SYLLABUS

**Current Topics in Social Psychology:
Attitudes and How to Change Them**

PSYD15H3 LEC01
Summer 2024
Tuesdays 1:00 pm to 3:00 pm
In-person at SW316

INSTRUCTOR

Dr. Y. Andre Wang
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Email: yilinandre.wang@utoronto.ca
Office Hours: Tuesdays 3:00 pm to 4:00 pm at SW572
           You can schedule online appointments with me for other times during the week

COURSE DESCRIPTION

Why do we like some things but hate other things?

How do we form positive or negative impressions of other people?

Does what we say we like really matter?

Why is it so difficult to change someone's minds, and what can we do about it?

This course will address questions like these about attitudes, which are evaluations of people, places, things, and ideas. Attitudes are the cornerstone of understanding human thoughts and behavior, and this course will offer a wide-ranging view of classic and contemporary perspectives on the study of attitudes and attitude change. Questions we will consider include:

- What is the nature of attitudes?
- How are attitudes measured?
- Where do attitudes come from?
- Why do attitudes matter?
- How do attitudes change?
- What can be done to change attitudes?

By the end of this course, you will learn to:

- Understand the nature, origin, and consequences of attitudes and their manifestations across social settings;
- Recognize and critique strategies to change attitudes, as well as the strengths and limitations of these strategies;
- Effectively find, read, and understand empirical research on attitudes;
- Critically examine and discuss theoretical perspectives and empirical findings;
- Form research hypotheses and collect data to test them;
- Write a short empirical paper on the science of attitudes

COURSE STRUCTURE

This course is an advanced seminar and will be discussion-based, with a strong emphasis on sharing perspectives (both from the readings and your own) and connecting to real-world observations. Week 1 will be an introductory class. Starting in Week 2, each class will cover specific topics. In each topic class, I will begin with a brief introduction to the topic, then students will present readings for that week and guide discussions aimed at fostering meaningful understanding of the readings.

COURSE WEBSITE

I will primarily use Quercus to make class announcements (I recommend that you turn on email notifications for announcements) and link course materials (e.g., readings, class slides, assignment instructions). You will also submit most of your assignments on Quercus.

MARKING SCHEME AND DUE DATES

Your grade for this course will consist of the following components:

Grading Component	Percentage	Due Date
Intake Quiz	3%	May 10 (Friday)
Discussion Questions	16%	Multiple (Monday before each topic class)
Reading Presentations & Guided Discussions	20%	Dates of your team's presentations
Class Participation	11%	Dates of classes
Campaign Project: Initial Proposal	5%	May 28 (Tuesday)
Campaign Project: Revised Proposal	5%	June 11 (Tuesday)
Campaign Project: Draft	15%	July 16 (Tuesday)
Campaign Project: Peer Review	10%	July 30 (Tuesday)
Campaign Project: Paper	15%	August 6 (Tuesday)

GRADING COMPONENTS

Descriptions of each grading component are as follows. Rubric and detailed instructions for assignments will be released separately.

Intake Quiz (3% of final grade)

The intake quiz, your first assignment in this course, allows me to get to know you a bit and learn what you hope to get out of this course. It contains questions on:
  A. Yourself

    B. What you look forward to learning
    C. This syllabus
    D. Week 1 reading (Jordan & Zanna, 1999)

This quiz will be graded on completion (for A and B questions) and correctness (for C and D questions).

Discussion Questions (16% of final grade)

There are 10 topic classes (Weeks 2–3, 5–12). Each topic centers around one theme and two assigned readings. In most weeks, the first reading provides theoretical background of the topic and the second reading reports empirical evidence. You are required to read the two assigned readings **prior to class** and to ask one discussion question per reading (i.e., two discussion questions total). Your two discussion questions should be posted to Quercus **by 11:59 pm on the day before each topic class (i.e., Monday)**. For the complete list of deadlines for discussion questions, see Schedule below.

The discussion question for each reading is worth 1 point. You are expected to post 20 discussion questions over the span of this course (10 topic classes × 2 readings per class × 1 discussion question per reading). You will be graded on each discussion question; the two discussion question sets (i.e., the two questions for a given week) with the lowest grade (including 0) will be dropped from your grade for this grading component.

Because of the flexibility built into grading (i.e., the two discussion question sets with the lowest grade will be dropped), any discussion question posted after the deadline for any reason will automatically receive 0 point.

