



PSYB04. Foundations in Psychological Research

The Basics

Course information

Course name: PSYB04H3S. Foundations in Psychological Research (LEC 30 & 60)

Course meetings: Thursdays from 5:10-8:00pm, SY 110 (see Quercus for WebOption)

Prerequisites: PSYA01H3 and PSYA02H3. **Exclusion:** PSYB01H3

Your teaching team

Course Instructor: Dr. Kosha Bramesfeld



See Quercus to learn more about Dr. Bramesfeld

Course email: psyb04@utsc.utoronto.ca

Office: Portable Offices (near the Science Wing): PO103-111

Office hours: See “Contact Information” on Quercus for details

Teaching Assistants (TAs): See Quercus to learn more about our TAs

Our Teaching Assistant (TA) Team:

- Phil Desormeau
- Nicole Cosentino
- Jeff Robinson
- Tyler Roberts

Course email: psyb04@utsc.utoronto.ca

Q&A Discussion Board: See Quercus

Contact the TAs: See Quercus

Required readings

Textbook: Morling, B. (2018). *Research Methods in Psychology, Third Edition*. W.W. Norton & Company, Inc. (Available for purchase through the [bookstore](#), for borrowing via the [UTSC Library Course Reserves](#), or through a private vendor of your choice).

Additional article readings are assigned throughout the term. See Quercus for details.

Course website and materials

Our course website on [Quercus](#) contains key information about the course. Quercus should be your first stop for information about course requirements, access to course materials, and to find the answers to most of your questions. Please plan to access our course website **at least twice per week:** <https://q.utoronto.ca>

¹ Except for where otherwise noted in the image alt text, all images in this syllabus come from Pixabay.com and are used under a [CC0 creative commons license](#).

Course Description

This course focuses on content and scientific literacy skills central to effectively consuming and critiquing research in psychological science. Students will learn about commonly used research designs, how to assess whether a design has been applied correctly, and whether the conclusions drawn from the data are warranted. Students will also develop skills to effectively find and consume primary research in psychology.

Learning Objectives

By the end of the course, students should be able to:	
•	Identify the defining features of a scientific approach to the study of psychology and recognize key concepts in research ethics, research design, and basic data analysis.
•	Differentiate between primary vs. secondary sources and identify different types of articles in psychology (e.g., primary empirical research, meta-analysis, systematic literature reviews).
•	Demonstrate the skills necessary to search for, identify, and acquire primary research articles published in peer reviewed scientific journals.
•	Identify the major sections of a primary research article and practice using these sections to identify the rationale, design, sample, variables, results, and conclusions of a research study.
•	Practice evaluating research designs based on their internal versus external validity, measurement reliability and validity, and statistical results.
•	Practice generating new research ideas, including being able to articulate new ideas in the form of an alternative and null hypothesis, key variables to be measured/manipulated, and key features of the appropriate research design (e.g., experimental versus non-experimental).
•	Recognize the purpose of the APA style guide and identify how to correctly paraphrase, cite, and reference primary sources in the development of written work and research ideas.

Grading Scale

Grade	Points	%	Definition	Grade	Points	%	Definition
A+	895-1000	90-100	Excellent	C+	665-694	67-69	Adequate
A	845-894	85-89		C	625-664	63-66	
A-	795-844	80-84		C-	595-624	60-62	
B+	765-794	77-79	Good	D+	565-594	57-59	Marginal
B	725-764	73-76		D	525-564	53-56	
B-	695-724	79-72		D-	495-524	50-52	
				F	< 494	< 49	

Course Structure and Assessments

The course is organized into weekly units. Each unit in the course has four components: (1) readings, (2) lectures, (3) participation, and (4) lab activities. Your understanding of this content will be assessed via weekly assignments and a midterm and final exam.

