COURSE SYLLABUS

METHODS IN PSYCHOLOGICAL SCIENCE

PSYB70. Methods in Psychological Science

The Basics

Course information

Course name: PSYB70H3-F. Methods in Psychological Science
- **LEC01**: Thursdays, 3:10-6:00pm, IC 130 (our first class meets on Sept. 5)
- **LEC60**: WebOption (see Quercus Modules to access the online units)

Prerequisites: PSYA01H3 and PSYA02H3   **Exclusions**: (PSYB01H3), (PSYB04H3)

Your teaching team

Course Instructor: Dr. Kosha Bramesfeld

See Quercus to learn more about Dr. Bramesfeld

Course email: psyb70.utsc@utoronto.ca

Office: Portable Office 103, room 111

Office hours: See "Contact Us" on Quercus for details

Teaching Assistants (TA):
- Nicole Cosentino
- Jacob Koudys
- Shouyu Ling
- Alina Patel

Peer Support:
- Desana Thayaparan (FSG Leader)
- Wenpeng Wang (FSG Leader)
- Pravena Udayakumar (Course Ambassador)
- Maria Akbar (Course Ambassador)

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).

The digital resources that come with the textbook (e.g., Inquisitive) are optional; they are **not** required for our course.

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

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.

Course Requirements

This course is organized into weekly units. For each unit, you will be expected to **prepare** for class by reading textbook chapters and research articles, **engage** with the lectures in-class or online, and **assess** your understanding of the learning content via engagement activities and laboratory assignments. Your understanding of this content will also be assessed via a midterm exam and final exam.

Assessment category	Points	Percent
Weekly engagement activities	30	3.0%
Laboratory assignments	170	17.0%
Midterm exam (to be scheduled by the registrar)	400	40.0%
Final exam (to be scheduled by the registrar)	400	40.0%
Maximum Total Points / Percent	**1000**	**100%**

Staying Organized: Finding Content on Quercus

Materials for each unit of the course can be found on Quercus. Each week our Home page will display an agenda of that week's activities. The agenda will include a lecture guide, as well as links to that week's engagement activities and lab assignments. The lecture guide provides an outline of the course PowerPoint slides and context for the engagement activities. The Modules tab on Quercus can also be used to directly access the online engagement activities, active laboratory assignments, and an archive of previous agendas and lecture guides.

Readings: Textbook Chapters and Journal Articles

Each week you will be 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). These journal articles will play a central role in the laboratory assignments for the course. 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 should have at least a baseline understanding of the assigned textbook chapters and articles prior to engaging with the lectures for each unit.

Lectures: In-class and WebOption recordings

Each week of the course is associated with a learning unit that includes two lecture topics. The lectures are delivered in-person on Thursdays from 3:10-6:00pm in IC 130. The first half of our class (~3:10-4:30pm) will be devoted to the first lecture topic and the second half of class (~4:45-6:00pm) will be devoted to the second lecture topic. These lectures will be audio and video recorded and posted as WebOption videos by Friday of each week. There will be two WebOption videos for each unit, corresponding with the two lecture topics covered in class. Regardless of the section for which you are enrolled (LEC01 or LEC60), you are welcome to attend class. Similarly, everyone in the course, regardless of their course section, will have access to the WebOption videos.

Engagement activities: Top Hat versus Quercus

Each lecture topic is associated with a set of engagement activities. The engagement activities provide a low-risk and interactive way to learn the course content. Each set of engagement activities is worth 1.5 points (x 2 sets per week = 3 points per week). You can earn up to 30 points of your total course grade (3%) by engaging in these activities. There are two ways to engage: by attending class and "clicking in" via Top Hat OR by completing the online engagement activities posted on Quercus. (Top Hat is a subscription-based in-class response system that allows you to use your mobile device to answer questions and respond to discussions in real time. See Quercus for details).

Planning for engagement

You can 'mix and match' the lecture delivery mode with the engagement submission mode to participate in the course in one of three different ways:

1. **In-class participation (attend lectures in person and engage via Top Hat)**.
    Attend class on Thursdays from 3:10-6:00pm in IC 130. Earn your participation points during class by "clicking in" via Top Hat. (Top Hat subscription is required).

2. **Hybrid participation (attend lectures in person, but engage via Quercus)**.
    Attend class on Thursdays from 3:10-6:00pm. Follow along with the in-class activities during class time, but submit your participation after class by completing the online engagement activities by Wednesday (see the Online Unit Modules).

3. **Online participation (watch the WebOption videos and engage via Quercus)**.
    Use the Online Unit Modules to watch the WebOption recorded lectures and engage with the online activities (see the Online Unit Modules). The module is posted by Friday each week and the activities are due 6 days later by 11:59pm on Wednesday.

For any given week, you must choose **one** method for participation. (You cannot earn points for both Top Hat and Quercus participation in the <u>same</u> week). However, you can feel free to switch between methods from week-to-week. In other words, it is perfectly okay for you to participate via Top Hat for some weeks, but engage via Quercus for other weeks (and vice versa).

