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 Section 7.0, the tentative Lecture Schedule, below.

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 https://live-arts.ucalgary.ca/psychology/about#program-learning-outcomes), and the expected level of achievement.

<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>Assessment Methods</th>
<th>PLO(s)</th>
<th>Level(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Exams, Assignments, Research Project</td>
<td>1, 5, 7</td>
<td>A</td>
</tr>
<tr>
<td>Identify relevant and practical applications of performance and attention research to our everyday lives, and explain personal experiences using concepts from class.</td>
<td>Exams, Assignments</td>
<td>1, 2, 5, 7</td>
<td>A</td>
</tr>
<tr>
<td>Accurately summarize research and interpret both simple and complex graphs in the context of statistical significance. Differentiate between good and flawed sources of information.</td>
<td>Exams, Assignments, Research Project</td>
<td>1, 2, 4, 5, 7</td>
<td>A</td>
</tr>
<tr>
<td>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.</td>
<td>Assignments, Research Project</td>
<td>1, 2, 4, 5, 7</td>
<td>A</td>
</tr>
</tbody>
</table>
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, 5, 6, 8 | A |

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.

Course Format
Class materials will be posted to the course D2L page by the day/time of each scheduled class as per the course schedule below.

Course Delivery
As you all know, the university has moved many courses to an online format for the Fall semester. But, the online delivery of this course will be remarkably similar to the in-person delivery of this course. I have taught numerous online classes before, and each of them has been just as successful as their in-person equivalents. So, as with the in-person lectures, the online delivery of this 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. As with the in-person delivery of this course, 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 – anecdotal – it makes classes a lot more fun, too! Please note that, unlike in an in-person lecture setting, I will not be able to monitor this participation (at least during the lecture component). It is therefore up to the students to make use of these learning opportunities (and not merely fast-forward through them). **I strongly advise students to still engage in these activities, to watch the linked 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 (online) 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. Obviously these demonstrations will now be guided through the online lectures, and students will be expected to participate in these
on their own. 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. Links to the videos that I would have shown in class will be made available, and I strongly encourage students to watch these videos. They are typically only a couple of minutes long, and yet they help solidify concepts in our mind!

**Readings**: In some cases, for certain topics, we may have additional readings from either primary or secondary sources. These will be made available for students on D2L, as needed. In addition, students will be asked to complete a research paper or proposal in this course which will, of course, include reading primary literature in the topic of the student’s choice.

**Classroom Problems**: I occasionally give students sample problems in class. In an in-person class, students are expected to try to solve the problem in pairs or in small groups. For the online lectures, you can either do this (perhaps over the phone, with a friend) or try to solve the problems on your own. I will give time in the lectures for this, or you can hit the pause button, before I then go over the answers. Although you might be tempted to not bother trying to answer (and just fast-forward, 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!

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**Course Website**
The course website is on D2L at [https://d2l.ucalgary.ca](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 other resources (as necessary). Please check it often.

**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

**Recommended 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 Expectations**

Although the course is now to be delivered online, I still 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. We are facing a unique situation, but by working together we can
make this class something that we can all be proud of! Most of all, I will insist upon maintaining the same kind of civil atmosphere – in which members of the class treat each other with mutual respect – that we had in our in-person format. 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 though it is an online class, remember that the people that you are engaging with (e.g. in a group chat) are still the same people and classmates that we had in our lectures. As such, I will hold and strictly enforce all the same guidelines of mutual respect that we had for our in-person lectures.

Expectations of Students

- To be prepared, and attentive during class
  - In this course, lectures will be delivered in an asynchronous online format. This means that I will record lectures and post them online so that students can listen and go through the lectures according to their own schedules and lives. This is particularly important (to me) at a time when some students might need to be working, to take care of loved ones, or who simply feel a little overwhelmed. This will allow you to engage with the lectures when you wish. If I can make a suggestion, though, I would point out that it is sometimes easy to procrastinate and then need to learn all the material at the end of the year. This is a bad idea. Try to set a schedule where you will listen to lectures at the same time each week. For many, this might mean listening to lectures for one hour, right at 11:00 on MWF, for example. For others, it might be a different schedule. But please do yourself a favor and try to set and abide by a schedule.

- 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. But, engaging in other activities during online learning – such as texting, checking email, checking social media – are incredibly tempting since you’re already online. 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 go through online lectures, try to close all other tabs in your browser, turn off your phone, etc. That is, set aside the 75 or 50 or even just 15 minutes 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. There will still be activities in the online classes, and I hope that all students will still engage in these activities in an online learning platform. 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 that are present in many of our in-person classes. If something wasn’t acceptable as a comment in an in-person class, it’s not acceptable online. I will still enforce the same guidelines of mutual respect among all students, whether in an online or in-person class.

- 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. Given the online format for the class, you have a couple of different options. The first is to ask
questions directly to me via email. 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 every 3-4 days.

