



PSYB70

COURSE SYLLABUS

METHODS IN PSYCHOLOGICAL SCIENCE

PSYB70. Methods in Psychological Science

The Basics

Course information

Course name: PSYB70H3. Methods in Psychological Science

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

Section: Summer 2020, LEC99

Delivery: This is an online course. Please see Quercus to access the online content

Your teaching team

Course Instructor: Dr. Kosha Bramesfeld



See Quercus to learn more about your teaching team

Contact me: See “Contact Us” on Quercus for details

Course email: psyb70.uts@utoronto.ca

Office hours: ‘Virtual’ office hours via Blackboard Collaborate

Teaching Assistants (TA):

- Nicole Cosentino
- Shouyu Ling
- Adam Frost
- Willem Le Duc

Facilitated Study Group Leaders (FSG):

- Desana Thayaparan
- Ryan Brudner

See Quercus for information about me, the TAs, FSG Leaders, and how to contact us.

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.

Articles. Journals articles are assigned throughout the term. See Quercus for details.

Course Description

This course focuses on content and skills central to effectively consuming and critiquing research in psychological science. Students will develop scientific literacy skills as they 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 gain practice finding, interpreting, and critically evaluating primary journal articles.

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.
- Practice identifying and critically evaluating research claims reported in the news, popular press, books, articles, and other sources.
- 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 evaluating research results presented in text, tables, and graphs.
- 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 12 weekly units. For each unit, you will be expected to **prepare** for class by reading textbook chapters and research articles, **engage** with the lectures by watching videos and completing activities, and **assess** your understanding of the learning content via article assignments, tests, and a final exam. Online content can be accessed via Quercus. Marks for the course will be distributed as follows:

Assessment category	Points	Percent
Engagement activities (20 x 2 pts each)	40	4.0%
Research article assignments	160	16.0%
Online midterm test 1 (Units 1-5)	200	20.0%
Online midterm test 2 (Units 1-9)	300	30.0%
Cumulative final exam (Units 1-12)	300	30.0%
Maximum Total Points / Percent	1000	100%

Navigating the course content

- **Course navigation:** Our Quercus home page provides easy navigation to the course syllabus, learning units, study guides, assignments, practice quizzes, and resources. The learning content for each unit can be found in the "Modules" section.
 - ❖ **Note:** The WebOption videos recorded last fall are not applicable to our course. Please access the learning content for this course via [Quercus](#).
- **Unit guides:** The weekly unit guides provide an overview of the learning activities for each unit and an outline of key terms, concepts, and figures for that unit.

Managing your time

You should plan to spend at least 5 hours per week actively engaging with the course:

- **Prepare:** At least 1 hour preparing for each unit by reading the chapters and articles.
- **Engage:** At least 3 hours engaging with the unit lessons, videos, and activities.
- **Assess:** At least 1 hour per week working on the assignments for the course.
- **Study:** You may find that additional study time is required to fully learn the content.

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 assigned journal articles (see Quercus for details). These journal articles play a central role in the research article 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 aim to have a baseline understanding of the assigned textbook chapters and articles prior to engaging with the lectures and activities for each unit.

Unit Lessons: Videos and engagement activities

Each weekly unit is associated with **two lessons (Lesson A and B)**. Each lesson includes up to 60-90 minutes of video lectures and learning activities for a total of 2.5 to 3 hours of active learning content per week. I strongly encourage you to schedule specific, designated times for engaging with this content. I recommend scheduling either two 90-minute periods, three 60-minute periods, or four 45-minute periods to complete the lessons. Find the schedule and rhythm that works best for you.

Videos: Fully integrated and accessible

The course now includes fully integrated and accessible lecture videos. Each video is approximately 10 to 40 minutes long and includes captions, transcripts, and the ability to download and watch the videos offline. The videos are 'interactive' in that most of them include integrated activities, thought exercises, and knowledge checks. With that said, these videos are newly created and being offered for the first time this Summer 2020. As such, there may be some technical glitches to work out along the way. If you notice any errors in the video or experience troubles with access, captioning, transcripts, or download features, please report these problems on our Q&A Discussion Board: Report a technical glitch or error.

