

**SYLLABUS<sup>1</sup>**  
**PSYCHOLOGY 3AG3: PSYCHOLOGY OF AGING**  
Department of Psychology, Neuroscience, and Behaviour  
McMaster University  
Winter, 2017

**CLASS TIME:**

Monday/Thursday 9:30am; Tuesday 10:30am

**LOCATIONS:**

Tuesday and Thursday lectures: MDCL 1309

Monday lectures: MDCL 1309 (on January 16<sup>th</sup> & April 3<sup>rd</sup>)

Tutorials: One of BSB B142, BSB B154, and BSB B155, TBA

Midterm: Feb 27<sup>th</sup> in MDCL 1309, during class time

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<b>PROFESSOR</b>	<b>TEACHING ASSISTANTS</b>
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**COURSE DESCRIPTION.** This course is designed to give you a taste of psychological research and theory on normal (healthy) aging. We will begin the course with a discussion of how stereotypes about the aging process affect aging populations. We will then focus in on how aging impacts intelligence, information processing, and personality – three variables associated with strong, negative aging-related stereotypes. We will end the course with a discussion of factors associated with successful aging, including the roles of social relationships, emotion regulation, and physical fitness.

**Note:** This syllabus has two parts. **Part I** includes a description of the academic aspects of this course (basic course requirements, readings, and important dates); **Part II** (beginning page 8) includes a description of the various administrative aspects of this course (email, website, recording, and absence policies).

**PART I: COURSE REQUIREMENTS**

**READINGS.** You will find a list of required readings beginning on page 5 of this syllabus. These readings are meant to supplement lectures and to stimulate class discussion (through their use in seminars run by you). You should complete all assigned readings *prior* to attending lecture, and *prior* to attending a tutorial session. This will ensure that you get the most out of the lectures and seminars.

The easiest way to find your readings is to use *Google Scholar*. Go to *Scholar's* homepage. At the top of the page, you will find a link to "Settings". Select that. This will take you to a page with a menu along its left-hand side: select "Library links". Type McMaster University into the textbox. Now that you've done this, articles available at Mac will have the tag "get it @ Mac" next to them; sometimes articles are available in the public domain – these links will also be visible. Sometimes, *Scholar* fails you. When that happens, it's time to go to the McMaster Library, and find the *PsychInfo* database, and search for the article there. *PsychInfo* almost never fails you.

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<sup>1</sup> **Please note:** This syllabus – including scheduling, topic order, topics themselves, and my evaluation strategy – is subject to change if circumstances warrant (e.g., TA loss, "snow days").

Please think of *all* information provided on the course website (*Avenue to Learn*) as *required* reading. Everything posted on *Avenue* is fair game for tests, including the syllabus, the course FAQ (which gives tips on how to perform optimally on tests), and a handful of articles I have posted on note-taking and studying. It is your responsibility to read and study these resources.

**EVALUATION.** Your final mark will be based on your performance in tutorials (@ 40%), and on two tests (one midterm @ 25%, and one cumulative final exam @ 35%).

**Tutorials.** Your tutorials are designed to give you a chance to direct your own learning. There are three assessment elements involved here:

**1. Discussion Comments/Questions.** (Value: 10%). There will be seven tutorial weeks during which you are not leading a seminar. During each of these weeks, you must submit a document containing at least one *thoughtful* discussion comment or question relevant to that week's seminar. We will use your best five submissions towards your final grade in the course (with missed submissions counting as a 0).

Please type your discussion comments/questions in Times New Roman or Calibri (or similar) 12 point font, either single or double spaced (your preference), and aim to produce about 200 words (please include a word count, along with your name, at the top of your submission; anything above 300 words won't be accepted). You must hand the document in (as a Word document) over *Avenue to Learn*<sup>2</sup> by the Sunday night before each seminar at 11:59pm (e.g., if there is a seminar on Monday January 23<sup>rd</sup>, then you must hand in one of these documents by Sunday, January 22<sup>nd</sup>).