**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**
  - September 21st, 2020
- **Assignment 2**
  - September 28th, 2020
- **Assignment 3**
  - October 5th, 2020
- **Assignment 4**
  - October 19th, 2020

**Quiz 1 (15%)**

- **Covers material from Topics 1-4, 5a**
- 40 points, mix of multiple choice and short answer

- **Quiz 2 (15%)**
  - **Covers material from Topics 5b, 6-10**
  - 40 points, mix of multiple choice and short answer

- **Quiz 3 (15%)**
  - **Covers material from Topics 11-16**
  - 40 points, mix of multiple choice and short answer

**Research Project (39%)**

- **Topic Selection (2%)**
  - October 16th, 2020
- **Paper Draft (11%)**
  - October 30th, 2020
- **Final Draft of Paper (12%)**
  - November 28th, 2020
- **Poster (14%)**
  - December 12th, 2020

**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.

Without instructor approval of an extension, late assignments will receive a zero.

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 65 minutes to complete each of quizzes. 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 October 16th):

Students must present me with a topic for approval no later than October 16th. 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 October 30th):
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 typological 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 Research Paper** (due November 28th):
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 December 2nd):
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.

**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

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<tr>
<th>Letter</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>96-100%</td>
</tr>
<tr>
<td>A</td>
<td>90-95%</td>
</tr>
<tr>
<td>A-</td>
<td>85-89%</td>
</tr>
<tr>
<td>B+</td>
<td>80-84%</td>
</tr>
<tr>
<td>B</td>
<td>76-79%</td>
</tr>
<tr>
<td>B-</td>
<td>72-75%</td>
</tr>
<tr>
<td>C+</td>
<td>67-71%</td>
</tr>
<tr>
<td>C</td>
<td>63-66%</td>
</tr>
<tr>
<td>C-</td>
<td>59-62%</td>
</tr>
<tr>
<td>D+</td>
<td>54-58%</td>
</tr>
<tr>
<td>D</td>
<td>50-53%</td>
</tr>
<tr>
<td>F</td>
<td>0-49%</td>
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As stated in the University Calendar, 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

Please Note that these dates are approximations. Some topics may be longer or shorter than planned.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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| W Sep 9    | MWF Lectures Begin.  
Introduction to Psyc 591                                              |                                 |
| F Sep 11   | Introduction to Attention & Performance                                |                                 |
| M Sep 14   |                                                                       |                                 |
| W Sep 16   | Information Processing & Signal Detection Theory                       |                                 |
| R Sep 17   | Last day to drop Winter Term half courses.                             |                                 |
| F Sep 18   | Information Processing & Signal Detection Theory (cont’d)  
Last Day to Add or Swap Winter Term half-courses.  
Last day for change of registration from audit to credit or credit to audit. |                                 |
| M Sep 21   | Sensory Memory – the lead-up to attention                             | Assignment 1 due                |
| W Sep 23   |                                                                       |                                 |
| F Sep 25   | Early- and Late-Selection Models of Attention                           | Assignment 2 due                |
| M Sep 28   | Early- and Late-Selection Models of Attention (cont’d)                 |                                 |
| W Sep 30   | Object- and Location-Based Attention                                   |                                 |
| F Oct 2    |                                                                       |                                 |
| M Oct 5    | Change Blindness & Inattentional Blindness                             | Assignment 3 due                |
| W Oct 7    |                                                                       |                                 |
| F Oct 9    | QUIZ 1 (ONLINE, AVAILABLE FOR 24 HRS) 15%                               | Topics 1-4, 5a                  |
| M Oct 12   | Thanksgiving Day, University Closed (except TFDL, Law, Medical,  
Gallagher and Business Libraries). No lectures.                      |                                 |
| W Oct 14   | Automatic & Controlled Processing                                      |                                 |
| F Oct 16   |                                                                       | Topic Selection (2%)            |
| M Oct 19   | Attention & Inhibition                                                | Assignment 4 due                |
| W Oct 21   |                                                                       |                                 |
| F Oct 23   | Divided Attention: Multiple Task Performance                           |                                 |
| M Oct 26   |                                                                       |                                 |
| W Oct 28   | Visual Search (in and out of the lab)  
plus Feature Integration Theory                                        | Proposal Draft (11%)            |
| F Oct 30   |                                                                       |                                 |
| M Nov 2    | Endogenous & Exogenous Attention                                      |                                 |
| W Nov 4    | Overt & Covert Attention (Eye Movements)                              |                                 |
| F Nov 6    | QUIZ 2 (ONLINE, AVAILABLE FOR 24 HRS) 15%                               | Topics 5b-10                    |
| Nov 8-14   | Term Break. No classes.                                               |                                 |
| Nov 11     | Remembrance Day (observed), University Closed (except TFDL, Law,  
Medical, Gallagher and Business Libraries). No lectures                |                                 |
| M Nov 16   | Sustained Attention (Vigilance)                                        |                                 |
| W Nov 18   |                                                                       |                                 |
| F Nov 20   | How to make a conference-style poster                                  |                                 |
| M Nov 23   | Mental Workload & Situation Awareness                                  | Final Paper (12%)               |
| W Nov 25   |                                                                       |                                 |
| F Nov 27   | Individual Differences (including training)                           |                                 |
| M Nov 30   |                                                                       |                                 |
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).

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/. 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 http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf.
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) 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, September 17, 2020. Last day add/swap a course is Friday, September 18, 2020. The last day to withdraw from this course is Wednesday, December 9, 2020.
https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html