Absences and Missed Engagement Activities

- **Absences**. If you normally attend class and participate via Top Hat, but must miss a class, you can participate online for that week instead (see the Online Unit Module).
- **Missed engagement activities**. The online engagement activities are released by Friday each week and are due 6 days later on Wednesday by 11:59pm. <u>No extensions will be granted on the activities</u>. If you miss a deadline, you will not receive credit on that set of activities. However, there will be <u>one</u> make-up assignment made available to everyone near the end of the term. 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 by December 2.

Online Laboratory Assignments

There will be 9 online laboratory assignments throughout the term (5-25 points each, for a total of 170 points). Each lab is released on Friday (with the online unit module) and is due 9 days later on the following Sunday. The 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.

AccessAbility Accommodations on the labs. If you receive extensions on assignments for AccessAbility purposes, and you need an extension on a lab, please send an email to (keely.hicks@utoronto.ca) that contains a copy of your AccessAbility letter and a completed Request for Missed Term Work Accommodations form that specifies the length of the requested extension.

Missed lab assignments. Contingencies may arise that result in you needing an extension on a lab assignment due to illness or other factors. The general 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. 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 assignments, as outlined below.

Make-up Assignment

One make-up assignment worth 20 points will be posted near the end of the term. 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 by December 2.

Midterm and Final Exam

Your understanding of the readings, lectures, activities, and assignments will be assessed by a midterm exam (2 hours, 65 questions, 400 points, 40%) and a final exam (2.5 hours, 80 questions, 400 points, 40%). Both exams will be scheduled by the registrar's office. The midterm exam will likely take place in October. The final exam will take place during the UTSC final exam period. Both of the exams are multiple choice exams, but the multiple choice questions go well beyond definitions and rote memorization to assess your ability to **understand, apply, critically evaluate, and integrate** learning content from the course. My application-based exams have been described as "very challenging, but fair". The lectures, readings, engagement activities, and labs will help you prepare for the exams. Information about the exams will be posted on Quercus after the examination dates are announced.

Course Schedule

Important: Please see Quercus for access to the online engagement activities and laboratory assignments. 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**
	Read: The Course Syllabus, Ch. 1
	Engage: In-class via Top Hat (Sept. 5) or online via Quercus (Sept. 6 – Sept. 11)
	WebOption lectures and online activity sets: 1 and 2
	Lab 1: Learning strategies survey (due Sept. 15)
☑	**UNIT 2. Introduction to Scientific Reasoning**
	Read: Ch. 3; find a media article
	Engage: In-class via Top Hat (Sept. 12) or online via Quercus (Sept. 13 – Sept. 18)
	WebOption lectures and online activity sets: 3 and 4
	Lab 2: Scientific literacy pre-test (due Sept. 22)
☑	**UNIT 3. Going straight to the [primary] source**
	Read: Ch. 2; Mock Journal Article 1; *The Plagiarism Prevention Tutorial* – see Quercus
	Engage: In-class via Top Hat (Sept. 19) or online via Quercus (Sept. 20 – Sept. 25)
	WebOption lectures and online activity sets: 5 and 6
	Lab 3: Going straight to the [primary] source (due Sept. 29)
☑	**UNIT 4. Understanding variables**
	Read: Chapters 5 & 6; Mock Journal Article 2: see Quercus
	Engage: In-class via Top Hat (Sept. 26) or online via Quercus (Sept. 27 – Oct. 2)
	WebOption lectures and online activity sets: 7 and 8
	Lab 4: Evaluating validation studies (due Oct. 6)
☑	**UNIT 5. Frequency and association claims**
	Read: Chapter 7 & 8; Hartwig and Dunlosky (2012): see library course reserves
	Engage: In-class via Top hat (Oct. 3) or online via Quercus (Oct. 4 – Oct. 9)
	WebOption lectures and online activity sets: 9 and 10
	Lab 5: Evaluating descriptive studies (due Oct. 13)
☑	**UNIT 6. Evaluating claims of causality**
	Read: Chapter 10; Baghdady et al. (2014): see library course reserves
	Engage: In-class via Top Hat (Oct. 10) or online via Quercus (Oct. 11 – Oct. 23)
	WebOption lectures and online activity sets: 11 and 12
	Study: Study for the midterm exam, which will likely be held sometime in October
Due to reading week there are no lectures or assignments October 12 – October 18	
MIDTERM EXAM: The date, time, and location of the midterm exam to be determined	

