Conditioning	<i>Chapter 5 (Powell)</i>
4	Jan 31	Instrumental Conditioning	<i>Chapters 6 & 7 (Powell)</i>
5	Feb 7	Learning & Memory Systems	
6	Feb 14	Central Reward Systems	
	Feb 17-23	<i>Reading Week</i>	
7	Feb 28	In-class MIDTERM (Weeks 1-5)	
8	Mar 6	Hypothalamus & Motivation 1	<i>Chapter 15 (Bear)</i>
9	Mar 13	Hypothalamus & Motivation 2	<i>Chapter 16 (Bear)</i>
10	Mar 20	Limbic System and Emotions	<i>Chapter 18 (Bear)</i>
11	Mar 27	Stress and Arousal	
12	Apr 3	Biological Clocks: sleep and wakefulness	<i>Chapter 19 (Bear)</i>
	TBD	FINAL EXAM (Weeks 6-12)*	

**The final exam will be scheduled by the Registrar during the exam period (April 12-26), which may include evenings and Saturdays.*

Tutorial Schedule

WEEK	DATE	TUTORIAL TOPIC	EVALUATION
1	Jan 11	No Tutorial	None
2	Jan 18	Tutorial Introduction & Group Assignments	Skill-building Exercise 1
3	Jan 25	- Effective use of search engines and article databases - Review of referencing & paraphrasing	Skill-building Exercise 2
4	Feb 1	Reading primary articles (Demo Article - intro & methods)	Skill-building Exercise 3
5	Feb 8	Reading primary articles (Demo Article - results & discussion)	Skill-building Exercise 4 Mini-Paper due Feb 5th
6	Feb 15	Presentation Design & Demo using the Assertion-Evidence approach	Skill-building Exercise 5 Group outline due Feb 15th
	Feb 17-23	<i>Reading Week</i>	
7	Feb 29	<i>No Tutorial</i> <i>*Room available for group meetings</i>	None
8	Mar 7	Journal Club – Group Presentation <i>Article #1</i>	Discussion Peer Evals due Sunday*
9	Mar 14	Journal Club – Group Presentation <i>Article #2</i>	Discussion Peer Evals due Sunday*
10	Mar 21	Journal Club – Group Presentation <i>Article #3</i>	Discussion Peer Evals due Sunday*
11	Mar 28	Journal Club – Group Presentation <i>Article #4</i>	Discussion Peer Evals due Sunday*
12	Apr 4	Journal Club – Group Presentation <i>Article #5</i>	Discussion Peer Evals due Sunday* Final Paper due April 8th

**Each group will be randomly assigned to complete a peer evaluation on another group's presentation on two of the Journal Club weeks.*

Assigned Readings

You are responsible for reading all lecture notes and any assigned readings (textbook chapters, primary research articles). Copies of the textbooks are also available in the Library's Course Reserves.

1. **Strongly Recommended:** Powell, Honey, & Symbaluk (6th ed.). *Introduction to Learning and Behavior*. Boston, MA: Cengage Learning.
2. **Recommended:** Bear, Connors, & Paradiso. *Neuroscience: Exploring the Brain* (4th ed.). Wolters Kluwer.

Chapters 3-7 of the Powell textbook will match closely with the material we cover in the first half of the course. This text has an abundance of quick quizzes, study questions, and chapter tests available that will help test your comprehension along the way.

For the second half of the course, I will be drawing on material from multiple sources, including primary literature; however, the Bear textbook (which you may already have access to from prior courses) can help supplement content found within the lecture slides and notes.

Assigned articles used in tutorial will be posted to Quercus.

III. Assessments

This course will offer you multiple opportunities for assessment and feedback, at both the individual level and as a part of a collaborative small group. Course assessments have been broken down into 3 major categories:

Exams (58%)	Tutorial (27%)	Writing & Self-Reflection (15%)
<ul style="list-style-type: none"> • Midterm (25%) • Final Exam (33%) 	<ul style="list-style-type: none"> • Group Skill-building Exercises (4%) • Group Article Outline (5%) • Group Article Presentation (12%) • Group Peer Feedback (2%) • Individual Participation in Article Discussion (4%) 	<ul style="list-style-type: none"> • Pre-Course Reflection (1%) • Post-Course Reflection (1%) • Mini Writing Assignment (4%) • Final Paper (9%)

The structure of the course assessments has been developed in such a way as to scaffold assignments, by breaking down larger assignments into smaller, lower-risk assessments and by requiring regular progress checks (e.g., skill-building exercises and participation, article outlines and mini writing assignments) to help you manage your time/resources and provide a chance for corrective feedback to encourage more successful outcomes. These learning opportunities may appear to result in a trade-off in terms of a heavier workload, but the goal is to maximize your capacity for learning, while keeping the assessments manageable for you.

