

**PSYC 591 Advanced Topics in Cognitive Psychology: Attention & Performance Winter 2022**

<b>Instructor:</b>	Dr. Mark Holden	<b>Lecture Day/Time</b>	MF 2:00 – 3:15pm
<b>Phone:</b>	403-210-9552	<b>Lab Info:</b>	<i>There are no labs for this course</i>
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<b>Office Hours:</b>	By appointment		

**Course Description**

This course is an overview of the topic of Attention and Performance. The goal is to provide students with an introduction to various topics within the scope of attention and performance research. As such, students will be exposed to a number of diverse theoretical viewpoints from both the historical studies of attention, as well as current debates on the nature of attention, and its impact on human performance. In addition, we will learn about different methods and procedures for the *scientific* investigation of attention and performance. We will cover topics such as Signal Detection Theory, Selective Attention, Divided Attention, Vigilance, Multitasking, Mental Workload effects, Emotion and Attention, Disorders of Attention, and even the effects of Video Games! For a schedule of specific topics and dates, please see the tentative Lecture Schedule, included later in the outline.

**Course Learning Outcomes**

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see [psyc.ucalgary.ca/undergraduate/program-learning-outcomes](http://psyc.ucalgary.ca/undergraduate/program-learning-outcomes)), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Summarize the important contributions of important figures, research programs, and theories. Use terminology correctly to identify and apply relevant theories to explain various phenomena, behaviors, or mental processes related to attention and/or performance	Exams, Assignments, Research Project	1, 4, 5, 7	A
Identify relevant and practical applications of performance and attention research to our everyday lives, and explain personal experiences using concepts from class.	Exams, Assignments	1, 2, 5, 7	A
Accurately summarize research and interpret both simple and complex graphs in the context of statistical significance. Differentiate between good and flawed sources of information.	Exams, Assignments, Research Project	1, 2, 4, 5, 7	A
Employ APA writing style for clear and persuasive communication. Communicate clearly and within appropriate constraints, integrating visual and verbal elements in a conference-style presentation of a poster.	Assignments, Research Project	1, 2, 4, 5, 7	A

Critically assess the limitations of psychological research that is not diverse or representative. Describe how these factors can affect the validity and reliability of statistical analysis, and how to correct these issues.	Exams, Assignments, Research Project	1, 2, 4, 5, 6, 8	A
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Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles in a diverse world, 7 = apply psychological knowledge and skills, 8 = Demonstrate multicultural competence and awareness of issues related to equity, diversity,\* and inclusion. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

### Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

### Prerequisites

Psyc 312 (A and B) – Experimental Design and Quantitative Research Methods in Psychology  
OR Psyc 300 and 301 – Research Methods and Data Analysis in Psychology I and II

AND PSYC 365

AND admission to either the Psychology major or Honors Program

### Required Text

There is no assigned textbook for this course. Instead, students will be given lecture notes and assigned readings compiled from various sources. These will be made available on D2L.

### Course Website

The course website is on D2L at <https://d2l.ucalgary.ca>

It is on this website that you will find important announcements, download lecture slides, hand in assignments, and find links to the lecture meetings as well as to other resources (as necessary). Please check it often.

### Course Delivery

This course will be delivered as an online, synchronous course

### Course Format

Instruction in course will make use of a variety of techniques, including lectures, demonstrations, videos, discussions, readings, practice problems, and (maybe) the occasional guest speaker. I outline these techniques below. You will notice that there are a number of activities in which I expect students to be **active participants** in the learning process. Research shows that this type of participation improves learning and retention of material, and – anecdotally – it makes classes a lot more fun, too! ***I strongly advise students to engage in these activities, to watch the videos, and so on - as these activities are meant to make the material come to life, improve student engagement, and aid in retention of the material.***

**Lectures:** formal lectures will expand upon and emphasize key points from the readings. These lectures may be the primary method of instruction, but they are by no means the only method.

**Demonstrations:** demonstrations are common in my courses, and they often are used to highlight or emphasize concepts, methods, or techniques. Some demonstrations require the assistance of a single, brave volunteer while others may include the entire class. Students are expected to participate in demonstrations, whenever possible. As I said above, this actively helps with retention of the material. The key point is that students are expected to be active participants in the learning process.

**Audio-Visual Presentations:** sometimes a picture can be worth a thousand words. And a video might be worth millions. Research has shown that carefully-selected videos can make material much more memorable. Videos and links will be provided in lectures, and I strongly encourage students to attend to these videos. They are typically only a couple of minutes long, and yet they help solidify concepts in our mind!