Reading Presentations and Guided Discussions (20% of final grade)

In each topic class, **each reading will be presented by a team of two or three students**. Then, this team of students will **guide discussions for that reading**. Students will be assigned to teams in Week 1 so that the first two teams can prepare for their presentations in Week 2. Each team will present two readings total, staggered across the course. Once teams are assigned, presentation schedule will be released in a separate document.

To present your article, please prepare around 10–15 slides, excluding the title slide. Your presentation should last around 10–15 minutes (I will stop you if you go over 15 minutes). **You should email me your slides in either PDF or PPT format by noon on the days of your presentations**.

- For theoretical readings (i.e., readings that do not report a study with data): Your slides should reflect the structure and key points of the reading. The first slide following your title slide should introduce the central theme or question of the reading, and the last slide should be a summary.
- For empirical readings (i.e., readings that report data from at least one study): You should include at least one slide for introduction and background (i.e., *Why is this important research to do?*), at least one slide for hypotheses (i.e., *What were the researchers testing?*), at least one slide for methods (i.e., *How did they test their hypotheses?*), at least

one slide for results (i.e., *What are their most important findings?*), and at least one slide for conclusions (i.e., *What's the main take-home message?*).

- *Note*: If your empirical reading reports more than one study (most readings do), please select **ONE** study to present, and inform me of your selection **by 11:59 pm on the Friday** before your presentation.

To guide discussions, please carefully review all discussion questions that your peers have posted to Quercus *for the reading you are presenting*, and lead a discussion session around 15 minutes.

- Consider your peers' questions as your guide; you should also take note of common themes of their questions. You may choose to prepare slides that contain discussion questions you or your peers posted on Quercus; these slides do not count toward your article presentation and have no limit.
- You are responsible for (and will be graded on your ability of) generating and guiding discussions, so you should be prepared to follow up, clarify, and encourage dialogue among your peers. <u>This means that your active participation in discussions led by others will help them get better grades, and their active participation in discussions led by you will help you get better grades. Be generous and kind to your peers—it is to your reciprocal benefit!</u>

Each presentation and guided discussion are worth 10 points. You will be graded as an individual (i.e., you and your team member may receive different grades), so please ensure that each of you make distinct contributions within both the presentation (e.g., each presenting half of the slides) and the discussion (e.g., each facilitating different themes or segments of the discussion, or alternating in asking questions). By default, I will assume that each of you prepare the slides that you present in class; if you prepare slides that your teammate ends up presenting, please inform me by 11:59 pm on the day of your presentation.

Class Participation (11% of final grade)

Your class participation is essential to ensuring the educational benefits for yourself and everyone in the class. Good participation can take many forms, including but not limited to punctual and full attendance to class, participating in in-class activities such as polls, eagerness to start and continue conversations, listening to and respecting your peers' opinions and experiences, sharing your points of views, and giving and receiving constructive comments that support, challenge, and elevate each other.

I recognize that due to various health, technological, and personal reasons, you may not always be able to fully participate in class. If you anticipate needing to miss a class, please contact me as soon the need arises; unexcused absence will negatively impact your participation grade.

Campaign Project (50% of final grade)

Kurt Lewin, a pioneering figure in the study of group dynamics, once said: "If you want to truly understand something, try to change it." In this assignment, you will do just that. Think deeply about how you might change an attitude that people have, using principles of attitude change and persuasion you learn in or out of this class, and design a "campaign" that attempts to do so. You

will then conduct the campaign on an individual or a group of people (e.g., family, friends, classmates, strangers), and collect and analyze data to test the effectiveness of your campaign.

This assignment consists of five components spaced out across the course timeline. Treat this assignment not as a "final" project that you do at the end of the course (even though there is a paper due then), but as an "accompanying" project that you do alongside the progression of the course. More instructions and rubric will be provided.

I. Initial Proposal (1 page; 5% of final grade)

> The project starts with your proposal of (1) an attitude you are interested in changing, (2) your theoretical rationale, and (3) your methodological approach. Although you might benefit from choosing a topic, a theory, and a method that are covered by the course readings, you may also draw from psychological research beyond those readings. I will review and provide feedback on your initial proposal.

II. Revised Proposal (1 page; 5% of final grade)

> Upon receiving my feedback on your initial proposal, you are asked to incorporate my feedback to revise and resubmit your study proposal. After submitting your revised proposal, you can move forward with carrying out your campaign.