The primary goals of discussion comments/questions (hereafter referred to as "questions") are:

1. to help you engage with the readings
2. to help the seminar leaders with their presentations
3. to help your tutorial leader get a sense of the extent to which you have thought about the papers

Your questions can take many forms, but should always add something new to the picture (not just a rehashing of what's in the readings). Here are a few examples:

1. You might want to comment on methodology. For example, you might wonder whether a different manipulation (IV) or measure (DV) might change things, or whether a different participant pool would react in the same way as did the participant pool used by the authors.
2. You might have spotted flaws in an article. For example, you might believe that the authors' conclusions are not warranted because they did not control for some important variable.
3. You might think that an article's methodology or theoretical stance was particularly unique and clever, and you can comment on why you the authors are ingenious.
4. You might want to tie an article in to some current or historical event (news, history, politics, etc.).
5. You might have noted a tie between an article and some popular culture product (a movie, TV show, song, novel, etc.)
6. You might have noticed that an article has contradicted something from another assigned reading, or from lecture.
7. You might have a clarification question – though you should strive not to ask these too often, because they tend not to move discussion forward very much.

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<sup>2</sup> Hand in under "Assignments", which you'll find under the "Assessments" tab. Please note that the originality checker will be turned on in the assignments dropbox – be sure to follow the rules of Academic Integrity for these documents. You can find a blurb on these rules, plus a link to McMaster's policy, in Part II of this syllabus.

*Discussion questions grading:* Your tutorial leader will assess your comments/questions based on the extent to which they show thought and engagement with the readings and with class materials. Does the question make it clear that you've given the readings (and class materials) some thought? Or does it seem likely that you started reading the paper 10 minutes before the submission deadline? (if at all). Students who consistently submit thoughtful, engaged questions and comments will tend to do very well on this aspect of the course. Given the purpose of these discussion questions, anything submitted beyond the beginning of class time will not be accepted, and will receive a mark of zero. Each submission will be marked on a 3 point scale (1, 2, 3), where 1 = acceptable, 2 = good, 3 = excellent. Note you can earn a zero for both unacceptable (little to no thought or coherence) and late submissions.

**2. Participation.** (Value 5%) Your participation mark will reflect your discussion inputs on days when you are *not* leading a seminar. This participation can take on any number of forms: bringing up something you wrote in your questions/comments submission, commenting on others' inputs, answering others' questions, and/or generating new questions as you listen to the seminar presentation (for more information on how this aspect of your participation will be evaluated, see "participation rubric", under "course documents" on *Avenue to Learn*).

**3. Seminar.** (Value 25%) Together with three to four other students, you will lead a discussion on some subset of the readings assigned for your seminar date (you can use them all, or just one or two of them – your choice). To do this well, you will need to find and incorporate an additional empirical or theoretical article or two. You and your team must also find and incorporate at least one news article that you have deemed relevant to your topic. This news article can come from any news source (e.g., a newspaper, a magazine/e-zine). If you're stuck, the *New York Times* often publishes articles on aging-related research and phenomena.

The seminar presentations should take about 30-40 minutes (the rest of the tutorial period will be used for discussion). Your presentations should go beyond merely summarizing your articles; instead, they should incorporate and integrate these articles into a coherent presentation and discussion. In other words: How do the articles you've presented on help us gain insight into some aspect of the psychology of aging?

When preparing your seminar, keep in mind that your peers will have read all of the articles assigned for your presentation week, but they will not have read your additional article(s), or your news article(s). Therefore, your presentation should give a good description of these additional materials, as well as how they are relevant to your topic. You may show video (or similar) in your presentation if you would like, but these cannot take up more than 5 minutes of your presentation.

Partners will be assigned randomly. You are free to switch teams or dates with another student, but please let your tutorial leader know if you do.

*Some pointers for generating discussion:* At the end of your presentation, you will be expected to get a discussion going. You should come prepared with a question or two to get things rolling. Note that questions like "What do you guys think?" and "Does anyone want to share their opinion?" are rarely useful for generating discussions. Try to be specific. For example, ask your peers whether they are aware of (other) current or historical events (or music, film, television, literature) relevant to your presentation – we all come into this course with different knowledge, interests, and backgrounds, and this could generate truly interesting discussions. Or, if some theory or experiment was discussed in lecture *after* you put together your presentation, and you think it relevant to your presentation, ask your peers to comment on it. If you don't get any responses during your discussion period, try rephrasing the question. Don't rush to give the answer yourself – it often takes people some time to formulate their responses. It may feel like an eternity when you're waiting for someone to respond, but be patient.

*What you must hand in:* Please hand in the script for your presentation (in whatever form it exists, whether fully scripted or bullets) on *Avenue*, under “Assessments”, and then “Assignments”, the night before your presentation (i.e., Wednesday night) by 11:59pm. The Assignments folder uses an originality checker; be sure to follow Academic Integrity guidelines in the script of your seminar! The script should include the names of all group members, and a brief description of who did what; it should also include APA style references to any additional readings you used in your presentation, and links to news articles that you used. One member of your group will manage the upload of this document (choose wisely!).