**Readings:** Most of the material will be covered in class, but in some cases a particularly important journal article might be assigned as a reading. This is in addition to the journal articles that you will find and read for your research project (details below). If a reading is assigned for discussion in class, it is expected that students will have read the article prior to class, and come with thoughts or questions for the discussion.

**Classroom Problems:** I occasionally give students sample problems in class. Students are expected to try to solve the problem on their own, or in pairs or small groups. I will give time in the lectures for this, before I then go over the answers. Although you might be tempted to not bother trying to answer (and just wait, then write down the correct answer later), research strongly suggests that your learning will be better for the effort – even if you don't solve the problem the first time!

## Course Expectations

For all of my courses, I have some expectations for both the students as well as for myself, below. In general, these all boil down to one simple rule, though: **I expect us all to be respectful of one another, and for each of us to do our part in making this a safe, comfortable learning environment for everyone.** By working together we can make this class something that we can all be proud of! Most of all, I will insist upon maintaining a civil atmosphere – in which members of the class treat each other with mutual respect. It is through this kind of learning environment what we can focus our attention and energy on teaching and learning, rather than on frustration, conflict, and distrust. ***Please note: it is sometimes easier to say mean-spirited things online than it is in person. Even with any online communications (e.g. a group chat, discussion board, etc.), remember that the people that you are engaging with are still people and classmates. As such, I will hold and strictly enforce guidelines of mutual respect for all meetings or course-based communication systems.***

### Expectations of Students

- **To be prepared, and attentive during class**
  - This is relatively self-explanatory.
- **To make every effort not to be a distraction to yourself or others**
  - In an in-person class, we often talk about distracting those around us, causing them to potentially miss some of the material. Again, this is pretty obvious. But, perhaps less obvious are activities that distract *ourselves*. ***Engaging in other activities during***

***lecture/learning time – such as texting, checking email, checking social media – are incredibly tempting since you’re often already online and have a computer or tablet open. However, these activities will negatively impact your learning, as they cause distractions and make you less efficient and effective in your learning*** (as we learn about when I teach a course in Cognitive Psychology and we discuss something called “switch costs”). I would therefore strongly suggest that, when you’re attending or listening to lectures, try to close all other tabs in your browser, turn off your phone, maybe even put the computer into airplane mode, etc. That is, set aside the time just for learning. Don’t allow for distractions to yourself!

- **To be willing to participate positively and constructively during class**
  - As outlined above, active participation is a critical component to my teaching style, and improves student learning and retention of material. I always include activities in my classes, regardless of format, and I hope that all students will still engage in these activities. ***These activities increase engagement with the material, as well as retention of that material for exams.***
- **To treat all other students in the class, as well as the instructor, with respect**
  - We are very lucky to have a diverse population of students at the U of C, who come from different backgrounds and bring different experiences with them. These differences are a valuable means by which we will learn about individual and group differences. ***I will insist that all of us treat those students who are willing to share their thoughts and experiences with our full respect and attention. Avoid disrespectful comments, innuendos, and any and all other negative commentary.*** As I said above, this seems to be more of an issue in many online environments (see almost every chat room ever, for an example). However, I will stress that these are still the same people, students, and friends regardless of the communication system. ***If something isn’t acceptable as a comment in person, it’s also not acceptable online in discussion boards, chats, etc...***
- **To understand and abide by the procedures and regulations outlined in the outline**

#### Expectations of the Instructor

- **To be prepared and enthusiastic during lectures to facilitate student learning**
  - As I mentioned in the opening note on the syllabus, I love this course. I will always be prepared and happy to be teaching you.
- **To treat all students with dignity, respect, and fairness in order to provide a class structure that encourages learning**
  - Teachers who are disrespectful to students need to find another occupation. Seriously. A proper learning environment is one in which students feel safe to share their thoughts, experiences, or questions. Therefore, I have always treated my students with dignity, respect, and fairness. I do not play favorites, and I *never* belittle my students. I know that it is a bit daunting to raise your hand (or comment online) to share your personal experiences in class. As such, I hold *all* my students in high esteem, regardless of how well they perform in my classes, and I try my best to communicate this to them through both my words and my actions.
- **To grade objectively, consistently, and to return grades in a timely manner**