Assessment category	Points	Percent
Participation and laboratory assignments	200	20%
Midterm Exam (to be scheduled by the registrar)	400	40%
Final Exam (to be scheduled by the registrar)	400	40%
Maximum Total Points / Percent	1000	100%

Staying Organized: Unit Modules on Quercus

The “Modules” section of our course website provides a week-by-week unit checklist, list of readings, participation options, and the laboratory activities for each unit. You are strongly encouraged to use these Modules to keep track of your progress in the course. I recommend that you engage with the course materials at least twice per week.

Readings: Textbook Chapters and Journal Articles

Each week you will be expected to read one or two chapters from your textbook. For many of the units, you will also be expected to read assigned journal articles (see Quercus for details). To help you make the most of the journal article readings, we will spend the first few weeks of our course learning how to find, read, understand, and evaluate journal articles. You are expected to have at least a baseline understanding of the assigned textbook chapters and articles prior to the lecture for that unit.

Lectures: In-class versus WebOption

The lectures for this course are offered “live” during our scheduled class time on Thursdays from 5:10-8:00pm. These live sessions are video and audio recorded and made available approximately 48 hours later in a “WebOption” format that can be viewed online (see Quercus). On a week-by-week basis, students from either section of the course (LEC 30 or LEC 60) can opt to attend the live in-class lecture, watch the WebOption recording, and/or engage with both the in-class lecture and the WebOption recording. Please see Quercus for a discussion of which option is right for you.

Assignments: Participation and Labs

Our course includes two categories of assignments: **participation points** (3 pts per week x 12 weeks = 36 points) and **laboratory activities** (for a total of 200 points). Together, these assignments make up 236 class points. You can earn up to 200 of these points maximum. The extra 36 points are provided as a “buffer” in the event that you miss a deadline and/or perform poorly on an assignment. **In general, late assignments and make-up assignments are not allowed.** If you miss an assignment you can use the “buffer” points to make-up for the missed work.

Participation: Top Hat or Quercus

Whether you choose to attend the lectures in-class or watch online, you are strongly encouraged to engage with the content via the participation activities offered during the delivery of each weekly lecture. You can earn up to 3 participation points per unit via one of the following participation options:

- **Participation via Top Hat (in-class students only):** If you plan to attend in-class lectures, the participation points can be earned using Top Hat (join code: [295573](#)). Top Hat is a service that allows you to use an internet connected device (e.g., phone, tablet, laptop) to submit responses to in-class surveys, questions, and discussion prompts. There is a subscription fee associated with the use of Top Hat. If this is a barrier for you, you can choose to submit your participation activities online instead (see below). Please see Quercus for more information about signing up for and using Top Hat.
- **Participation via Quercus (WebOption or in-class students):** WebOption students, and in-class students who choose not to use Top Hat, can earn their participation points by submitting participation activities on Quercus. There are three steps to participation: (a) submit initial preparation activities online via Quercus before class on Thursdays at 5pm (b) follow along with the lecture (in-class or online), and (c) submit your follow-up participation activities by the following Thursday at 5pm. All of the activities must be submitted prior to the posted deadlines to earn the full participation points. Please see Quercus for details.

Online Laboratory Activities

The online laboratory activities engage you in direct application of the course content (see Quercus for details). The online laboratories challenge you to:

- Apply the course material at a deeper level.
- Develop hands-on skills critically analyzing research methods and results.
- Practice reading, interpreting, and evaluating journal articles.

Exams: Midterm and Final

Your understanding of the readings, lectures, and laboratory activities will be assessed by a midterm exam and final exam, each worth 40% of your total course grade. The exams will be scheduled by the registrar's office. The midterm exam will likely take place in February and will cover Units 1 to 5. The final exam will take place during the final exam period (April 10-27) and will cover material from the entire course (Unit 1 to 12). The two multiple choice exams go well beyond definitions and rote memorization to assess your ability to **understand, apply, critically evaluate, and integrate** learning content from the course. The readings, lectures, and assignments of the course help you develop and demonstrate this level of advanced understanding. You are strongly encouraged to take full advantage of all of the learning opportunities presented to you within the course so that you can succeed on these exams.