III. Draft (4–6 pages; 15% of final grade)

> The full draft for the campaign project should include an abstract (150–250 words), an introduction (e.g., theoretical background and research hypotheses), method, results, discussion, and references. This draft gives you an opportunity to receive constructive feedback and improve the paper you submit at the end of the course. I will grade and provide feedback on your draft.

IV. Peer Review (2 pages; 10% of final grade)

> You will provide feedback on a draft by your peer by writing a 2-page review. Your review should be *constructive* and *helpful*—think about the kind of feedback you would like to receive as you write your review. Peer review and my feedback will be the two sources that you will use to revise your draft for the paper submission.

V. Paper (4–6 pages; 15% of final grade)

> You are expected to thoroughly revise your draft, based on the feedback you receive from me and your peer, and then submit your final paper. (Yes, I will compare your paper to your draft side by side.)

LATE SUBMISSION POLICY

I expect punctual assignment submissions, but I recognize that various reasons might prevent you from doing so for all assignments. To include flexibility for late submissions, I allow you to submit the Intake Quiz and any of the five Campaign Project assignments late without penalty**, as long as the combined hours of lateness across these assignments do not exceed 72 hours**. Each 12 hours of lateness beyond the 72-hour grace period will incur a 1-point penalty on your final grade (e.g., being 72.01–96 hours late cumulatively will cost 1 point, being 96.01–108

hours late cumulatively will cost 2 points). The late penalty will apply to the late assignment that exhausts the grace period.

> For example, if you submitted your Intake Quiz late by 6 hours, your initial proposal late by 20 hours, your revised proposal late by 2 hours, and your draft late by 50 hours, then you will have exhausted your grace period on the draft by $6 + 20 + 2 + 50 - 72 = 6$ hours. If your draft receives 12/15 (80%), then your actual grade on the draft after applying the late penalty will be 11/15.

This late submission policy does NOT apply to the following grading components, due to existing flexibility in grading or time sensitivity: Discussion Questions, Reading Presentations and Guided Discussions, and Class Participation.

EMAIL POLICY

- **Please start your email title with "[Attitudes]" (e.g., "[Attitudes] Questions about…").** Doing so will ensure that I don't miss it and that I can get to it promptly.

- I will do my best to answer your emails within 48 hours during weekdays, but expect a longer delay if you email me between Friday afternoon and Sunday evening.

- If you have questions that can't be answered briefly via email, it is best to come see me during my office hours. I might also suggest that we meet during office hours instead of conversing via email.

- If you email me within 48 hours of a class or due date, I may not be able to respond to you in time (or at all, if your question no longer applies by the time I get to it).

- If I have not replied to your email after 48 hours during weekdays, you can follow up **in the same email thread** (instead of drafting a new email) in the off chance that I miss your first email.

GENERATIVE ARTIFICIAL INTELLIGENCE (AI) TOOLS POLICY

The rise of generative AI tools (referred to as "AI tools" below; e.g., ChatGPT) provides both opportunities and perils for learning. My current view on these tools is that wise use of them can facilitate learning. Referring to outputs from AI tools can be an efficient way to learn and find inspiration. More broadly, learning to use AI well is an emerging skill that we can collectively build together.

At the same time, it is important to bear in mind major limitations of AI tools, such as inaccuracy, factual errors, and widely documented biases. AI tools, particularly those based on large language models, are "look back" machines; their ability to advance knowledge is limited at the moment. Therefore, the outputs from AI tools are mixed and require careful vetting.

Reflecting these views, the following policies state *appropriate* and *inappropriate* use of AI tools in this course. **These policies apply to all grading components of this course.**

Appropriate use of AI tools

- As learning aids (e.g., to help you understand concepts and readings)

- As initial idea generators (e.g., to brainstorm ideas)
- As visual design aids (e.g., to visually organize or polish presentation slides)
- As writing consultant (e.g., to provide feedback on your writing)

You must disclose appropriate use of AI tools. The disclosure should consist of:

- A summary of the nature and degree of appropriate use in the assignment submission (e.g., "I used GPT-3.5 to generate a summary of [section of reading] and referred to the GPT-generated summary when creating Slide X of my presentation.").
- Full documentation of your use, including outputs and the prompts used to generate them from the AI tools, as an appendix with your completed assignments. Examples of full documentation include screenshots of all interactions with the AI tools and printed web pages. If you are not sure how to do so, please check with me prior to assignment submission.