- Again, I do not play favorites. In an attempt to keep marking from being subjective, all written materials are marked using a rubric (grading scheme) which is applied fairly and consistently to all students. The grading time may vary with time of year and the type of assignment. However, you will always have your assignment grades returned in as timely a manner as possible.
- **To be genuinely concerned about and interested in student learning and performance, and to be sensitive to student needs or concerns**
  - I always want my students to succeed. I do not provide “easy bonus marks” but I will readily try to help any student with *any* aspect of the course that they are struggling to understand. If special circumstances arise that might adversely affect your course performance, please let me know as soon as possible. I can’t help if I don’t know about it.
- **To understand and abide by the procedures and regulations outlined in the syllabus**

### Asking Questions in this Course

**Asking questions is an extremely important part of learning.** I strongly encourage you to ask a question whenever you require clarification on an issue, or have an observation to make yourself. If you can’t ask a question in person, or don’t feel comfortable doing so, asking questions directly to me or the course TA via email is a great option! I am more than happy to answer questions this way. Alternatively, you can post questions or comments on the discussion board that will be added to our D2L website. I will generally answer email questions within 2 business days (though it might be 3 days during particularly busy times), and discussion boards will be checked several times per week by myself and/or your course TA.

**Note:** Routine questions such as “When and where is the exam?” or “What chapters are covered for the midterm?” (and so on) may already be addressed on the course website and are listed in the tentative Lecture Schedule.

### **Assessment Methods**

#### **Assignments (16%)**

*Assignment 1*

January 19<sup>th</sup>, 2022

*Assignment 2*

January 26<sup>th</sup>, 2022

*Assignment 3*

February 2<sup>nd</sup>, 2022

*Assignment 4*

February 16<sup>th</sup>, 2022

#### **Quiz 1 (15%)**

February 7<sup>th</sup>, 2022

*Covers material from Topics 1-5, 6a*

33 points, mix of multiple choice and short answer

#### **Quiz 2 (15%)**

March 14<sup>th</sup>, 2022

*Covers material from Topics 6b, 7-11*

33 points, mix of multiple choice and short answer

#### **Quiz 3 (15%)**

April 11<sup>th</sup>, 2022

*Covers material from Topics 12-16*

33 points, mix of multiple choice and short answer

#### **Research Project (39%)**

*Topic Selection (2%)*

February 14<sup>th</sup>, 2022

*Paper Draft (11%)*  
*Final Draft of Paper (12%)*  
*Poster (14%)*

March 7<sup>th</sup>, 2022  
March 28<sup>th</sup>, 2022  
April 12<sup>th</sup>, 2022

#### Extra Information about Assignments:

The assignments in this course will be written assignments. Many of the assignments will involve participating in an online version of a classic study in the history of attention research. You will then be asked some simple questions about your results or about the phenomenon more generally. Most assignments are approximately 3 questions, and will be about 0.5 to 1 pages long (single-spaced) in terms of the written aspect. **There are 4 assignments, which will be worth a total of 16% of your final grade.** Each assignment is counted equally (4% each).

The assignments are generally clustered toward the beginning of the course. This is for two reasons: first, the beginning of the course is when we lay the foundation of knowledge for later sections, so it is important that we are all on the same page – and assignments help to make sure that no-one gets left behind. Second, the later portion of the course is devoted to your research paper, so I have deliberately left you with fewer assignments during this period.

**Assignments are due by 11:59 pm on the date indicated on the schedule.**

**All assignments will be completed online.** The assignments will be available and will be handed in over D2L through the Assessments > Dropbox folders. Your instructor will go over how to complete these assignments in lecture, and will also post some information on D2L.

**Late assignments will not be accepted without instructor approval.**

#### Extra Information about Quizzes:

**Quizzes will be delivered online, using D2L under Assessments > Quizzes.**

**The quizzes will be available for a 24-hour period on the day of the exam, in order to accommodate student work schedules, time zone differences, and so on. Quizzes will be “available” from 10:00 AM on the date of the exam, and will be available for 24 hours. But, please note that the quizzes will be time-limited once they have begun (see below)**

**The quizzes will be considered to be open-book. For this course, an open-book exam means that the use of class notes and textbook is permitted. However, the use of online resources are prohibited. And, quizzes are to be your work, and yours alone. There is to be no collaboration or communication with other students, peers, friends, or anyone else (outside of questions for your instructor) while the quiz is “active” – whether electronically or in person.**

