



PSYB70

COURSE SYLLABUS

METHODS IN PSYCHOLOGICAL SCIENCE

PSYB70. Methods in Psychological Science

Course information

Course name: PSYB70H3. Methods in Psychological Science

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

Section: Fall 2020, LEC99; see [Quercus](#) for course access

This is an online course. The [weekly videos and learning activities](#) are delivered asynchronously, meaning that you can complete them on your own time within a specified time period. In contrast, the [midterm tests and final exam](#) for the course are scheduled for a specific time. You must make arrangements to have access to a quiet location, reliable laptop or desktop, and stable internet access for these test times.

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.utsc@utoronto.ca

Office hours: ‘Virtual’ office hours via Blackboard Collaborate

Teaching Assistants (TA):

- Nicole Cosentino
- Willem Le Duc
- Dylan Yeates
- Shreya Jagtap
- Greer Gillies
- Dan Krzyzanowski

Facilitated Study Group Leaders (FSG):

- Desana Thayaparan
- Adrian Velasco

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

Required readings

Textbook: Morling, B. (2018). *Research Methods in Psychology. Third Edition.* W.W. Norton & Company, Inc. (If you experience financial barriers to accessing the textbook, please contact me at PSYB70.utsc@utoronto.ca).

- ❖ Inquisitive is completely optional. It is not required for our course and is not formally integrated into the 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 Structure

This online 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 online content by watching videos and completing activities, and **assess** your understanding via practice quizzes, midterm tests, and a final exam.

The key purpose of each element of the course is outlined below:

- The **textbook readings** are designed to provide you with a basic introduction to the terms and concepts.
- The **video lessons** provide you with concrete examples of how that material can be used across various contexts.
- The **research articles** give you an opportunity to view real scientific applications of the concepts.
- The **engagement activities** provide you with guided practice applying that concepts to new situations.
- Finally, the **practice quizzes, tests, and final exam** assess your ability to understand and apply those concepts on your own.

Navigating the online course content

- **Course navigation:** Our Quercus home page provides easy navigation to the course syllabus, lessons, study guides, activities, tutorials, tests, exams, and other resources. The content for each unit can be found in the "Modules" section.
- **Unit guides:** The weekly unit guides provide a checklist of activities and an overview of the key terms, concepts, and figures.

Managing your time

You should plan to spend **5-10+ hours per week** actively engaging with the content:

- **Prepare:** Spend at least 2 hours preparing by reading the chapters and articles.
- **Engage:** Spend approximately 3 hours engaging with the unit videos and activities.
- **Assess:** Spend as much time as needed practicing and working towards mastery.

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. 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. These readings will be integrated into the lessons, activities, tutorials, and major assessments for the course. You should aim to have a baseline understanding of the assigned textbook chapters and articles prior to engaging with the lessons for each unit. See Quercus for answers to frequently asked questions about the textbook and readings.

Unit Lessons: Videos and engagement activities

Each weekly unit is associated with **two lessons (Lesson A and Lesson B)**. Each lesson includes up to 90 minutes of video lectures and learning activities for a total of up to 3 hours of active learning content per week. I strongly encourage you to explicitly schedule specific, designated times for engaging with this content (e.g., two 90-minute blocks per week, three 60-minute blocks per week, or four 45-minute blocks per week).

Study guides: Activity checklist and unit guide

The beginning of each unit starts with a link to a downloadable study guide. The study guide provides you with a checklist of each week's learning activities and a detailed outline of key terms and concepts from each of the videos. They also include the course-specific infographics, concept maps, images, graphs, and figures from each of the videos.

Videos: Fully integrated and accessible

Each unit includes several fully integrated and accessible lecture videos. These videos are 10 to 40 minutes long with captioning, transcripts, and the ability to download them and watch offline. The videos are 'interactive' in that most of them include integrated activities, thought exercises, and knowledge checks.

Engagement activities and assignments

Each unit also includes several engagement activities and assignments. These 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. See the section on [engagement activity tracking](#) to learn more about how these activities factor into your grade.

Learning resources: Q&A, tutorials, FSGs, and practice resources

The following resources are available to help you study the content. Please note that all of these resource are optional and ungraded. There are no points or marks associated with any of them. See Quercus for details.

