PSYB04. Foundations in Psychological Research

The Basics

Course information

Course name: PSYB04H3-Y-LEC99. Foundations in Psychological Research

This is an online course: Please see Quercus for course materials and instructions

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:
- Tahira Gulamani
- Shauna Solomon-Krakus

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

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 versus 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	Inadequate

Course Structure and Assessments

The course is organized into weekly units. Each unit has four components: (1) readings, (2) engagement activities, (3) lectures, and (4) labs. Your understanding of this content will be assessed via a midterm exam, written assignment, and final exam. I calculate marks out of 1000 points as follows:

Assessment category	Points	Percent
Weekly engagement activities	20	2.0%
Weekly lab assignments	130	13.0%
Midterm exam (to be scheduled by the registrar)	350	35.0%
Written assignment	100	10.0%
Final exam (to be scheduled by the registrar)	400	40.0%
Maximum Total Points / Percent	**1000**	**100%**

Staying Organized: Unit Modules on Quercus

Each week of our course is organized into weekly unit modules. Materials for these units can be found in the "Modules" section of our course website on Quercus. Each unit begins with a video introduction that outlines the key learning outcomes for that unit. Each unit also includes a checklist of learning activities and a learning guide that outlines the readings, engagement activities, lectures, lab assignments, and deadlines for that week. Please use these materials to keep track of your progress in the course.

Readings: Textbook Chapters and Journal Articles

Each week you are assigned to read one or two chapters from your textbook. For many of the units, you will also be expected to read an assigned journal article (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 engaging with the lectures for each unit. (For information about textbook access and versions please see the course FAQ).

WebOption Lectures

The lectures for this course are available via "WebOption" recordings and will be posted online at the beginning of each week. Most units include two to three lectures, with each lecture varying between 30 to 90 minutes in length. The engagement activities and lab assignments (described on the next page) build directly off of the course lectures. You should plan to regularly engage with the lectures so as to not fall behind in the course. Lecture guides are provided for each unit of the course to help you keep engaged and organized with your note taking. You can also click through the PowerPoint slides that are made available with the WebOption lectures.

Engagement activities

Each week includes one to three engagement activities. 'Preparation' activities are due by Wednesday of each week; 'follow-up' activities are due by Sunday (see Quercus to keep track of deadlines).The engagement activities are designed to be low risk, high success opportunities to practice the learning content. Most are either participatory or provide you with multiple opportunities to succeed. Please use the lecture guides for tips on how to best time these activities in relation to the assigned lectures.

- **Activity scoring and missed work**: Each activity is worth 1 to 2 points. Extensions are not provided for the engagement activities. If you miss a deadline, you will receive a "0" for that activity. With that said, there will be 24 points worth of activities made available throughout the term. Only your highest scoring 20 points will count towards your final grade. The other 4 points have been provided as a "buffer" to be used in the event of a missed or low scoring activity. As such, you can miss up to 4 points with no penalty. If you need to miss more points than this, you can use the make-up assignment to help make-up for the points (see below).

Online Laboratory Assignments

There will be an online laboratory assignment for most weeks of the course. Each lab is worth 5 to 25 points (for 130 points total). These lab assignments challenge you to:

- Apply the course material at a deeper level.
- Practice reading, understanding, and interpreting journal articles.
- Develop hands-on skills critically evaluating research methods and results.
- Develop the background knowledge needed to complete your written assignment.

These lab assignments are a critically important part of your learning experience in the course. To provide you with flexibility, you are given up to two weeks to complete each lab. You are expected to complete the lab assignments on time and with integrity. These are individual assignments, no collaboration is allowed.

Missed lab assignments. Contingencies may arise that result in you needing an extension for a lab. The extension and make-up policy for the lab assignments is available to everyone in the course, without the need for documentation. No department or instructor approval is required. Simply submit your assignment up to 10 days late (but no later than August 6). There will be a 10% point penalty per day that the assignment is submitted late. However, up to 20 of these penalty points can be made-up by completing the make-up assignment outlined below.

Make-up Assignment

One make-up assignment worth 20 points will be posted on July 15. It can be used to replace up to 20 engagement and/or lab assignment points (in any combination) that were missed due to a missed assignment, poor performance, and/or late penalties. The make-up assignment is due no later than August 6, no exceptions. On August 7 all missed engagement and laboratory assignments for the course will be assigned a "0".