Engagement activities: Discussions, activities, and checks of understanding

For most units, there are two activity sets per week (**Activity A and Activity B**), corresponding with the two lessons of that unit. These engagement activities are designed to provide you with a low-risk way to engage with the course content, assess your understanding of the material, explore real-world applications, and get to know your classmates better. Each set of activities is worth 2 points. Some of the activities are participatory. Others are graded based on performance. Either way, you can attempt the activity as many times as you need to work towards mastery. Only your highest mark will count towards your activity grade. To earn full credit, you must submit the activity by the posted deadline. After the deadline, you can still submit the activity for credit, but there will be a 5% late penalty. (Late penalties will be waived during the first two weeks of the course to allow students time to get adjusted). There are 22 activities throughout the term (for a total of 44 points), but your mark will be calculated out of 40 points. As such, you can miss up to 4 activity points without penalty. If you earn more than 40 activity points, the extra points can be applied to your assignment grade. If you miss more than 4 points, you can use the make-up assignment to make-up for the points. See Quercus for details.

Research article assignments

There are six research article assignments throughout the term. The first assignment focuses on finding and citing research articles. The remaining five assignments involve reading and critiquing journal articles. The first four assignments are worth 25 points each and the last two assignments are worth 30 points each. You will have at least two weeks to complete each assignment. See Quercus for assignment details.

Planning for the Engagement Activities and Assignments

- **Deadlines.** Assessments should be submitted via Quercus using the instructions provided. Submissions are due by **11pm** on their posted deadline.
- **Late assignments.** Late assignments and engagement activities for the course can be submitted past the posted deadline, but there will be a 5% per day penalty for each day that it is submitted late. Late penalties can be made up by completing the make-up assignment. All assessments must be submitted no later than August 13.
- **Make-up assignment.** One make-up assignment worth 30 points will be posted by July 20. This make-up assignment will be available to everybody in the course, without the need for special request or documentation. This assignment can be used to replace up to 30 missed engagement and/or assignment points (in any combination) that were missed due to a missed opportunity, poor performance, and/or late penalties. The make-up assignment is due no later than August 13.

AccessAbility Accommodations for Activities and Assignments

- If you receive extensions on assignments for AccessAbility purposes, and you need an extension on one of the weekly activity sets or one of the six research article assignments for this course, please send an email to (psyb70.uts@utoronto.ca) **and** (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. Upon receipt, I will set up the extension on Quercus. If you have any other AccessAbility concerns about the assignments, please feel free to reach out to me directly (psyb70.uts@utoronto.ca) so that we can work together to identify a satisfactory plan for assignment completion.

Practice Questions

Each unit of the course includes a set of optional, ungraded practice questions that can be used to assess your understanding of the learning content. Each practice quiz includes 5 questions drawn at random from a larger pool of questions from that unit. You can have unlimited attempts with each practice quiz and will get a new combination of questions with each attempt. This is a great way to learn the content, while assessing your understanding of the course material.

Online Midterm Tests

The midterm tests will be administered online during a specific 2-hour-long period scheduled by the registrar's office. The tests will include a combination of multiple choice, short answer, and essay questions. Some of the multiple choice questions will be displayed one at a time and must be answered in the order provided. Some of the short answer and essay questions may require you to submit photographed and/or audio or video-recorded work. Internet access, web browsing capabilities (to access PsycINFO and online articles), photo scanning, and/or audio-video capture may be required. The exact format, number of questions, and requirements will be announced at least two weeks in advance of each test. Our teaching team will do our best to work with the Psychology Department to accommodate unique circumstances.

- **Online Midterm Test 1.** The first midterm test is worth 200 points (20% of your final grade) and will focus on Units 1-5. It will be scheduled for mid-June.
- **Online Midterm test 2.** The second midterm test is worth 300 points (30% of your final grade) and will focus on Units 1-9. It will be scheduled for mid-July.

Final Exam

- **Date, time, and location.** The two-hour final exam will be scheduled by the registrar's office and will take place during the final exam period (currently scheduled for August 18-30). Because of the rapidly developing COVID situation, it is difficult to predict whether campus will be open for an in-person final exam or not. As such, the final exam may take place in-person or online or via some combination of the two. If an in-person exam is scheduled, efforts will be made to accommodate students with unique circumstances.
- **Final exam format.** The final exam will be cumulative and will cover content from all 12 units of the course. The final exam may include multiple choice, short answer, and/or essay questions and may involve online, written, and/or oral components. Internet, web browsing, photo scanning, and audio-video capture capabilities may be required. The exact format, number of questions, and requirements will be announced no later than the end of July.