*Grading:* Your presentation grade will be based on

1. Your ability to integrate your assigned readings into a cohesive presentation that helps your classmates comprehend all procedural aspects of the studies
2. Your understanding of the material
3. Your ability to generate an interesting and lively discussion
4. The appropriateness of the current events you’ve included
5. Your presentation style (including slides)

You will receive a group mark from your TA and classmates for the presentation itself, but this mark will be modified in line with peer evaluations (including the “who did what” section of your script) given by you and your group on one another’s input into the final product.

I have prepared a separate document with more information on presentation format and grading, available under “course documents” on *Avenue to Learn*. Please make yourself familiar with that document.

**Tests.** Tests will consist mainly of short answer items (definitions, brief explanations, fill in the blanks), but may also include some multiple choice. They will assess your knowledge of details (key terms, definitions, data/results of studies and experiments), but will focus primarily on your conceptual understanding of, and ability to apply, research and theories presented in the course. Rote memorization of the material will be not enough for most students to get more than a D or C in the course. Check out our *Avenue to Learn* website for an **FAQ** with more details on what you can do to optimize your performance on tests.

### **IMPORTANT DATES<sup>3</sup>**

**Tests.**

*Midterm:* Mon 27 Feb during class time, in MDCL 1309.

*Final Exam:* To be scheduled by the Registrar

**Seminars.**

Round 1	Round 2
Seminar 1: 23 January	Seminar 5: 6 March
Seminar 2: 30 January	Seminar 6: 13 March
Seminar 3: 6 February	Seminar 7: 20 March
Seminar 4: 13 February	Seminar 8: 27 March

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<sup>3</sup> **A note on dates and deadlines.** The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If a modification becomes necessary, reasonable notice and communication with the students will be given with an explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

## TOPICS AND READINGS

**A note on the readings.** The topics and readings lists in this syllabus are a work in progress: I will almost certainly update these as we proceed through the course, and will warn you whenever a new version is uploaded to *Avenue*. It is your responsibility to keep track of any added content by keeping up to date on the website).

**A note on topics.** I have never taught *Aging* as two-lectures, one-tutorial. Hence, I have no idea how long things will take. I may be off by a week or more at various points. I will keep you updated on our progress via *Avenue*.

DATE	TOPIC	READINGS	SEMINAR
Jan 5	Introductory Stuff		
Jan 10	Important Concepts in the Psychology of Aging	<ol style="list-style-type: none"> <li>Baltes, P. B. (1987). Theoretical propositions of life-span developmental psychology: On the dynamics between growth and decline. <i>Developmental Psychology</i>, 23(5), 611-626.</li> <li>Baltes, P. B. (1997). On the incomplete architecture of human ontogeny: Selection, optimization, and compensation as foundation of developmental theory. <i>American Psychologist</i>, 52(4), 366-380.</li> <li>Zhang, X., Xing, C., Guan, Y., Song, X., Melloy, R., Wang, F., &amp; Jin, X. (2016). Attitudes toward older adults: A matter of cultural values or personal values? <i>Psychology and Aging</i>, 31(1), 89-100.</li> </ol>	
Jan 16	Research Methods	<ol style="list-style-type: none"> <li>Schaie, K. W. (1965). A general model for the study of developmental problems. <i>Psychological Bulletin</i>, 64(2), 92.</li> <li>Knäuper, B., Carrière, K., Chamandy, M., Xu, Z., Schwarz, N., &amp; Rosen, N. O. (2016). How aging affects self-reports. <i>European Journal of Ageing</i>, 1-9.</li> <li>Luong, G., Charles, S. T., Rook, K. S., Reynolds, C. A., &amp; Gatz, M. (2015). Age differences and longitudinal change in the effects of data collection mode on self-reports of psychosocial functioning. <i>Psychology and Aging</i>, 30(1), 106-119.</li> </ol>	Seminar 1 (23 Jan) <a href="#">Seminar leaders: Use any of the readings assigned so far.</a>
Jan 19	Stereotypes and Aging	<ol style="list-style-type: none"> <li>Chasteen, A. L., &amp; Cary, L. A. (2015). Age stereotypes and age stigma: connections to research on subjective aging. <i>Annual Review of Gerontology and Geriatrics</i>, 35(1), 99-119.</li> <li>Levy, B.R. &amp; Leifheit-Limson, A. (2009). The Stereotype-Matching Effect: Greater influence on functioning when age stereotypes correspond to outcomes. <i>Psychology and Aging</i>, 24(1), 230-233.</li> <li>Hughes, M.L., Geraci, L., &amp; De Forrest, R.L. (2013). Aging 5 years in 5 minutes: The effects of taking a memory test on older adults' subjective age. <i>Psychological Science</i>, 24(12), 2481-2488.</li> <li>Barber, S. J., &amp; Lee, S. R. (2015). Stereotype Threat</li> </ol>	Seminar 2 (30 Jan)