Course Schedule

Important: Please see the weekly Unit Modules on Quercus for details about the week-to-week activities and their associated deadlines. The course schedule is subject to revisions with advanced notice from the instructor to best meet learning outcomes.

CHECKLIST OF COURSE ACTIVITIES (Units 1 – 6)		DEADLINES	
<input checked="" type="checkbox"/>	UNIT 1. Introductions and expectations [Jan. 10]	In-class	WebOption
	Read: Ch. 1	Before lecture	
	Participate: Via Top Hat (in-class) or Quercus (online)	Jan. 10	Jan. 10/17
	Engage: In-class lecture and/or WebOption recording	Jan. 10	Jan. 11 +
	Act: Lab activities (multiple deadlines, see Quercus)	Jan. 11 – Jan. 20	
<input checked="" type="checkbox"/>	UNIT 2. Psychology as a way of thinking [Jan. 17]	In-class	WebOption
	Read: Ch. 1 & 3	Before lecture	
	Participate: Via Top Hat (in-class) or Quercus (online)	Jan. 17	Jan. 17/24
	Engage: In-class lecture and/or WebOption recording	Jan. 17	Jan. 18+
	Act: Lab activities (multiple deadlines, see Quercus)	Jan. 18 – Jan. 27	
<input checked="" type="checkbox"/>	UNIT 3. Going straight to the [primary] source [Jan. 24]	In-class	WebOption
	Read: Chapter 2 + Article (see Quercus)	Before lecture	
	Participate: Via Top Hat (in-class) or Quercus (online)	Jan. 24	Jan. 24/31
	Engage: In-class lecture and/or WebOption recording	Jan. 24	Jan. 25 +
	Act: Lab activities (multiple deadlines, see Quercus)	Jan. 25 – Feb. 3	
<input checked="" type="checkbox"/>	UNIT 4. Understanding variables [Jan. 31]	In-class	WebOption
	Read: Chapter 5 & 6; Articles (see Quercus)	Before lecture	
	Participate: Via Top Hat (in-class) or Quercus (online)	Jan. 31	Jan. 31/7
	Engage: In-class lecture and/or WebOption recording	Jan. 31	Feb. 1 +
	Act: Lab activities (multiple deadlines, see Quercus)	Feb. 1 – Feb. 10	
<input checked="" type="checkbox"/>	UNIT 5. Sampling and statistics [Feb. 7]	In-class	WebOption
	Read: Chapter 7, Statistics Review, Articles (see Quercus)	Before lecture	
	Participate: Via Top Hat (in-class) or Quercus (online)	Feb. 7	Feb. 7/14
	Engage: In-class lecture and/or WebOption recording	Feb. 7	Feb. 8 +
	Act: Lab activities (multiple deadlines, see Quercus)	Feb. 8 – Feb. 17	
<input checked="" type="checkbox"/>	UNIT 6. Scientific reasoning in review [Feb. 14]	In-class	WebOption
	Read: Review Chs. 1-3, 5-7, Statistics Review, Articles	Before lecture	
	Participate: Via Top Hat (in-class) or Quercus (online)	Feb. 14	Feb. 14/21
	Engage: In-class lecture and/or WebOption recording	Feb. 14	Feb. 15 +
	Act: Review readings, lectures, and labs		
The midterm exam (date, time, and location to be determined) will cover Units 1 – 5			
Due to reading week there are no lectures or assignments February 16 – 22			