**Despite the open-book policy, please note that the quizzes will be time-limited (once you start, you will have 40 minutes to complete each of quizzes, plus an additional 15 minutes to account for any technological issues. So, each quiz will have a total time of 55 minutes. As such, it is in your best interests to study and know the material well, as you will not have time to check or look up every single answer!**

**Students will be required to electronically sign a confidentiality agreement before taking the quiz (it basically shows up like question 1)**

#### Extra Information about Research Project:

In addition, you will be asked to complete a short research project. You will be allowed to choose any topic relevant to the course. You may choose to write a simple review of the research in this area, or you may propose a research questions and design a fictional experiment to test a particular hypothesis. For example, a student interested in sports performance may wish to write about factors affecting performance under conditions of audience presence/absence. Another student interested in ADHD may wish to examine the neurological or genetic factors associated with ADHD. Someone else may choose to write about the effects of video games on performance in different cognitive tasks. It can be whatever you like! There are several components to this project though, each of which is listed below. Further details will be made available as the semester progresses.

*Topic Selection* (due no later than February 14<sup>th</sup>):

Students must present me with a topic for approval no later than February 14<sup>th</sup>. Topic selections may be sent to me earlier, though – I welcome them! I require a topic selection because occasionally a student will choose an overly-ambitious topic, or a topic that really has no scientific basis, or what have you. This is just a few sentences that outline the basic idea of your project. I will offer suggestions to help you refine your choice and then you may proceed to the next stages (2%)

*Draft of Research Paper* (due March 7<sup>th</sup>):

After your topic has been approved, you will be asked to write a short research paper. You will have the option of writing a literature review paper, or a brief research proposal. This paper will be worth 11% of your final grade.

If you choose a literature review, the paper will be 8-9 pages, double-spaced, not including references. It should include an abstract, and a review of the relevant research for your specific topic. The research should be integrated in the paper, outlining the relationships between different studies (e.g. “*Study A found \_\_\_\_\_ . However, subsequent research found something different – study B found \_\_\_\_\_.*”). The paper should also come to an overall conclusion regarding the research topic.

If you prefer to write a research proposal, this will be between 6-8 pages long, double-spaced, plus references. The research proposal will require sufficient background information to introduce the research question, proposed methods of answering the question, and a brief section for expected results.

Remember, this proposal is still a draft and as such it will not be marked quite as closely as the final, polished version. Nevertheless, it is expected that this is a polished draft, free of grammatical and typographical errors, and with all references properly cited using APA style. There should be a sufficient review of the material for someone who is less familiar with the topic to understand the current state of research in your chosen topic. Feedback on this draft will help you further refine your ideas for the final draft.

*Final Draft of Research Paper (due March 28<sup>th</sup>):*

This is simply a more polished version of the research paper draft, incorporating feedback. The final draft is worth another 12% of your final grade. Feedback on this paper will also help you to finalize plans for the poster presentation

*Poster Presentation (due April 12<sup>th</sup>)*

Students will be asked to create an electronic research poster outlining the details of their research paper. Posters are often presented at academic conferences where small clusters of people can discuss their ideas or findings. In this case, the members of the class will be asked to create a video presentation of their poster. More details on poster layout and the presentation aspect will be covered in lecture. This presentation will account for the final 14% of your grade.

**Each of these components will be submitted via D2L in the assigned dropboxes.**

**As with the assignments, and because the timeline is meant to help keep students on track, late submissions for these components will not be accepted without instructor approval.**

### **University of Calgary Academic Integrity Policy**

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy: <https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>.

### **Department of Psychology Criteria for Letter Grades**

Psychology course instructors use the following criteria when assigning letter grades:

**A+ grade: *Exceptional Performance.*** An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

**A, A- Range: *Excellent Performance.*** Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

**B Range: *Good Performance.*** Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.



C Range: *Satisfactory Performance*. Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards*. Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met*. Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

**Grading Scale**

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

It is at the instructor’s discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

To determine final letter grades, final percent grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

**Tentative Lecture Schedule**

Below is a tentative schedule for the lecture topics. However, this schedule is just a general guideline. Some topics may require more/less time, depending on many factors, such as class questions.