Jan 23	<b>COGNITION</b>	<p>Lowers Older Adults' Self-Reported Hearing Abilities. <i>Gerontology</i>, 62(1), 81-85.</p> <p>5. Levy, B. R., Ferrucci, L., Zonderman, A. B., Slade, M. D., Troncoso, J., &amp; Resnick, S. M. (2016). A culture-brain link: Negative age stereotypes predict Alzheimer's disease biomarkers. <i>Psychology and Aging</i>, 31(1), 82-89.</p>	Seminar 3 (6 Feb)
		<p><u>Overviews (not for use as primary readings in seminars):</u></p> <ol style="list-style-type: none"> <li>1. Salthouse, T. A. (1996). Constraints on theories of cognitive aging. <i>Psychonomic Bulletin &amp; Review</i>, 3(3), 287-299.</li> <li>2. Salthouse, T. A. (2004). What and when of cognitive aging. <i>Current Directions in Psychological Science</i>, 13(4), 140-144.</li> <li>3. Stine-Morrow, E. A. (2007). The Dumbledore hypothesis of cognitive aging. <i>Current Directions in Psychological Science</i>, 16(6), 295-299.</li> </ol>	
	Cognition 1: Intelligence	<ol style="list-style-type: none"> <li>1. Dickinson, M. D., &amp; Hiscock, M. (2010). Age-related IQ decline is reduced markedly after adjustment for the Flynn effect. <i>Journal of Clinical and Experimental Neuropsychology</i>, 32(8), 865-870.</li> <li>2. Bowles, R. P., &amp; Salthouse, T. A. (2008). Vocabulary test format and differential relations to age. <i>Psychology and Aging</i>, 23(2), 366-376.</li> <li>3. Hall, P. A., Dubin, J. A., Crossley, M., Holmqvist, M. E., &amp; D'Arcy, C. (2009). Does executive function explain the IQ-mortality association? Evidence from the Canadian study on health and aging. <i>Psychosomatic Medicine</i>, 71(2), 196-204.</li> </ol>	Seminar 3 (6 Feb)
	Cognition 2: Information Processing	<ol style="list-style-type: none"> <li>1. Craik, F. I. (1994). Memory changes in normal aging. <i>Current Directions In Psychological Science</i>, 3(5), 155-158.</li> <li>2. Craik, F. I. (2008). Memory changes in normal and pathological aging. <i>Canadian Journal of Psychiatry</i>, 53(6), 343-345.</li> <li>3. Salthouse, T. A., &amp; Pink, J. E. (2008). Why is working memory related to fluid intelligence? <i>Psychonomic Bulletin &amp; Review</i>, 15(2), 364-371.</li> <li>4. Jacoby, L. L., &amp; Rhodes, M. G. (2006). False remembering in the aged. <i>Current Directions in Psychological Science</i>, 15(2), 49-53.</li> <li>5. Danckert, S. L., &amp; Craik, F. I. (2013). Does aging affect recall more than recognition memory? <i>Psychology and Aging</i>, 28(4), 902-909.</li> </ol>	Seminar 4 (13 Feb)
	Cognition 3: Individual Differences	<ol style="list-style-type: none"> <li>1. Baltes, P. B., &amp; Lindenberger, U. (1997). Emergence of a powerful connection between sensory and cognitive functions across the adult life span: a new window to the study of cognitive aging? <i>Psychology and</i></li> </ol>	Seminar 5 (6 Mar)