Inappropriate use of AI tools

- Directing copying text generated by AI tools in any context and claiming it as your own: Copying text generated by AI tools, much like copying test from another human's work, is plagiarism. Instead, you should either paraphrase AI-generated text or directly quote it. Either way, you need to cite the AI tools you used in APA style (e.g., https://apastyle.apa.org/blog/how-to-cite-chatgpt).
- Generating or simulating data and passing them as real-world data: Doing so is fraud.

Ultimately, all assignment submissions must be your own work, and you are responsible for all contents of your submissions. Failure to properly disclose the use of AI tools may be considered an academic offense in this course.

MENTAL HEALTH

Mental health is crucial to well-being. Finding time and space to foster and maintain mental health is central, and I want to help you do so. I encourage you to check out these resources that are available both on-campus and off-campus: https://www.utsc.utoronto.ca/hwc/mental-health-services-and-resources-utsc-students. Please reach out to me if you have concerns or would like to receive support.

A message from the UTSC Health & Wellness Centre: "The UTSC Health & Wellness Centre offers appointments with doctors, nurses and counsellors. We also provide peer support and student focused groups and events. Our goal is wellness for EVERY student and our vision is Transformative Inclusive Care. Thriving Community.

We are located at SL270 and can be reached by phone at 416-287-7065 or email at health.utsc@utoronto.ca!

Follow us on Instagram at @wellness_utsc for updates on services and events!"

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SCHEDULE

Week	Date	Topics	Assignment Due	Assignment
1	May 7	Introduction & Course Overview	**May 10 (Fri)**	**Intake Quiz**
2	May 14	Nature & Measurement of Attitudes	May 13 (Mon)	Week 2 DQ
3	May 21	Features of Attitudes	May 20 (Mon)	Week 3 DQ
4	May 28	No class	**May 28 (Tue)**	**CP: Initial Proposal**
5	Jun 4	Attitude Formation	Jun 3 (Mon)	Week 5 DQ
6	Jun 11	Implicit & Explicit Attitudes	Jun 10 (Mon) **Jun 11 (Tue)**	Week 6 DQ **CP: Revised Proposal**
-	Jun 18	No class – Reading Week	-	-
7	Jun 25	Attitude & Behavior	Jun 24 (Mon)	Week 7 DQ
8	Jul 2	Attitude & Prejudice	Jul 1 (Mon)	Week 8 DQ
9	Jul 9	Attitude & Morality	Jul 8 (Mon)	Week 9 DQ
10	Jul 16	Attitude Change, Part I: Processes	Jul 15 (Mon) **Jul 16 (Tue)**	Week 10 DQ **CP: Draft**
11	Jul 23	Attitude Change, Part II: Strategies	Jul 22 (Mon)	Week 11 DQ
12	Jul 30	Attitude Change, Part III: Practices	Jul 29 (Mon) **Jul 30 (Tue)**	Week 12 DQ **CP: Peer Review**
			Aug 6 (Tue)	**CP: Paper**

Note: DQ = Discussion Questions; CP = Campaign Project. Assignments other than discussion questions are bolded. All assignments are due by 11:59 pm ET on their respective deadlines.

READINGS

Week 1: May 7   **Introductions & Course Overview**

Jordan, C. H., & Zanna, M. P. (1999). How to read a journal article in social psychology. In R. F. Baumeister (Ed.) *The self in social psychology* (pp. 461–470). Philadelphia: Psychology Press.

Week 2: May 14   **Nature & Measurement of Attitudes**

Eagly, A. H., & Chaiken, S. (1993). The nature of attitudes. In A. H. Eagly & S. Chaiken (Eds.), *The psychology of attitudes* (pp. 1–21). Belmont, CA: Wadsworth.

Pages 31–50 of: Krosnick, J. A., Judd, C. M., & Wittenbrink, B. (2005). The measurement of attitudes. In D. Albaraccín, B. T. Johnson, & M. P. Zanna (Eds.), *The handbook of attitudes.* Mahwah, NJ: Lawrence Earlbaum.

Week 3: May 21   **Features of Attitudes**

Howe, L. C., & Krosnick, J. A. (2017). Attitude strength. *Annual Review of Psychology*, *68*, 327–351.

Nyhan, B., Porter, E., Reifler, J., & Wood, T. J. (2020). Taking fact-checks literally but not seriously? The effects of journalistic fact-checking on factual beliefs and candidate favorability. *Political Behavior*, *42*(3), 939–960.