A note on academic integrity for online assignments, tests, & exams

Online courses offer unique challenges when it comes to academic integrity. All of the online assessments for the course will be administered 'open book and open notes'. You are welcome to use your own personal notes and resources. With that said, I want to be very clear that sharing, soliciting, discussing, and/or accessing questions, content, and/or answers from the assignments, tests, and/or exams of this course -- outside of the sanctioned assessment context -- will be considered a violation of the university's [Code of Behaviour on Academic Matters](#). Even the mere act of accessing the Reddit thread, Facebook page, Google document, email thread, Chegg site, etc. [...insert name of depository, website, or resource here] on which this content is posted could be enough to get you into academic trouble. Avoid the temptation to cheat and protect yourself by reporting illicit content if you do stumble upon it accidentally.

Course Schedule

Please see Quercus for access to the articles, activities, and assignments. The course schedule is subject to revisions with advanced notice to best meet learning outcomes.

Unit	Unit Topics and Readings	Activities	Assessments
Unit 1 May 11-17	Intro to Psychological Science <input type="checkbox"/> Read: Course syllabus, Ch. 1 & 2	<input type="checkbox"/> Activity 1A <input type="checkbox"/> Activity 1B	
Unit 2 May 18-24	Evaluating research claims <input type="checkbox"/> Read: Ch. 3	<input type="checkbox"/> Activity 2A <input type="checkbox"/> Activity 2B	
Unit 3 May 25-31	Research ethics and transparency <input type="checkbox"/> Read: Ch. 2 & 4	<input type="checkbox"/> Activity 3A <input type="checkbox"/> Activity 3B	<input type="checkbox"/> Assignment 1 (due June 7)
Unit 4 June 1-7	Understanding research results <input type="checkbox"/> Read: Ch. 7 & 8, Articles 1 & 2	<input type="checkbox"/> Activity 4A <input type="checkbox"/> Activity 4B	
Unit 5 June 8-14	Frequency and association claims <input type="checkbox"/> Read: Ch. 7 & 8, Articles 1 & 2	<input type="checkbox"/> Activity 5 <input type="checkbox"/> Test (U1-5)	Midterm Test 1 (date/time TBD)
Unit 6 June 15-21	Understanding measurement <input type="checkbox"/> Read: Ch. 5 & 6, Article 3	<input type="checkbox"/> Activity 6A <input type="checkbox"/> Activity 6B	<input type="checkbox"/> Assignment 2 (due July 5)
Due to reading week there are no class activities or assignments June 23-27			
Unit 7 June 29-5	Claims of causality <input type="checkbox"/> Read: Ch. 10, Article 4	<input type="checkbox"/> Activity 7A <input type="checkbox"/> Activity 7B	<input type="checkbox"/> Assignment 3 (due July 12)
Unit 8 July 6-12	Experimental designs <input type="checkbox"/> Read: Ch. 10 & 12, Article 5	<input type="checkbox"/> Activity 8A <input type="checkbox"/> Activity 8B	<input type="checkbox"/> Assignment 4 (due July 19)
Unit 9 July 13-19	Interpreting factorial designs <input type="checkbox"/> Read: Ch. 10 & 12, Article 5	<input type="checkbox"/> Activity 9 <input type="checkbox"/> Test (U1-9)	Midterm Test 2 (date/time TBD)
Unit 10 July 20-26	Quasi-experiments and regression <input type="checkbox"/> Read: Ch. 9, 11, & 12, Article 6	<input type="checkbox"/> Activity 10A <input type="checkbox"/> Activity 10B	<input type="checkbox"/> Assignment 5 (due Aug. 2)
Unit 11 July 27-2	Interpreting data patterns <input type="checkbox"/> Read: Ch. 14, Article 7	<input type="checkbox"/> Activity 11A <input type="checkbox"/> Activity 11B	<input type="checkbox"/> Assignment 6 (due Aug. 13)
Unit 12 Aug 3-9	Putting it all into context <input type="checkbox"/> Read: Review Units 1 – 12	<input type="checkbox"/> Activity 12A <input type="checkbox"/> Activity 12B	Make-up assignment
Your feedback matters! Please fill out your course evaluations! (See Quercus)			
FINAL EXAM: The date, time, location, and format to be determined			

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

For Summer 2020, **July 27** is the deadline to drop courses without academic penalty.

