

| PSYC 429 | Adolescence | Fall 2020 |
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| Instructor: | Dr. Deinera Exner-Cortens | Lecture Location: Online (Zoom) |
| Phone: | 403-220-8871 | Lecture Days/Time: See "Synchronous Lectures" section of the syllabus |
| Email: | deinera.exner2@ucalgary.ca | |
| Office: | AD 270 | |
| Office Hours: | By appointment | |

Course Description

An in-depth examination of the physical, cognitive, emotional, and social changes occurring during adolescence, drawing upon theory and relevant research.

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.

| Course Learning Outcomes | Assessment Methods | PLO(s) | Level(s) |
|---|--|---------------------|----------|
| Identify key biological, cognitive and social transitions in adolescence | Exams, Small Group D2L Posts | 1, 2, 4, 5, 7 | A |
| Explore key social contexts (families; work, leisure & media; schools; peer groups) that shape adolescent development | Exams, Small Group D2L Posts, Thought Pieces | 1, 2, 4, 5, 7 | C |
| Describe features of psychosocial development in adolescence (identity; autonomy & achievement; intimacy & sexuality) | Exams, Small Group D2L Posts, Thought Pieces | 1, 2, 4, 5, 7 | C |
| Critically assess adolescent development theory and research from an anti-racist and decolonizing perspective | Small Group D2L Posts, Thought Pieces | 1, 2, 4, 5, 6, 8 | C |
| Identify how adolescent development theory and research can be applied to real-world social issues and policy | Small Group D2L Posts, Thought Pieces | 1, 2, 4, 5, 6, 7, 8 | I |

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

This course will use a hybrid format. Some lectures will be taught live via Zoom during each scheduled class as marked by asterisks in the course schedule below and will be recorded and posted to D2L after class. Other class materials will be posted to the course D2L page by the day/time of each scheduled class as per the course schedule.

Prerequisites

Psychology 300, 301 and admission to the Psychology major or Honours program.

Antirequisites

Credit for Psychology 429 and 355 will not be allowed.

Required Text

Steinberg, L. (2020). *Adolescence* (12th ed.). New York, NY: McGraw Hill.

This book is available at the University of Calgary bookstore. There are also several online options for access (<https://www.mheducation.ca/ise-adolescence-9781260565676-can-group>).

- All other course readings (as indicated in “Course Schedule”) will be posted to D2L

Assessment Methods

Because of the online nature of this course, assessments will be spread out throughout the semester as part of asynchronous learning. There are three types of assessments in this course: D2L posts; thought pieces; and exams. Students may choose the weighting for assignments that best fits their needs. **Weighting structure A will be used as the default – if students wish to use weighting structure B, they MUST let the instructor know by email by September 25^h, 2020. Once you have chosen your weighting structure and/or the September 25th deadline has passed (whichever comes first), you cannot change to a different weighting structure.**

A) D2L posts

| Assignment | Weighting | | Due Date and Time | Short Description |
|------------------------------|-------------|-------------|---|---|
| | Structure A | Structure B | | |
| Introductory D2L Post | 5% | 5% | Friday September 11 th by 11:59pm MT | Students will introduce themselves to the class (using prompts provided on the D2L discussion board by the instructor), and describe one key insight from the Chapter One reading, and one key question they hope to explore this semester. |

| | | | | |
|--------------------------------|-----|-----|---|---|
| Small Group D2L Post #1 | 10% | 10% | Original post: Wednesday, October 7 th by 11:59pm MT; Replies: Friday, October 9 th by 11:59pm MT | Students will discuss the role of families in adolescent development, by responding to question prompts posted by the instructor to D2L (question prompts will be posted by Friday, October 2 nd at 9:00am MT). Students will be put into small groups (~5 students each) by the instructor to facilitate active engagement. Students are expected to reply to <i>at least two</i> of their colleagues' posts. |
| Small Group D2L Post #2 | 10% | 10% | Original post: Wednesday, October 21 st by 11:59pm MT; Replies: Friday, October 23 rd by 11:59pm MT | Students will discuss the role of academic streaming in adolescent development (including equity implications), by responding to question prompts posted by the instructor to D2L (question prompts will be posted by Friday, October 16 th at 9:00am MT). Students will be put into small groups (~5 students each) by the instructor to facilitate active engagement. Students are expected to reply to <i>at least two</i> of their colleagues' posts. |
| Small Group D2L Post #3 | 10% | 10% | Original post: Wednesday, December 2 nd by 11:59pm MT; Replies: Friday, December 4 th by 11:59pm MT | Students will integrate Chapter 11 learning with an article on sexuality in adolescence (list of articles will be provided by the instructor via D2L), and critically assess article findings for cross-cultural understandings of adolescent development, by responding to question prompts posted by the instructor to D2L (question prompts will be posted by Friday, November 27 th at 9:00am MT). Students will be put into small groups (~5 students each) by the instructor <u>based on their article choice</u> to facilitate active engagement. Students are expected to reply to <i>at least two</i> of their colleagues' posts. |