Week 4: May 28   NO CLASS – Initial Proposal Due

Week 5: June 4   Attitude Formation

Walther, E., Weil, R., & Düsing, J. (2011). The role of evaluative conditioning in attitude formation. *Current Directions in Psychological Science*, *20*, 192–196.

da Silva Frost, A., Wang, Y. A., Eastwick, P. W., & Ledgerwood, A. (2024). Summarized preferences have unique antecedents and consequences. *Journal of Experimental Psychology: General*, *153*, 913–938.

Week 6: June 11   Implicit & Explicit Attitudes

Gawronski, B., & Brannon, S. M. (2019). Attitudes and the implicit-explicit dualism. In *The handbook of attitudes* (2nd ed., pp. 158–196). Routledge.

Charlesworth, T. E., & Banaji, M. R. (2019). Patterns of implicit and explicit attitudes: I. Long-term change and stability from 2007 to 2016. *Psychological Science*, *30*, 174–192.

Reading Week: June 18   NO CLASS

Week 7: June 25   Attitude & Behavior

Ajzen, I., Fishbein, M., Lohmann, S., & Albarracín, D. (2019). The influence of attitudes on behavior. In *The handbook of attitudes* (2nd ed., pp. 197–255). Routledge.

Milkman, K. L., Gromet, D., Ho, H., Kay, J. S., Lee, T. W., Pandiloski, P., ... & Duckworth, A. L. (2021). Megastudies improve the impact of applied behavioural science. *Nature*, *600*, 478–483.

Week 8: July 2   Attitude & Prejudice

Richeson, J. A., & Sommers, S. R. (2016). Toward a social psychology of race and race relations for the twenty-first century. *Annual Review of Psychology*, *67*, 439–463.

Daumeyer, N. M., Onyeador, I. N., Brown, X., & Richeson, J. A. (2019). Consequences of attributing discrimination to implicit vs. explicit bias. *Journal of Experimental Social Psychology*, *84*, 103812.

Week 9: July 9   Attitude & Morality

Skitka, L. J., Hanson, B. E., Morgan, G. S., & Wisneski, D. C. (2021). The psychology of moral conviction. *Annual Review of Psychology*, *72*, 347-366.

Luttrell, A., Phillip-Muller, A., & Petty, R. E. (2019). Challenging moral attitudes with moral messages. *Psychological Science, 30*, 1136-1150.

Week 10: July 16   Attitude Change, Part I: Processes

Chaiken, S., & Ledgerwood, A. (2012). A theory of heuristic and systematic information processing. In P. A. M. van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (pp. 246-266). Thousand Oaks, CA: Sage.

Hoshino-Browne, E., Zanna, A. S., Spencer, S. J., Zanna, M. P., Kitayama, S., & Lackenbauer, S. (2005). On the cultural guises of cognitive dissonance: The case of Easterners and Westerners. *Journal of Personality and Social Psychology*, *89*, 294–310.

Week 11: July 23   Attitude Change, Part II: Strategies

Cialdini, R. B. (2001). The science of persuasion. *Scientific American*, *284*(2), 76–81.

Paluck, E. L., Porat, R., Clark, C. S., & Green, D. P. (2021). Prejudice reduction: Progress and challenges. *Annual Review of Psychology*, *72*, 533–560.

Week 12: July 30   Attitude Change, Part III: Practices

Broockman, D., & Kalla, J. (2016). Durably reducing transphobia: A field experiment on door-to-door canvassing. *Science*, *352*(6282), 220–224.

Mousa, S. (2020). Building social cohesion between Christians and Muslims through soccer in post-ISIS Iraq. *Science*, *369*(6505), 866–870.

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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 behaviors 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.

AccessAbility

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 Rm 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.utsc@utoronto.ca. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Psychology Department Missed Term Work Policy

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 <course email> 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	**WITHIN 2 BUSINESS DAYS** of the missed work
Bereavement	ACORN Absence Declaration	A death certificate or funeral announcement	**WITHIN 2 BUSINESS DAYS** 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	**10 BUSINESS DAYS IN ADVANCE** of the missed deadline
Disability-related reasons for students registered with AccessAbility Services	For missed **TERM TESTS,** - **Contact your AccessAbility consultant** and have them write to the course email detailing the accommodations needed. For missed **ASSIGNMENTS,** - 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. - 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.		**PREFERABLY IN ADVANCE OF THE MISSED WORK, OR AS SOON AS POSSIBLE**
Academic Conflict (e.g. two midterms at the same time)	Screenshot from Quercus demonstrating the conflict.		**10 BUSINESS DAYS IN ADVANCE** 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

Updated on 2024/05/06

- 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.