CHECKLIST OF COURSE ACTIVITIES (Units 7 – 12)		DEADLINES	
<input checked="" type="checkbox"/>	UNIT 7. Evaluating claims of association [Feb. 28]	In-class	WebOption
	Read: Chapter 8, pp. 479-503, Articles (see Quercus)	Before lecture	
	Participate: Via Top Hat (in-class) or Quercus (online)	Feb. 28	Feb. 28/7
	Engage: In-class lecture and/or WebOption recording	Feb. 28	Mar. 1 +
	Act: Lab activities (multiple deadlines, see Quercus)	Mar. 1 – Mar. 10	
<input checked="" type="checkbox"/>	UNIT 8. Evaluating claims of causality [Mar. 7]	In-class	WebOption
	Read: Chapter 10, Articles (see Quercus)	Before lecture	
	Participate: Via Top Hat (in-class) or Quercus (online)	Mar. 7	Mar. 7/14
	Engage: In-class lecture and/or WebOption recording	Mar. 7	Mar. 8 +
	Act: Lab activities (multiple deadlines, see Quercus)	Mar. 8 – Mar. 17	
<input checked="" type="checkbox"/>	UNIT 9. Evaluating factorial designs [Mar. 14]	In-class	WebOption
	Read: Chapter 12, Articles (see Quercus)	Before lecture	
	Participate: Via Top Hat (in-class) or Quercus (online)	Mar. 14	Mar. 14/21
	Engage: In-class lecture and/or WebOption recording	Mar. 14	Mar. 15 +
	Act: Lab activities (multiple deadlines, see Quercus)	Mar. 15 – Mar. 24	
<input checked="" type="checkbox"/>	UNIT 10. Evaluating complex designs [Mar. 21]	In-class	WebOption
	Read: Chapter 14, Articles (see Quercus)	Before lecture	
	Participate: Via Top Hat (in-class) or Quercus (online)	Mar. 21	Mar. 21/28
	Engage: In-class lecture and/or WebOption recording	Mar. 21	Mar. 22 +
	Act: Lab activities (multiple deadlines, see Quercus)	Mar. 22 – Mar. 31	
<input checked="" type="checkbox"/>	UNIT 11. Evaluating research ethics [Mar. 28]	In-class	WebOption
	Read: Chapter 4, Articles (see Quercus)	Before lecture	
	Participate: Via Top Hat (in-class) or Quercus (online)	Mar. 28	Mar. 28/4
	Engage: In-class lecture and/or WebOption recording	Mar. 28	Mar. 29 +
	Act: Lab activities (multiple deadlines, see Quercus)	Mar. 29 – Apr. 5	
<input checked="" type="checkbox"/>	UNIT 12. The big picture [Apr. 4]	In-class	WebOption
	Read: Review Ch. 1-8, 10, 12, 14, Statistics Review, Articles	Before lecture	
	Participate: Via Top Hat (in-class) or Quercus (online)	Apr. 4	Apr. 5
	Engage: In-class lecture and/or WebOption recording	Apr. 4	Apr. 5 +
	Act: Review readings, lectures, and labs	Complete course evals	
Your feedback matters! Please fill out your course evaluations! (See Quercus)			
The final exam will cover Units 1 – 12 (date, time, and location to be determined)			

UTSC Deadlines: <https://www.uts.utoronto.ca/registrar/dates-and-deadlines>

For Winter 2019, **March 24** is the deadline to drop courses without academic penalty.

Diversity Statement

It is my intention that students' learning needs be addressed both in and out of the classroom, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intention to present materials and activities that are respectful of diversity, including, but not limited to diversity related to Indigenous culture, race, ethnicity, country of origin, gender, sexuality, dis/ability, age, religion, and socioeconomic status. Your contributions to the course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups². Importantly, if you anticipate needing accommodations in this course for any reason (including, but not limited to, disability/health considerations, religious/cultural accommodation, and/or economic, work, or family realities), please contact me as soon as possible so that we can work together to determine the best course of action.

Acknowledgement of Traditional Land

In recognition of the diverse history of this land, and the peoples who live and have lived on it, I wish to acknowledge this land on which the University of Toronto operates. It has been a site of human activity for thousands of years. This land is the territory of the Huron-Wendat and Petun First Nations, the Seneca, and most recently, the Mississaugas of the Credit River. The territory was the subject of the Dish With One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, the meeting place of Toronto is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work in the community, on this territory.