1. Exams (58% of final grade)

Exams will consist of both multiple-choice and short-answer questions. Multiple-choice questions may come in various formats, including (but not limited to) questions with diagrams and “all of the above” or “none of the above” options. Short-answer responses may require several sentences to address the question complexity and/or the creation or analysis of a visual (e.g., diagram). The points assigned will be weighted based on the relative importance, as opposed to how many things you need to say (i.e., we will not employ a system of three points requiring three “things” to say).

Success on the exams will require you to develop a clear understanding of both the lecture content and assigned articles. Rote memorization of lectures and articles will not guarantee you a high mark; rather, we expect you to not only learn key concepts, but also to explain why each is relevant and to demonstrate how you can apply your knowledge in new and creative ways.

a) **Midterm Exam (25%)**

The midterm exam will take place during our regular class time on **February 28th**. The exam will include all lecture content covered in Weeks 1-5, including any assigned articles or videos.

b) Final Exam (33%)

The final exam will be scheduled by the Registrar during the final exam period. The final exam is non-cumulative in the sense that it will only directly test content that was covered during Weeks 6-12. However, as some of this material (particularly the assigned articles) assumes an understanding of concepts that were introduced earlier in the course, you may wish to revisit some of the earlier course content.

2. Tutorial Assessments (27% of final grade)

Participation in your assigned tutorial section is mandatory, and you are expected to arrive on time.

Tutorials will function as a collaborative learning environment, with weekly participation being evaluated to help facilitate active learning and provide you with feedback on your progress. You will work in **groups of ~3-5 students** to share the workload and support each other. You will work within the same group throughout the semester. **Students will be allowed to form their own groups** on the second week of tutorial. Any students not belonging to a group will be assigned to a group by the TA or Instructor.

Barring exceptional circumstances, all group members will share the same grade on group work. As a group, you should agree on a set of group expectations and member responsibilities early on in the semester, along with a mutual understanding of how you will communicate with one another and deal with conflict. All group members are expected to pull their weight and also deserve to have their voice heard, respected, and included in the process. In the event that a group member is not showing a willingness to coordinate and contribute to the team, after attempting to resolve the conflict internally, the remaining group members should contact Dr. Gadziola to raise their concerns as soon as possible and prior to the group presentation.

a) Group Skill-Building Exercises (take top 4 of 5; total 4% of final grade)

The first 5 tutorial weeks will focus on essential skills related to information literacy, critical analysis and scientific communication. Your TAs will help you get started with an overview on a given topic and you will then work with your group to complete a related exercise before the end of tutorial. There will be a total of 5 skill-building exercises, and your lowest score will automatically be dropped. These exercises will be graded on a 3-category scale that assesses a reasonable degree of understanding and effort: Insufficient (0%), Needs Improvement (75%), Meets Expectations (100%).

b) Group Article Outline (5% of final grade)

An article outline template will be provided on Quercus for your group to answer. All groups will submit their Group Article Outline on the same day (**Feb 15th by 11:59PM**), and will receive TA feedback 2 weeks prior to their presentation date.

c) Group Article Presentation (combined total of 12% of final grade)

After reading week, your tutorial sessions will be similar to attending a “journal club”, in which student groups will lead a presentation that summarizes the key elements of an assigned empirical research article, followed by a facilitated class discussion on the article. **All students are expected to have read the articles prior to tutorial as part of the assigned course readings.**

Article presentations must be made in PowerPoint (or similar program) and should be **30-mins in length, followed by 10-mins of facilitated discussion** related to the article. Additional guidelines and expectations will be made available on Quercus.

Groups will be randomly assigned an article, each of which is associated with a particular week of tutorial. If you do not like your assigned article and/or presentation date, the only option to swap is if you find another group willing to switch. Any group article swaps must be approved by your TA by the end of tutorial on **Thursday, Jan 25th**.

Typically, each individual group member is responsible for one “section” of the paper, which might constitute a section header (e.g., Methods) or a different “chunk” as you see fit (e.g., Experiment 1 & Figure 1). Your group should discuss how to divide up these sections (as well as other topics related to division of work) as soon as possible. Group collaboration and review of each member’s section is encouraged.

Required Submission: Individual Preview Presentation. Each student must submit a near-final “preview presentation” covering their assigned portion of the group article **3 days prior to the presentation date**. Students can record within PowerPoint, Zoom, or another comparable program that will capture their slideshow and recorded audio. This submission should be close to your final product, but you may continue altering slides and your spoken commentary up until the group presentation, as needed. These preview presentations should be made available to your other group members. If you fail to submit a preview presentation, you will lose 2% of your final grade coming from the Group Article Presentation.