Textbook Readings

The assigned chapters come from the 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.
- ❖ See Quercus for a list of Frequently Asked Questions (FAQ) about the textbook

Journal Article Readings

The following articles will be placed on library course reserves by the third week of the course:

ARTICLE 1: Mehl, M. R., Vazire, S., Ramírez-Esparza, N., Slatcher, R. B., & Pennebaker, J. W. (2007). Are women really more talkative than men? *Science*, 317(5834), 82-82. <https://www-istor-org.myaccess.library.utoronto.ca/stable/20036647>

ARTICLE 2: Mehl, M. R., Vazire, S., Holleran, S. E., & Clark, C. S. (2010). Eavesdropping on happiness: Well-being is related to having less small talk and more substantive conversations. *Psychological science*, 21(4), 539-541. <https://journals-sagepub-com.myaccess.library.utoronto.ca/doi/full/10.1177/0956797610362675>

ARTICLE 3: Bramesfeld, K. D. (2020). A Selective Review of the Psychometric Properties of the Motivated Strategies for Learning Questionnaire (MSLQ). [Download the PDF](#).

ARTICLE 4: Baghdady, M., Carnahan, H., Lam, E. W., & Woods, N. N. (2014). Test-enhanced learning and its effect on comprehension and diagnostic accuracy. *Medical education*, 48(2), 181-188. <http://dx.doi.org/10.1111/medu.12302> <https://doi-org.myaccess.library.utoronto.ca/10.1111/medu.12302>

ARTICLE 5: Deslauriers, L., McCarty, L. S., Miller, K., Callaghan, K., & Kestin, G. (2019). Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom. *Proceedings of the National Academy of Sciences*, 116(39), 19251-19257. <https://www-pnas-org.myaccess.library.utoronto.ca/content/116/39/19251>

ARTICLE 6: Bartels, J. M., & Magun-Jackson, S. (2009). Approach–avoidance motivation and metacognitive self-regulation: The role of need for achievement and fear of failure. *Learning and Individual Differences*, 19(4), 459-463. https://journals-scholarsportal-info.myaccess.library.utoronto.ca/details/10416080/v19i0004/459_amamstfaaf.xml

ARTICLE 7: Adesope, O. O., Trevisan, D. A., & Sundararajan, N. (2017). Rethinking the use of tests: A meta-analysis of practice testing. *Review of Educational Research*, 87(3), 659-701. <http://dx.doi.org.myaccess.library.utoronto.ca/10.3102/0034654316689306>

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 groups¹. 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/>

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

SUMMER 2020: 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.

Submit via email to: Keely Hicks, Departmental Assistant, keely.hicks@utoronto.ca

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 **ASSIGNMENTS** or **TERM TESTS** due to **FLU-LIKE SYMPTOMS or SELF-ISOLATION REQUIREMENTS:**

- Email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), and
- **Declare** your absence on [ACORN](#) (Profile & Settings > Absence Declaration)

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

- Email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), along with the Self-Declaration of Student Illness Form (uoft.me/PSY-self-declare-form).

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

- Email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), along with a scan/photo of the **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 ER.
- Forms are to be completed in full, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration # 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 accommodations required.

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 1-7 more days), email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), and attach a **copy of your letter**. Specify how many days extension you are requesting in your email.
- 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 **ASSIGNMENTS** or **TERM TESTS** in **OTHER CIRCUMSTANCES:**

Email the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>) form to Keely (keely.hicks@utoronto.ca), along with:

- For the **death of a family member/friend**, provide a copy of the 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 (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 (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 determine appropriate documentation.

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

As stated above, your documents must be submitted **within three (3) business days** of the deadline for the missed work.

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.

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting the requirements of your accommodation, you must repeat the missed term work procedure to request additional accommodations.

(E.g.) If you miss a make-up midterm, you would need to submit another 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 within the three business day window, **you must email Keely** (keely.hicks@utoronto.ca) **within the three business day window** to explain the nature of the delay, and when you will be able to provide your documents. Exceptions to the documentation deadline will only be made under exceptional circumstances.

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.uts.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.uts.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 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/>

Academics²

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/>

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.