	<p><i>Aging</i>, 12(1), 12-21.</p> <ol style="list-style-type: none"> <li>2. Wingfield, A., Tun, P. A., &amp; McCoy, S. L. (2005). Hearing loss in older adulthood what it is and how it interacts with cognitive performance. <i>Current Directions In Psychological Science</i>, 14(3), 144-148.</li> <li>3. Churchill, J. D., Galvez, R., Colcombe, S., Swain, R. A., Kramer, A. F., &amp; Greenough, W. T. (2002). Exercise, experience and the aging brain. <i>Neurobiology of Aging</i>, 23(5), 941-955.</li> <li>4. Colcombe, S. J., Erickson, K. I., Scalf, P. E., Kim, J. S., Prakash, R., McAuley, E., ... &amp; Kramer, A. F. (2006). Aerobic exercise training increases brain volume in aging humans. <i>The Journals of Gerontology Series A: Biological Sciences and Medical Sciences</i>, 61(11), 1166-1170.</li> </ol>	
Personality	<ol style="list-style-type: none"> <li>1. Jackson, J. J., Hill, P. L., Payne, B. R., Roberts, B. W., &amp; Stine-Morrow, E. A. (2012). Can an old dog learn (and want to experience) new tricks? Cognitive training increases openness to experience in older adults. <i>Psychology and Aging</i>, 27(2), 286-292.</li> <li>2. Berg, A. I., &amp; Johansson, B. (2014). Personality Change in the Oldest-Old: Is It a Matter of Compromised Health and Functioning? <i>Journal of Personality</i>, 82(1), 25-31.</li> <li>3. Wethington, E. (2000). Expecting stress: Americans and the "midlife crisis". <i>Motivation and Emotion</i>, 24(2), 85-103.</li> <li>4. Letzring, T. D., Edmonds, G. W., &amp; Hampson, S. E. (2014). Personality change at mid-life is associated with changes in self-rated health: evidence from the Hawaii personality and health cohort. <i>Personality and Individual Differences</i>, 58, 60-64.</li> </ol>	Seminar 6 (13 Mar)
Social Networks and Close Relationships	<ol style="list-style-type: none"> <li>1. Peters, A., &amp; Liefbroer, A. C. (1997). Beyond Marital Status: Partner History and Well-Being in Old Age. <i>Journal of Marriage and the Family</i>, 59, 687-699.</li> <li>2. Vanassche, S., Swicegood, G., &amp; Matthijs, K. (2013). Marriage and children as a key to happiness? Cross-national differences in the effects of marital status and children on well-being. <i>Journal of Happiness Studies</i>, 14(2), 501-524.</li> <li>3. Waldinger, R. J., &amp; Schulz, M. S. (2016). The long reach of nurturing family environments: links with midlife emotion-regulatory styles and late-life security in intimate relationships. <i>Psychological Science</i>, 27(11), 1443-1450.</li> </ol>	Seminar 7 (20 Mar)
Successful Aging	TBA	Seminar 8 (27 Mar)

## PART II: ADMINISTRATIVE POLICIES AND PROCEDURES

**E-mail Policy:** E-mails must originate from a valid McMaster account, and be sent to the teaching staff's McMaster accounts. Please *never send an email from the Avenue system*: I don't check my *Avenue* mail, and your TAs do not either.

Email sent from third-party providers (e.g., hotmail, cogeco, google) will be ignored. McMaster University has this policy for *two important reasons*: (1) to ensure that we know with whom we are communicating; and (2) to teach the professional use of e-mail. Note that e-mails to your professors are professional communications. They should (1) include correct spelling and punctuation, (2) have an *informative subject line*, and (3) be brief. If you want to write an e-mail and you're also angry, do everyone a favour: take a deep breath, go on with your day, and send an e-mail hours or days later (whatever it takes), when you are no longer angry.

**Website Policy:** You are expected to check our course website on *Avenue to Learn* regularly for announcements, updates, discussion board postings, and other valuable information. It is *your responsibility* to keep up with the information provided on this site.

Use of the website's **discussion boards** to ask content-related questions is strongly encouraged, first, because asking these questions in a public forum gives all students access to their answers, and second, because your peers might decide to attempt answers themselves, which is an excellent form of studying and knowledge checking.

Please see the top of each discussion board for directions on how to use the board. Posts that ignore these directions will be deleted. The professor reserves the right to *ban* students from the course website if they use the board inappropriately (e.g., posting inappropriate comments).

Finally, students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

**Policy re. the Recording of Lectures:** If you feel that recording lectures will help you perform optimally in the course, then feel free to do so. You are especially encouraged to record lectures if you find my pacing a bit fast. HOWEVER: Consider the lectures **copyrighted material**: you **cannot post recordings anywhere online**, including on our *Avenue* website.

**Cell Phones & Classroom Etiquette:** First, please be punctual. Late arrivals and early departures are very disruptive.