If a group member is *absent* on their presentation date, the remaining group members can decide whether to use the preview presentation segment or to cover the missing member’s section themselves. The absent student will be graded more heavily based on their preview presentation file and will not necessarily share the same group grade.

If you prefer, you may opt to use your preview presentation recording during your portion of the group presentation instead of presenting it live. However, you must communicate this preference to the rest of your group at least a week before your presentation date so the team can plan accordingly. You are still expected to be present in tutorial for the presentation and participate in facilitating the class discussion with the rest of your group.

d) *Group Feedback on Peer Presentations (1% each; combined total of 2% of final grade)*

Each group will be randomly assigned to complete a standardized peer evaluation form for two other group presentations. Completed forms will be submitted via Quercus and due **by 11:59PM on Sunday** of the same week the presentation occurred. Only students present in tutorial can be included in the group feedback.

e) *Participation in Article Discussion (1% each; combined total of 4% of final grade)*

You are expected to read all the assigned articles prior to tutorial and engage in thoughtful discussion during tutorial. On the weeks you are not presenting, you can achieve your participation in one of two ways: (1) post a thoughtful question/comment related to the article on Quercus by **11:59PM on Tuesday** of the week it is to be presented in tutorial, or (2) thoughtfully contribute to the tutorial discussion in-person. If you engage in both options, the higher of the two scores will be automatically taken.

3. Writing and Self-Reflection

a) Pre-post course reflections (2% of final grade)

You will be asked to complete two self-assessments via Quercus – one at the beginning of the semester and one towards the end. The purpose of these reflections is to allow us to understand where your skills are at coming into this class and encourage you to actively reflect on your skill development and learning process across the course. There are no “correct answers”, but you must provide full responses for full marks.

- Pre-course Survey due **Jan 17th, 11:59PM**
- Post-course Survey due **April 8th, 11:59PM**

b) Individual Writing Assignments (combined total of 13% of final grade)

The writing assignments will have you practice and demonstrate essential skills relating to information literacy, critical analysis and scientific communication, which we will be focusing on in tutorial. Detailed assignment guidelines will be posted on Quercus.

- Mini-Paper (4% of final grade) due **Feb 5th, 11:59PM**
- Final Paper (9% of final grade) due **April 8th, 11:59PM**

c) Optional Bonus: Self-Assessment and Feedback (SAF) of lecture content (up to 1% bonus)

These weekly practice questions will encourage you to stay on pace with the weekly content, provide you with early feedback on your comprehension of the lecture material, highlight any areas of confusion from that week’s lecture, and help prepare you for success on the exams. Quizzes will be available right after lecture, and must be submitted **by 11:59PM on Sunday** at which point the link will become unavailable. You will only receive access to questions and the correct answers if you submit the SAF on time. You will only have one attempt, but your time is unlimited up until the deadline. There will be a total of 10 SAF opportunities throughout the term. Completing 4-6 SAFs will earn you a 0.5% bonus to your final grade, and completing 7 or more SAFs will earn you a 1% bonus to your final grade.

Course Grading Rubric

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
90%+	85-89	80-84	77-79	73-76	70-72	67-69	63-66	60-62	57-59	53-56	50-52

IV. Course Communication

Quercus messaging. Please do not contact your Instructor or TAs using the Quercus messaging system. Decide if your question is most appropriate for the Quercus discussion board or course email (see below).

Quercus Discussion Boards. For general course inquiries and content-related discussions, please post questions on our course discussion board so all students can benefit from the answer.

Email policy. Email should be reserved for correspondence that requires privacy (e.g., accommodations, grading concerns), and should be sent to the course email (nroc61.gadziola@gmail.com). Emails must be

sent from your university email account. In most cases, e-mails will be answered within 48 hours of receipt (excluding weekends and holidays).

Emails should have an informative subject title that includes some detail related to your question. Please keep your emails professional, concise, and clear. Your email should include your full name and student ID number so that we know who you are. A short email based around a single question, with some level of effort to explain the issue, will likely be most effective. If you are not familiar with writing professional emails, you may find this resource helpful: <https://tinyurl.com/kysxwtx>.

Student hours. Also known as “office hours”, these are dedicated times in my schedule where I will be available to you each week. This is a chance for me to get to know you better and help support your success in our course and program more broadly. This is a valuable resource if you need extra help, would like to discuss our course content in any way, or have more general questions about the field of psychology/neuroscience or want to learn how to get more involved. To reach the most students I can, student hours will be hosted using Zoom and run in an open, drop-in format. More than one student may be in the virtual “room” with me at the same time, and students are welcome to ask questions and/or stay to listen to peer questions. Individual appointments can be requested by email if the questions/concerns are more appropriate to be handled privately (e.g., you want to discuss personal accommodation needs or your course progress).