Detailed instructions for all assignments, as well as rubrics, will be posted to D2L. *Without instructor approval, late assignments will be penalized 10% per day, including weekends.*

B) Thought pieces

| Assignment | Weighting | | Due Date and Time | Short Description |
|------------------|-------------|-------------|---|--|
| | Structure A | Structure B | | |
| Thought Piece #1 | 15% | 10% | Friday September 25 th by 11:59pm MT | Students will critically explore and integrate their learning on the implications of biological and cognitive transitions in adolescence by analyzing an amicus brief from the American Psychological Association. |
| Thought Piece #2 | 15% | 10% | Friday November 20 th by 11:59pm MT | Students will reflect on adolescent identity development in Black, Indigenous and Person of Color (BIPOC) populations, and describe implications for psychological interventions and/or social policy. |

Detailed instructions for all assignments, as well as rubrics, will be posted to D2L. All thought pieces should be submitted via the Dropbox in D2L, and not by email. *Without instructor approval, late assignments will be penalized 10% per day, including weekends.*

C) Exams

| Exam | Weighting | | Exam Date | Format | Materials to Be Covered |
|------------|-------------|-------------|---|--------------|---|
| | Structure A | Structure B | | | |
| Quiz #1 | 10% | 10% | Quiz will open Friday, October 2 nd at 9:00am MT; Quiz will close Saturday, October 3 rd at 9:00am MT | Short answer | <i>Adolescence</i> chapters 1, 2 and 3; Lectures 1, 2 and 3; Simard & Blight reading |
| Quiz #2 | 10% | 10% | Quiz will open Friday, October 30 th at 9:00am MT; Quiz will close Saturday, October 31 st at 9:00am MT | Short answer | <i>Adolescence</i> chapters 4, 5, 6 and 7; Lectures 4, 5, 6 and 7 |
| Final Exam | 15% | 25% | Final exam period (to be scheduled by the Registrar) | Short answer | <i>Adolescence</i> chapters 8, 9, 10, 11, 12 and 13; Lectures 8, 9, 10 and 11; Ginwright & Cammarota reading; Santos & Toomey reading |

All exams will be online via D2L. Exams in this course are open book. For this course, an open book exam means that the use of class notes and the textbook is permitted. The use of online resources and calculators is permitted. However, students may not communicate with others about course material or the exam either in person or electronically during exams. All exam periods will be open for 24 hours. Quiz #1 and Quiz #2 will 50 minute exams, but due to the online nature of the course, students will be allowed up to 75 minutes to complete the quiz once it is started within the 24 hour period. The final exam will be a 80 minute exam, but due to the online nature of the course, students will be allowed up to 120 minutes to complete the exam once it is started within the 24 hour period.

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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|----|---------|----|--------|----|--------|----|--------|
| 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% |

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 percentage 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-).

Synchronous Lectures

Synchronous (live) lectures will be held on the following dates. All synchronous lectures are from 9:00-9:50am MT. Lectures will be hosted via Zoom (link available through D2L) and recorded.

- W September 9th (Opening Lecture)
- M September 14th (Lecture #1)
- M September 21st (Lecture #2)
- M September 28th (Lecture #3)
- M October 5th (Lecture #4)
- W October 14th (Lecture #5)
- M October 19th (Lecture #6)
- M October 26th (Lecture #7)
- M November 2nd (Lecture #8)
- M November 16th (Lecture #9)
- M November 23rd (Lecture #10)
- M November 30th (Lecture #11)
- M December 7th (Closing Lecture)

Course Schedule

Below is the planned course schedule. This schedule is subject to change based on circumstances that may arise during the semester.

| Date | Topic | Activity | Reading(s) | Other Information |
|---------|---------------------|------------------|---|--|
| W Sep 9 | Course Introduction | *Opening lecture | <ul style="list-style-type: none"> • <i>Adolescence</i> Introduction (pp. 1-13) • 7 Stages of Life Teaching • Simard, E., & Blight, S. (2011). <i>Developing a Culturally Restorative Approach to Aboriginal Child and Youth</i> | University Lectures begin. Opening lecture is on Zoom from 9:00-9:50am MT. |