Written Assignment

There is <u>one</u> written assignment for the course worth 100 points (10% of your total course grade). This assignment requires you to use the assigned articles from the class to write a short literature review and discussion that demonstrates your understanding of research methods, as well as your ability to use key elements of APA style, including APA-style citations and references. The assignment is due on Wednesday, July 31.

- **Assignment guidelines**. Guidelines for the written assignment will be posted by July 15. You will be expected to follow these guidelines in order to receive full credit on the assignment. Please see Quercus for details.
- **Assignment extensions**. Late assignments will be penalized 10% per day that the assignment is submitted late up until August 6. No assignments will be accepted after August 6. Late penalties for assignments submitted late can be waived <u>only</u> if you submit qualifying documentation following the Psychology Department's policies for missed term work (see pp. 9-10). Extensions are typically granted only for a few days. Do not wait for department approval for your extension. Submit your paper as soon as possible after the deadline!
- **Academic integrity**. The written assignment is an individual assignment. Students are expected to complete the work on their own. A *Plagiarism Prevention Tutorial* has been built into the course curriculum to help you develop the skills that you will need to properly prepare the assignment and to cite and reference the sources that go into your submission. Academic integrity violations will be taken very seriously.

Midterm and Final Exam

Your understanding of the readings, lectures, activities, and assignments will be assessed by a midterm exam and a final exam. The midterm exam is worth 35% of your total course grade. The final exam is worth 40% of your total course grade. The midterm exam will be scheduled by the registrar and will likely take place sometime in June. The final exam will take place during the final exam period (August 10-23). The final exam is cumulative. You will be expected to know foundational material from the entire course. These two multiple choice exams go well beyond definitions and rote memorization to assess your ability to **<u>understand, apply, critically evaluate, and integrate</u>** learning content from the course. The readings, lectures, activities, and assignments from 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.

Expectations for online engagement

You are expected to be engaged with the online course activities at least once or twice per week for at least 3 to 4 hours per week. Flexibility has been built into the curriculum to allow for one or two exceptions to this rule. However, repeatedly missing engagement activities and/or lab assignments will jeopardize your success in this course. If you are not able to be fully engaged with the course this term, you are strongly encouraged to take the course in another term when you can more fully committed to your success.

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)
☑ **UNIT 1. Psychology as a way of thinking (May 6-12)**
Read: Ch. 1
Engage: See Quercus for details
Lectures: Watch WebOption Lectures 1 and 2
Lab: Scientific literacy pre-test (due May 19)
☑ **UNIT 2. Introduction to Scientific Reasoning (May 13-19)**
Read: Ch. 3
Engage: See Quercus for details
Lectures: Watch WebOption Lectures 3 and 4
Lab: Science in the media (due May 26)
☑ **UNIT 3. Going straight to the [primary] source (May 20-26)**
Read: Ch. 2
Engage: See Quercus for details
Lectures: Watch WebOption Lectures 5 and 6
Lab: Library scavenger hunt (due June 2)
☑ **UNIT 4. Understanding variables (May 27-June 2)**
Read: Chapter 5 & 6; Article (see Quercus)
Engage: See Quercus for details
Lectures: Watch WebOption Lectures 7 and 8
Lab: Validation studies (due June 9)
☑ **UNIT 5. Sampling and statistics (June 3-June 9)**
Read: Chapter 7, Statistics Review, Article (see Quercus)
Engage: See Quercus for details
Lectures: Watch WebOption Lectures 9 and 10
Lab: Descriptive studies (due June 16)
☑ **UNIT 6. Evaluating claims of association and causality (June 10-June 16)**
NOTE: *Exact schedule depends on the date of midterm exam (see Quercus for details)
Read: Chapters 8 & 10, Article (see Quercus)
Engage: See Quercus for details
Lectures: Lectures 12, 13, & 14
Lab: Claims of causality (see Quercus for deadline)
Due to reading week there are no lectures or assignments June 18 – June 22
MIDTERM: The date, time, and location of the midterm exam to be determined