V. Course-Specific Policies

Masking in the classroom. Due to the close proximity to other students when seated in the lecture hall or when working collaboratively in tutorial, we strongly encourage all students to wear medical masks to help protect those around you. 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. Masks are available at all building entrances at U of T Scarborough.

Course etiquette. Our learning environment is a place where all students should always feel safe and respected. It is also a place that is conducive to learning and intellectual curiosity. To help create this learning environment, we ask that you always use respectful language and strive to create an atmosphere of mutual respect. We should all recognize and respect diversity of opinions. It’s okay to disagree and engage in scientific discourse, but inappropriate to disrespect or be offensive to others. It is expected that you also respect the privacy of your classmates, by never copying or distributing the contents of an online discussion thread or lecture videos.

Slides and recorded lectures. For your convenience, lecture slides will be posted on Quercus, along with recorded videos, where available. Slides on their own are not considered a suitable substitute for attendance or listening to the full recorded video; slides are not exhaustive and we may cover important material that extends beyond them during recorded videos or in-person meetings.

Copyright and notice of video recording (download permissible; re-use/sharing prohibited). Lectures, including class participation, may be recorded on video and available to students in the course for viewing after each session. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. In this course, you are permitted to download session videos and materials for your own academic use, but you should not copy, share, or use them for any other purpose without the explicit permission of the instructor.

Recording of Classroom Material by Students. Recording or photographing any aspect of a university course - lecture, tutorial, seminar, lab, studio, practice session, field trip etc. – without prior approval of all involved and with written approval from the instructor is not permitted.

Contesting a grade. All requests for a re-grade must be submitted in writing to the course email within two weeks of the day the grade is received. Only requests that include adequate written justification of an error in the original grading will be considered. Where possible, a legitimate request will result in the entire assignment being re-graded. Your overall grade may be raised, lowered, or stay the same.

Late Submissions. Assignments submitted after the deadline, without being granted missed term work accommodations, will receive a -10% penalty per day late. All deadlines are based on Toronto local time. Instructors cannot accept term work any later than five business days after the last day of class, without an approved petition to the Registrar's Office.

Changes to the syllabus. There may be minor changes to the syllabus during the term. You will be notified of these changes ASAP and no changes will be instituted that dramatically affect your ability to reasonably prepare for a class or assessment.

VI. UTSC Policies

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.

University Land Acknowledgement. I 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.

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 as soon as possible. AccessAbility Services staff (located in AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email ability.uts@utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

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 web site (<https://uoft.me/pdt-faq>).

Use of Generative Artificial Intelligence Tools. Students may use artificial intelligence tools, including generative AI (e.g. ChatGPT), as a learning aid in this course, but are cautioned to do so responsibly. Students are ultimately accountable for the work they submit and should consider the quality of the output, which may be inaccurate, incomplete, or otherwise problematic. Students should also consider how the use of these tools may stifle their own learning, given that writing, analysis, and critical thinking skills are core learning outcomes of this course.

Students may not use artificial intelligence tools for taking tests, writing research papers, creating computer code, or completing major course assignments. However, these tools may be useful when gathering information from across sources and assimilating it for understanding. Students may not, under any circumstance, submit any writing (directly copied or paraphrased) generated by an AI-based tool as their own for the purpose of completing assignments in this course.

The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense in this course.

VII. Missed Term Work Policy for NROC61

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 any Required Supporting Documentation to nroc61.gadziola@gmail.com according to the instructions specified below.
3. If this is your first absence in the term, declare your absence on ACORN. Please note that NROC61 will not require you to show any additional supporting documentation for reasons of illness, injury, or bereavement. This may be different from your other courses.

Supporting Documentation Requirements and Deadlines:

Reason for Missed Work	Required Supporting Documentation	Deadline for submitting MTW form
Illness, Injury, or Bereavement	ACORN Absence Declaration for first absence, otherwise just the MTW form.	<u>WITHIN 2 BUSINESS DAYS</u> of the missed work
University-sponsored athletic or artistic obligation	ACORN Absence Declaration for first absence, otherwise have a university staff member who can substantiate the obligation write a note to the course email.	<u>10 BUSINESS DAYS IN ADVANCE</u> of the missed deadline
Disability-related reasons for students registered with AccessAbility Services	Send your Accommodation Letter (if the desired accommodation is within the scope of the letter), otherwise have your AccessAbility consultant write the course email detailing the accommodations needed.	<u>PREFERABLY IN ADVANCE OF THE MISSED WORK, OR AS SOON AS POSSIBLE</u>
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. **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.

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.** Examples: If you were granted an extension for a paper but are still unable to meet the new deadline, or if you miss a make-up term test, you 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.