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| F Sep 11 | | Introductory D2L Post | Development: Transitions to Adulthood. <i>First Peoples Child & Family Review</i> , 6(1), 28-55. – Thematic of Aboriginal Development section (pp. 31-32) and Task Completion section (p. 43) only | - |
| M Sep 14 | Biological Transitions | *Lecture #1 | <ul style="list-style-type: none"> • <i>Adolescence</i> Chapter 1, pp. 14-35 (end at “Obesity and Eating Disorders”) only <ul style="list-style-type: none"> ○ Chapter 1 pp. 35-41 are recommended but <i>not required</i> | Lecture is from 9:00-9:50am MT on Zoom |
| W Sep 16 | | - | | - |
| R Sep 17 | | - | | Last day to drop a class without a penalty |
| F Sep 18 | | - | | Last day to add or swap a course |
| M Sep 21 | Cognitive Transitions | *Lecture #2 | <ul style="list-style-type: none"> • <i>Adolescence</i> Chapter 2 • American Psychological Association. (2005). Roper v. Simmons. Available from https://www.apa.org/about/offices/ogc/amicus/roper | Lecture is from 9:00-9:50am MT on Zoom |
| W Sep 23 | | - | | - |
| F Sep 25 | | Thought Piece #1 | | - |
| M Sep 28 | Social Transitions | *Lecture #3 | <ul style="list-style-type: none"> • <i>Adolescence</i> Chapter 3 | Lecture is from 9:00-9:50am MT on Zoom |
| W Sep 30 | | Optional Quiz Q & A Session | | Q & A session is from 9:00-9:50am MT on Zoom |
| F Oct 2 | | Quiz #1 | | - |
| M Oct 5 | Families | *Lecture #4 | <ul style="list-style-type: none"> • <i>Adolescence</i> Chapter 4 • Ryan, C. (2010). Engaging families to support lesbian, gay, bisexual, and transgender youth. <i>The Prevention Researcher</i>, 17(4), 11-14. | Lecture is from 9:00-9:50am MT on Zoom |

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| W Oct 7 | | Small Group D2L Post #1 (original post) | - | - |
| F Oct 9 | | Small Group D2L Post #1 (replies) | - | - |
| M Oct 12 | Thanksgiving Day. University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures. | | | |
| W Oct 14 | Work, Leisure & Media | *Lecture #5 | <ul style="list-style-type: none"> • <i>Adolescence</i> Chapter 7 • Keller, J. (2019, May 27). Alberta slashes minimum wage for teen students. Available at https://www.theglobeandmail.com/canada/alberta/article-alberta-slashes-minimum-wage-for-teen-students/ | Lecture is from 9:00-9:50am MT on Zoom |
| F Oct 16 | | - | <ul style="list-style-type: none"> • Connected Learning Lab. (2020, June 23). Teens' technology use and mental health: New report released. Available at https://medicalxpress.com/news/2020-06-teens-technology-mental-health.html | - |
| M Oct 19 | Schools | *Lecture #6 | <ul style="list-style-type: none"> • <i>Adolescence</i> Chapter 6, pp. 164 ("The Social Organization of Schools")-182 (end at "Beyond High School) and pp. 185 ("Schools and Adolescent Development") -187 only <ul style="list-style-type: none"> ○ Chapter 6 pp. 158-164 and 182-185 are recommended but <i>not required</i> • Ater, A. (2020, Jan 20). What academic streaming calls fairness, Ontario's Black students know as racism. Available at https://www.huffingtonpost.ca/entry/school-streaming_ca_5e25f943c5b674e44b9c5e25 • CBC News (2020, Jul 6). Ontario to end 'discriminatory' practice of academic streaming in Grade 9. Available at https://www.cbc.ca/news/canada | Lecture is from 9:00-9:50am MT on Zoom |