AccessAbility

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the [AccessAbility Services](#) as soon as possible. AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. You can contact AccessAbility Services at 416-287-7560 or email ability@utsc.utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

<https://www.utsc.utoronto.ca/~ability/>

² This diversity statement uses language borrowed directly from the diversity statement example provided by the University of Iowa College of Education, <https://www.cmu.edu/teaching/designteach/syllabus/checklist/diversitystatement.html>.

Missed Term Work

Missed Term Work due to Medical Illness or Other Emergency:

All students citing a documented reason for missed term work must submit their request for accommodations **within three (3) business days** of the deadline for the missed work.

Students must submit **BOTH** of the following:

- (1.) A completed **Request for Missed Term Work Accommodations form** (<http://uoft.me/PSY-MTW>), and
- (2.) **Appropriate documentation** to verify your illness or emergency, as described below.

Appropriate documentation:

For missed **TERM TESTS** due to **ILLNESS**:

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with an **original** copy of the official UTSC Verification of Illness Form (uoft.me/UTSC-Verification-Of-Illness-Form) or an **original** copy of the record of visitation to a hospital emergency room. Forms are to be completed in full, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration number and business stamp are required.

For missed **ASSIGNMENTS** due to **ILLNESS**:

- Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with a **hardcopy** of the Self-Declaration of Student Illness Form (uoft.me/PSY-self-declare-form).

For missed term tests or assignments in **OTHER CIRCUMSTANCES**:

Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with:

- In the case of a **death of a family member or friend**, please provide a copy of a death certificate.
- In the case of a **disability-related concern**, if your desired accommodation is within the scope of your Accommodation Letter, please attach a copy of your letter. If your desired accommodation is outside the scope of your Accommodation Letter (ex. if your letter says "extensions of up to 7 days" but you need more time than that) you will need to meet with your consultant at AccessAbility Services and have them email Keely Hicks (keely.hicks@utoronto.ca) detailing the accommodations required.
- For U of T Varsity **athletic commitments**, an email from your coach or varsity administrator should be sent directly to Keely Hicks (keely.hicks@utoronto.ca) **well in advance** of the missed work, detailing the dates and nature of the commitment.
- For **religious accommodations**, please email (keely.hicks@utoronto.ca) **well in advance** of the missed work.

Documents covering the following situations are NOT acceptable: medical prescriptions, personal travel, weddings/personal/work commitments.

Procedure:

Submit your (1.) [request form](#) and (2.) [medical/self-declaration](#)/other documents in person **WITHIN 3 BUSINESS DAYS** of the missed term test or assignment.

Submit to: Keely Hicks, Room SW420B, Monday – Friday, 9 AM – 4 PM

Exceptions to the documentation deadline will only be made under exceptional circumstances. If you are unable to meet this deadline, you must email Keely Hicks (keely.hicks@utoronto.ca) **within the three business day window** to explain when you will be able to bring your documents in person. Attach scans of your documentation.

Within approximately one week, you will receive an email response from your instructor detailing the accommodations to be made (if any). **You are responsible for checking your official U of T email and Quercus course announcements daily, as accommodations may be time-critical.**

Completion of this form does NOT guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.

Instructors cannot accept term work after April 12, 2019. Beyond this date, you would need to file a petition with the Registrar's Office to have your term work accepted (<https://www.utsc.utoronto.ca/registrar/term-work>).

Note that this policy applies only to missed assignments and term tests. Missed final exams are handled by the Registrar's Office (<http://www.utsc.utoronto.ca/registrar/missing-examination>).

AccessAbility Accommodations: Additional Information

If you are registered with the AccessAbility office to receive accommodations on papers, presentations, and/or assignments, I strongly encourage you to set up a meeting with me early in the term to go over your desired accommodations. You can access your Letters of Introduction through your online [myAIMS account](#). Once you are logged on, select the Accommodations tab. You will be able to view your Letters of Introduction and generate PDF copies for printing.