Second, I love my cell phone as much as you do, but please keep your phone *in your bag* during classes and tutorials. Be considerate of your fellow classmates and your professor—refrain from using your phone while in class, and do not leave class to take a phone call. This type of behavior is distracting, and disruptive both to the speaker (whether a fellow student or your professor) and to the students around you. With that said, I do understand that special circumstances may arise. In those cases, please make arrangements with me at the beginning of class.

Third, laptops may be used during class. However, do not use anything other than note-taking programs (e.g., Word) during class. Using anything but note-taking programs distracts and disrupts your classmates, interfering substantially with their learning. Moreover, note-taking with laptops is known to have a negative impact on

learning; taking notes by hand is a better form of learning support, which you might benefit from (particularly if you can't help but check *Facebook* during class).

You will find empirical articles, under "learning support" in the "Content" section of *Avenue to Learn* that go into what I've said here in more detail. It is your responsibility to read and understand these articles.

**Test-Taking Policy.** Electronics must stay in your bag, turned off. If a phone rings or vibrates during a test, you will be penalized **5%** off your *final grade in the course*. The only things allowed on your desk and/or outside of your bag during testing sessions are pens, pencils, erasers, something to eat or drink if needed, tissues if needed, and your student ID.

**Missed Tests:** Report your absence to McMaster and to Dr. Ostovich **within 2 days of the missed test**. Failure to comply with the **two-days rule** could result in your earning a mark of zero on the missed test. Make-up tests are usually held during class time, on a day and location TBA.

In order to receive any sort of accommodation (e.g., makeup test), I must receive an official university email indicating that you've complied with university regulations, as well as your personal email requesting accommodation. I need not see medical notes or other documentation: the university will see those things, and pass on their confirmation of receipt to me.

How to report an absence to McMaster: In the event of an absence for medical or other reasons, students should *carefully* review and follow the regulations outlined in the undergraduate calendar, "[Requests for Relief for Missed Academic Term Work](#)". Any deviation from these regulations will result in a mark of "0" for the missed work. Note that you cannot simply "MSAF" the midterm in this course: the midterm is worth more than the maximum allowed for simple MSAFs without supporting documentation; any absence will require a visit to your Associate Dean's office before it can be accommodated.

How to report an absence to Dr. Ostovich: Send an email to Dr. Ostovich that does the following: (a) *briefly* explains why you've been forced to miss the test (less detail is best!); (b) requests relief for the missed work, and (c) indicates whether you have submitted documentation to the university, and if not, when that will be happening. The content of your email will be kept confidential.

What if you miss the make-up test? If you miss the make-up test, then you must document the absence (for the day of the official makeup, which will be announced on the *Avenue* website); once you have done that, you will be given a 70% final exam. Think carefully before missing a make-up test!

**Missed Tutorials.** It is best never to miss these, particularly on a presentation day. We will deal with tutorial absences on a case by case basis. You must notify your tutorial leader *immediately* if you must miss tutorial, particularly if on a seminar day. If you do not get in touch with us within 24 hours of the missed tutorial, then we will not accommodate your absence.

**SAS Students.** Please discuss your accommodations with Dr. Ostovich *early in the term* (the earlier the better), particularly if your accommodations are relevant to your participation in the tutorials aspect of this course.

**Final Grade Calculations.** Your final grade will be converted to a letter grade, according to the following scheme:

<u>Percentage (Grade)</u>	<u>Percentage (Grade)</u>	<u>Percentage (Grade)</u>	<u>Percentage (Grade)</u>
90-100 (A+)	77-79 (B+)	67-69 (C+)	57-59 (D+)
85-89 (A)	73-76 (B)	63-66 (C)	53-56 (D)
80-84 (A-)	70-72 (B-)	60-62 (C-)	50-52 (D-)
			0-49 (F)

**Note:** The instructor reserves the right to adjust final marks up or down, depending on overall performance in the course. Students *who do not pass the cumulative final*, or whose final exam mark is their *lowest mark* in the course, will *not* have their mark adjusted up under any circumstances.

**Note as Well:** Your final mark is your final mark, unless a marking or mathematical error has been made. Special favours to one student are unfair to the multitude of students who neither ask for nor get those same favours. Therefore, if you are concerned about your final mark, it is your responsibility to visit with me or with one of your TA's, well in the advance of the final exam, for study help.

**Academic Integrity.** You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g., a grade of zero (0) on an assignment, loss of course credit with a notation on the transcript ("grade F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is *your* responsibility to understand what constitutes academic dishonesty. For information on academic dishonesty, please refer to Mac's Academic Integrity Policy, at <http://www.mcmaster.ca/academicintegrity>.