	CHECKLIST OF COURSE ACTIVITIES (Units 7 – 12)
☑	**UNIT 7. Evaluating claims of causality**
	Read: Chapter 10; Baghdady et al. (2014): see library course reserves
	Engage: In-class via Top hat (Oct. 24) or online via Quercus (Oct. 24 – Oct. 30)
	WebOption lectures and online activity sets: 13 and 14
	Lab 6: Evaluating simple experiments (due Nov. 3)
☑	**UNIT 8. Evaluating factorial designs**
	Read: Chapter 12, Yong & Lim (2016): see library course reserves
	Engage: In-class via Top Hat (Oct. 31) or online via Quercus (Nov. 1 – Nov. 6)
	WebOption lectures and online activity sets: 15 and 16
	Lab 7: Evaluating factorial designs (due Nov. 10)
☑	**UNIT 9. Evaluating complex designs**
	Read: Chapters 9, 11 (pp. 311-329), & 13 (pp. 389-406)
	Engage: In-class via Top Hat (Nov. 7) or online via Quercus (Nov. 8 – Nov. 13)
	WebOption lectures and online activity sets: 17 and 18
	Lab 8: Evaluating complex designs (due Nov. 17)
☑	**UNIT 10. Evaluating a body of research**
	Read: Chapter 14; Adesope et al. (2017)
	Engage: In-class via Top Hat (Nov. 14) or online via Quercus (Nov. 15 – Nov. 20)
	WebOption lectures and online activity sets: 19 and 20
	Lab 9: Integrating research (due Nov. 24)
☑	**UNIT 11. Evaluating research ethics**
	Read: Chapter 4; online media articles: see Quercus
	Engage: In-class via Top Hat (Nov. 21) or online via Quercus (Nov. 22 – Nov. 27)
	WebOption lectures and online activity sets: 21 and 22
	Make-up: The make-up assignment is due no later than Dec. 2
☑	**UNIT 12. The big picture**
	Read: Review prior readings, lecture materials, and articles
	Engage: In-class via Top Hat (Nov. 28) or online via Quercus (Nov. 29 – Dec. 4)
	WebOption lectures and online activity sets: 23 and 24
	Make-up: The make-up assignment is due no later than Dec. 2
	Your feedback matters! Please fill out your course evaluations! (See Quercus)
	FINAL EXAM: The date, time, and location of the midterm exam to be determined

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

For Fall 2019, **November 18** 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 ongoing 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.

Missed Term Work Policies

Engagement assignments

- **Absences**. If you normally attend class and participate via Top Hat, but must miss a class, you can participate online for that week instead (see the Online Unit Module).

- **Missed engagement activities**. The online engagement activities are released by Friday each week and are due 6 days later on Wednesday the following week. No extensions will be granted on the activities. If you miss a deadline, you will not receive credit on that set of activities. However, there will be one make-up assignment made available to everyone near the end of the term. 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 by December 2.

Laboratory assignments

- **AccessAbility Accommodations on the labs**. If you receive extensions on assignments for AccessAbility purposes, and you need an extension on a lab assignment, please send an email to (keely.hicks@utoronto.ca) that contains a copy of your AccessAbility letter and a completed Request for Missed Term Work Accommodations form that specifies the length of the requested extension.

- **Missed lab assignments**. Contingencies may arise that result in you needing an extension on a lab assignment. The general 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. 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 that is due by December 2.

- **Extenuating circumstances.** If you experience documented extenuating circumstances that would affect your performance across multiple weeks of the course (e.g., hospitalization, death of an immediate family member, the needed for extended AccessAbility accommodations, etc.) then you may use the Psychology Department's procedures (outlined on the next page) for requesting accommodation for missed assignments to initiate a discussion about whether your special circumstances can be accommodated.

Exams

- **Midterm exam**. All students citing a documented reason for missing the midterm exam must follow the Psychology Department's policies for submitting their request for accommodations (see the next page).

- **Final exam.** Missed final exams are handled by the Registrar's Office (http://www.utsc.utoronto.ca/registrar/missing-examination).

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.

REMINDER: In most cases, you do not need to submit a Request for Missed Term Work for missed engagement activities or lab assignments. If you miss an assignment in this course, for any reason, you can use the make-up assignment to make up for up to 20 missed engagement and/or lab assignment points (in any combination). No department or instructor approval is required; simply complete the make-up assignment and submit it. The only time that you would need to submit a formal request is if there were extenuating circumstances that resulted in you missing multiple weeks of the course (e.g., hospitalization, death of an immediate family member). In these extreme cases, you may put in a request to ask for additional accommodation on the assignments, beyond the one make-up assignment allowed.

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 illness start 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 or before 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 request
- 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.)

Check your email for a response
- 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.**

Continue your course work
- 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.

Important Caveats about Missed Term Work Requests

Need for additional accommodations

- 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.

Accommodations are no guaranteed

- 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.

Missed Accommodations

- If an accommodation is granted but a continued illness/emergency prevents you from meeting the requirements of your accommodation, you must <u>repeat</u> the missed term work procedure to request additional accommodations.
- (E.g.) If you miss a make-up midterm, you would need to submit <u>another</u> Request for Missed Term Work Accommodations form. If your original medical note / documentation included the date of the make-up midterm, then only the Request form is required. If the date of the make-up midterm fell outside of the dates indicated on your original medical note/other documentation, then a new medical note/other appropriate documentation must also be submitted.

Importance of Three Business Day window:

- 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 **exceptional circumstances**. 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.

NOTE: Assignments due at end of term

- 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).

NOTE: Final Exams

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).

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.