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| | | | /toronto/ontario-streaming-high-school-racism-lecture-1.5638700 | |
| W Oct 21 | | Small Group D2L Post #2 (original post) | - | - |
| F Oct 23 | | Small Group D2L Post #2 (replies) | - | - |
| M Oct 26 | Peer Groups | *Lecture #7 | <ul style="list-style-type: none"> Adolescence Chapter 5, pp. 125-152 (end at “Bullies and Victims”) only <ul style="list-style-type: none"> Chapter 5 pp. 152-157 are recommended but <i>not required</i> | Lecture is from 9:00-9:50am MT on Zoom |
| W Oct 28 | | Optional Quiz Q & A Session | | Q & A session is from 9:00-9:50am MT on Zoom |
| F Oct 30 | | Quiz #2 | | - |
| M Nov 2 | Identity | *Lecture #8 | <ul style="list-style-type: none"> Adolescence Chapter 8, pp. 217-222 (end at “Dimensions of Personality in Adolescence”) and 228 (start at “The Adolescent Identity Crisis)-245 only <ul style="list-style-type: none"> Chapter 8 pp. 222-228 are recommended but <i>not required</i> Simard, E., & Blight, S. (2011). Developing a culturally restorative approach to aboriginal child and youth development: Transitions to adulthood. <i>First Peoples Child & Family Review</i>, 6(1), 28-55. – Cultural Identity Formation section (pp. 40-42) only Tatum, B. D. (2019). In living color: Reflections on race, racialization, and identity. <i>Equity & Excellence in Education</i>, 52(1), 89-92. | Lecture is from 9:00-9:50am MT on Zoom |
| W Nov 4 | | - | | - |
| F Nov 6 | | - | | - |
| Nov 8-14 Term Break No Classes | | | | |
| W Nov 11 | Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures. | | | |
| M Nov 16 | Autonomy & Achievement | *Lecture #9 | <ul style="list-style-type: none"> Adolescence Chapter 9, pp. 246-260 only | Lecture is from 9:00-9:50am MT on Zoom |
| W Nov 18 | | - | | - |

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| F Nov 20 | | Thought Piece #2 | <ul style="list-style-type: none"> ○ Chapter 9 pp. 261-271 recommended but <i>not required</i> ● Adolescence Chapter 12, pp. 349 (start at “Educational Achievement”)-360 (end at “Occupational Achievement”) only <ul style="list-style-type: none"> ○ Chapter 12 pp. 335-349 and 360-363 recommended but <i>not required</i> ● Rosales, J. (2018). The racist beginnings of standardized testing. Available at http://www.nea.org/home/73288.htm | - |
| M Nov 23 | Intimacy & Sexuality | *Lecture #10 | <ul style="list-style-type: none"> ● Adolescence Chapter 10, pp. 272-285 and 291 (start at “Dating and Romantic Relationships”)-303 only <ul style="list-style-type: none"> ○ Chapter 10 pp. 286-291 recommend but <i>not required</i> ● Adolescence Chapter 11, pp. 304-310 only <ul style="list-style-type: none"> ○ Chapter 11 pp. 311-335 recommended but <i>not required</i> ● Pick one article for Small Group D2L Post #3 (article list available on D2L) and fill out the poll (available via D2L) letting the instructor know your choice by <i>Friday November 27th</i> | Lecture is from 9:00-9:50am MT on Zoom |
| W Nov 25 | | - | | - |
| F Nov 27 | | - | | Complete poll (available via D2L) letting instructor know your article choice for Small Group D2L Post #3 |
| M Nov 30 | Psychosocial Problems/ Positive Youth Development | *Lecture #11 | <ul style="list-style-type: none"> ● Adolescence Chapter 13, pp. 364-369 (end at “Substance Use and Abuse”) only <ul style="list-style-type: none"> ○ Chapter 13 pp. 369-400 recommended but <i>not required</i> ● Ginwright, S., & Cammarota, J. (2002). New terrain in youth development: The promise of a social justice approach. <i>Pedagogies for Social Change</i>, 4(90), 82-95 | Lecture is from 9:00-9:50am MT on Zoom |
| W Dec 2 | | Small Group D2L Post #3 (original post) | | - |
| F Dec 4 | | Small Group D2L Post #3 (replies) | | - |

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| | | | <ul style="list-style-type: none"> Positive youth development. (n.d.). Available from https://youth.gov/youth-topics/positive-youth-development | |
| M Dec 7 | Course Review | *Closing Lecture | <ul style="list-style-type: none"> Santos, C. E., & Toomey, R. B. (2018). Integrating an intersectionality lens in theory and research in developmental science. <i>New Directions for Child and Adolescent Development</i>, 161, 7-15. | Lecture is from 9:00-9:50am MT on Zoom |
| W Dec 9 | | | | |
| Dec 12-23 | Fall Final Exam Period | Final Exam | - | Date to be determined by Registrar |

*Live lecture (via Zoom)

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

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>