	CHECKLIST OF COURSE ACTIVITIES (Units 7 – 12)
☑	**UNIT 7. Evaluating claims of association and causality (June 24-June 30)**
	NOTE: *Exact schedule depends on the date of midterm exam (see Quercus for details)
	Read: Chapters 8 & 10, Article (see Quercus)
	Engage: See Quercus for details
	Lectures: Lectures 12, 13, & 14
	Lab: Claims of causality (see Quercus for deadline)
☑	**UNIT 8. Evaluating factorial designs (July 1-July 7)**
	Read: Chapter 12, Article (see Quercus)
	Engage: See Quercus for details
	Lectures: Lectures 15 & 16
	Lab: Factorial design (due July 14)
☑	**UNIT 9. Evaluating complex designs (July 8-July 14)**
	Read: Skim Chapters 9, 11 (pp. 311-329), & 13 (pp. 389-406), Article (see Quercus)
	Engage: See Quercus for details
	Lectures: Lectures 17, 18, 19, & 20
	Lab: Evaluating complex designs (due July 21)
☑	**UNIT 10. Evaluating a body of research (July 15-July 21)**
	Read: Chapter 14, *The Writing Assignment Guidelines*
	Engage: See Quercus for details
	Lectures: Lecture 21
	Lab: Make-up lab + Preparing your final paper (written assignment is due July 31)
☑	**UNIT 11. Evaluating research ethics (July 22-July 28)**
	Read: Chapter 4, *The Plagiarism Prevention Tutorial*
	Engage: See Quercus for details
	Lectures: Lecture 22
	Lab: Citing, referencing, and formatting your paper (written assignment is due July 31)
☑	**UNIT 12. The big picture (July 29-August 4)**
	Read: Review prior readings and lecture materials
	Engage: See Quercus for details
	Lectures: Lectures 23 & 24
	Lab: Make-up lab (+ all late submissions) are due no later than August 6
	The written assignment is due no later than Wednesday, July 31
	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.utsc.utoronto.ca/registrar/dates-and-deadlines

For Summer 2019, **July 22** 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 groups[1]. 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/

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[1] 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.

Psychology Department's Missed Term Work Policy

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.
- Note: If an end date of "ongoing" is specified, the medical note will be assumed to cover a period of two weeks. If no end date / an "unknown" end date is specified, the note will be assumed to cover a period of three business days (starting from the midterm date.)

For missed **TERM TESTS** due to **ACCESSABILITY REASONS**:
- Meet with your **AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing the accommodations 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 **ASSIGNMENTS** due to **ACCESSABILITY REASONS**:
- If your desired accommodation is **within the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" and you need 3 days), submit the Request for Missed Term Work Accommodations form (http://uoft.me/PSY-MTW) and attach a copy of your letter. **Specify how many days extension you are requesting** on the request form.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" but you need more time than that) you will need to meet with your **AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing the accommodations required.

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.
- For U of T varsity-level or professional **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.
- For circumstances **outside of these guidelines**, please email Keely (keely.hicks@utoronto.ca) on the date of the test / assignment deadline to describe your circumstances and ask what documentation would be appropriate

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. (Slide forms under door if out of office.)

After submitting your documentation, within approximately one to five business days, you will receive a 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.

You should continue to work on your assignments to the best of your ability, as extension accommodations may be as short as one business day, depending on the nature of the illness/emergency.

If an accommodation has been granted but you are unable to meet the conditions of the accommodation (ex. you need a longer extension, or you missed a make-up test), you will need to repeat the missed term work procedure and submit additional forms to request further accommodation. Note that in the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

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.

<u>Importance of Three Business Day window:</u>

If you are unable to submit your documents in-person within the three business day window**, you must email Keely** (keely.hicks@utoronto.ca) **within the three business day window** to explain when you will be able to bring your documents in person. Exceptions to the documentation deadline will only be made under **<u>exceptional circumstances</u>**. Attach scans of your documentation, and be prepared to bring your documents to Keely in-person as soon as you are well. Late documents may not be accepted.

<u>NOTE: Assignments due at end of term</u>

Instructors cannot accept term work any later than five business days after the last day of class**.** Beyond this date, you would need to file a petition with the Registrar's Office (https://www.utsc.utoronto.ca/registrar/term-work).

<u>NOTE: Final Exams</u>

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, assignments, and/or exams, 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 online discussions, activities, and 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 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:t//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/

Academics[2]

USTC 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/

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[2] 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.