If you need to register for accommodations or need assistance, please go to the AccessAbility website: <https://www.utsc.utoronto.ca/~ability/index.html> and/or contact AccessAbility Services directly: Tel/TTY (416) 287-7560 or ability@utsc.utoronto.ca

Please note: This course encourages participation in the form of in-class and online discussions, activities, and reflection assignments. If you have concerns about any of these elements of the course and how they can fit into your accommodation plan, please schedule an appointment with me as soon as possible (preferably in the first week or two of the term) so that we can discuss accommodation options (psyb04@utsc.utoronto.ca).

Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Potential violations of academic integrity include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement;
- Submitting your own work in more than one course without the permission of the instructor;
- Making up sources or facts;
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids;
- Looking at someone else's answers during an exam or test;
- Misrepresenting your identity; and
- When you knew or ought to have known you were doing it.

In academic work:

- Falsifying institutional documents or grades;
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes; and
- When you knew or ought to have known you were doing so.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources.

Please see the *Plagiarism Prevention Tutorial* posted on Quercus.

Turnitin

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Writing Support

English Language Development Centre

All students in this program are expected to exhibit a high level of “Academic English”. Developing these skills can be challenging for every student, no matter their language or origin. The English Language Development Centre supports all students in developing better Academic English and critical thinking skills needed in academic and professional communication. Make use of the personalized support offered via academic writing skills development and Communication Café sessions to enhance your ability to do better in the various components of this course. Details and sign-up information can be found at: <http://www.utsc.utoronto.ca/eld/>

Writing Centre

The laboratory activities for this course require written submissions. Among other criterion, these submissions will be assessed on their comprehensiveness, organization, and communication of ideas. If needed, you are encouraged to utilize the services of the UTSC Writing Centre: <https://www.utsc.utoronto.ca/twc/welcome>

The Writing Centre supports student learning at any stage in the writing process, from planning an outline to polishing a final draft. During the term, they offer appointments, drop-in hours, and writing groups. Please plan ahead to utilize these services.

Note on academic integrity and paper writing services:

You may see advertisements for services offering grammar help, essay editing, and proof-reading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the Code of Behaviour on Academic Matters.

It is much better and safer to take your draft of your papers to the Writing Centre as early as you can. They will give you guidance you can trust. Students for whom English is not their first language should go to the English Language Development Centre.

If you decide to use a writing service in spite of this caution, you must keep a draft of your work and any notes you made before you got help and be prepared to give it to your instructor on request. (These are wise steps to take to document your work in any course, even if you do not plan on using a writing service).

Plagiarism Prevention Tutorial

The *Plagiarism Prevention Tutorial* posted on our course website provides information on how to paraphrase, cite, and reference sources using APA-style citations and references. You are expected to know the content of this tutorial and to properly paraphrase and cite your sources in all assignments for this course.

Useful Resources for Student Success

Our course website will provide a running list of resources specific to the content of the course. In addition, you may find the following resources helpful for your general professional development as a psychology scholar.

Psychology

UTSC Psychology Department Website: <https://www.utsc.utoronto.ca/psych>

Psychology research laboratory opportunities: <http://tinyurl.com/jjq25t7>

Canadian Psychological Association: <https://cpa.ca/>

American Psychological Association: <https://www.apa.org/>

Academics³

UTSC Student Policies: <https://www.utsc.utoronto.ca/studentaffairs/student-policies>

UTSC Dates and Deadlines: <https://www.utsc.utoronto.ca/registrar/dates-and-deadlines>

Writing Services: <http://www.utsc.utoronto.ca/twc/>

Presentation Skills: <http://www.utsc.utoronto.ca/ctl/presentation-skills>

AccessAbility: <http://www.utsc.utoronto.ca/~ability/>

Health and Wellness: <http://www.utsc.utoronto.ca/hwc/>

Skill building, future planning, Academic Advising, Career Centre: <http://www.utsc.utoronto.ca/aacc/>

³ I extend my thanks to Dr. Michael Souza, who compiled this list of student resources and graciously agreed to let me use them in this syllabus.