Date	Topic	Assignment
M Jan 10	<i>University lectures begin</i> Topic 1: Introduction to Attention & Performance	
W Jan 12		
F Jan 14	Topic 2: Information Processing and Signal Detection Theory	
M Jan 17		
W Jan 19	Topic 3: Pre-attentive Processing & Sensory Memory	<b>Assignment 1 due</b>
R Jan 20	<i>Last day to drop a class without penalty</i>	
F Jan 21	<i>Last day to add/swap a class</i> Topic 4: Early- & Late-Selection Models of Attention	
M Jan 24		
W Jan 26	Topic 5: Object- & Location-Based Models of Attention	<b>Assignment 2 due</b>
F Jan 28	<i>Fee payment deadline for Fall Term full and half courses.</i>	
M Jan 31	Topic 5 (cont’d)	
W Feb 2	Topic 6: Inattentional & Change Blindnesses	<b>Assignment 3 due</b>
F Feb 4		

<b>M Feb 7</b>	<b>QUIZ 1 (ONLINE, AVAIL FROM 1:00pm, FEB 7)</b>	<b>15%</b>	<b>Topics 1-5, 6a</b>
W Feb 9	Topic 7: Automatic & Controlled Processing		
F Feb 11			
M Feb 14	Topic 7 (cont'd) Topic 8: Attention & Inhibition		<b>Topic Selection (2%)</b>
W Feb 16	Topic 8 (cont'd)		<b>Assignment 4 due</b>
F Feb 18	Topic 9: Distractions & Divided Attention – part 1		
<b>M Feb 21</b>	<b>Family Day No Classes</b>		
<b>Feb 22-26</b>	<b>Term Break No Classes</b>		
M Feb 28	Topic 9 cont'd)		
W Mar 2			
F Mar 4	Topic 10: Visual Search & Feature Integration Theory		
M Mar 7			<b>Proposal Draft (11%)</b>
W Mar 9	Topic 11: Endogenous & Exogenous Attention		
F Mar 11	Topic 12: Overt & Covert Attention – part 1		
<b>M Mar 14</b>	<b>QUIZ 2 (ONLINE, AVAIL FROM 1:00pm, MAR 14)</b>	<b>15%</b>	<b>Topics 6b, 7-11</b>
W Mar 16	Topic 12 – cont'd		
F Mar 18	<i>How to make a conference-style poster</i>		
M Mar 21	Topic 13: Vigilance & Arousal		
W Mar 23			
F Mar 25	Topic 14: Individual Differences in Attention		
M Mar 28	Topic 15: Disorders of Attention		<b>Final Draft (12%)</b>
W Mar 30			
F Apr 1	Topic 16: Video Games & Attention		
M Apr 4	<i>Poster Presentation Workshop</i>		
W Apr 6	<i>Poster Presentation Workshop</i>		
F Apr 8	<i>Poster Presentation Workshop</i>		
<b>M Apr 11</b>	<b>QUIZ 3 (ONLINE, AVAIL FROM 1:00pm, APR 11)</b>	<b>15%</b>	<b>Topics 12-16</b>
T Apr 12	<i>Winter Term Lectures End. Last day to withdraw with permission from Winter Term half courses.</i>		
<b>Apr 18-29</b>	<b><i>Winter Term Final Exam Period.</i></b>		

**Extra Research Participation Course Credit is Not Offered for this Course**

### **Supporting Documentation**

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, or a statutory declaration, etc. The decision to provide supporting documentation that best suits the situation is at the

discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at [ucalgary.ca/registrar](http://ucalgary.ca/registrar)). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus, please see [ucalgary.ca/registrar](http://ucalgary.ca/registrar).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

### **Absence From A Test/Exam**

Makeup tests/exams are **NOT** an option without the approval of the instructor. Students who miss a test/exam have up to 48 hours to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. **Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam on a day/time scheduled by the instructor. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam** <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

### **Travel During Exams**

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. **If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam** <https://www.ucalgary.ca/registrar/exams/deferred-exams>. **Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology ([psyugrd@ucalgary.ca](mailto:psyugrd@ucalgary.ca)).**

**Reappraisal of Graded Term Work** <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

**Reappraisal of Final Grade** <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

### **Academic Accommodations**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their

Instructor. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

### **Academic Misconduct**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **Instructor Intellectual Property**

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Copyright Legislation**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **Freedom OF Information and Protection of Privacy**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

### **Student Support and Resources**

<https://www.ucalgary.ca/registrar/registration/course-outlines>

### **Important Dates**

The last day to drop this course with no "W" notation and **still receive a tuition fee refund is Thursday, Thursday, January 20, 2022**. Last day add/swap a course is **Friday, January 21, 2022**. The last day to withdraw from this course is **Tuesday, April 12, 2022**.

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>