- **FAQs.** Contains a list of frequently asked questions and answers.
- **Course Q&A.** A forum where you can post your questions about the course as they arise. Our teaching team will provide a response, often within the same day.
- **Online tutorials.** Provides an opportunity to meet with a member of our teaching team in real time via Bb Collaborate to ask questions, work through sample problems, and receive clarification about upcoming assessments.
- **FSG sessions.** Facilitated Study Groups are student-led collaborative learning sessions for students who want to improve their study skills, while also practicing challenging content from the course.
- **Practice quizzes and practice tests.** Each unit ends with an optional, ungraded practice quiz. A practice test will be posted prior to the midterm tests and final exam.

Course Requirements

COVID-19 Note: As we learn more about COVID-19 and adapt to online teaching, there is a recognized need for flexibility as the department and university may need to change or adapt their policies at a moment's notice to respond to new information. Please view this syllabus as the tentative plan for the term that is subject to change (with student feedback) in response to these challenges.

Marks for the course will be distributed as follows:

Assessment category	Points	Percent
Midterm test 1 (near the end of Week 4)	250	25%
Midterm test 2 (near the end of Week 8)	300	30%
Final exam (during the final exam period, Dec 10-22)	300	30%
Engagement activities and assignments	150	15%
Maximum Total Points / Percent	1000	100%

Midterm tests and final exam

Your grade in the course will be determined by your performance on two midterm tests and a final exam. The dates and times of the midterm tests and final exam will be scheduled by the registrar's office. Each of these assessments will be administered online as part of a two-hour timed test. There will be two parts to each test:

- **Part A: Foundations.** The first part of the test will include approximately 30 multiple choice questions that assess your conceptual understanding of the foundational content of the course. You will have up to one hour to complete the multiple choice portion of the test.
- **Part B: Practical Applications.** The second part of the test will include 1 to 3 practical application sets. Each set will include a description of a research study, along with several multiple choice, matching, fill-in-the-blank, and/or short answer questions. These questions test your ability to understand, interpret, and think critically about the methods and results of a research study. You will have at least one hour to complete the practical applications part of the test.

Midterm Test 1

Midterm Test 1 is worth 25% of your total course grade. It will cover content from Units 1-4. This test is likely to take place near the end of Week 4 (probably on October 2nd, 3rd, or the 5th). Details about the exact format of the test will be posted on Quercus at least one week in advance of the test. (Go to Modules → Midterm Test 1 Information).

Midterm Test 2

Midterm Test 2 is worth 30% of your total course grade. It will cover content from Units 1-8 (with a focus on Units 5-8). This test is likely to take place near the end of Week 8 (probably on November 6th, 7th, or the 9th). Details about the exact format of the test will be posted on Quercus at least one week in advance of the test. (Go to Modules → Midterm Test 2 Information).

Midcourse review

After the second midterm test, your performance in the course will be reviewed. If you are performing well in the course, you will be encouraged to advance directly to the advanced topics covered in Units 9-12 (factorial designs, quasi-experiments, and data patterns). If you are struggling in the course, you will be provided with an opportunity to spend weeks 9-12 reviewing the basic foundational material.

Final exam

The final exam is worth 30% of your total course grade and will be scheduled by the registrar's office during the final exam period (December 10 – 22). The final exam is comprehensive and will cover all 12 units of the course.

Accommodations

If you receive AccessAbility accommodations, please register with [MyAims](#) as soon as the test dates are announced. This will provide AccessAbility and our team plenty of time to work together to set up your accommodations. To request a make-up for a midterm test, you must follow the [Psychology Department's Missed Term Work Policy](#). For the final exam, requests to [defer the final](#) are made through the registrar's office.

Grade disputes

If you suspect that an error was made in calculating any aspect of your grade, please submit a [suspected marking error](#) report. We will review your mark and make adjustments as necessary.

A note on academic integrity for online tests and 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. BUT:

- **General:** You must adhere to the [Code of Behaviour on Academic Matters](#).
- **Own work:** You must be the one to complete any work submitted in your name.
- **No communication:** Any communication of any kind with another student during a test or exam, in any form, will be considered an academic integrity violation.
- **No question solicitation or sharing:** Sharing, soliciting, discussing, and/or accessing questions, content, and/or answers from the assignments, tests, and/or exams of this course will be considered an academic integrity violation.
- **No question access:** The mere act of accessing Reddit, Facebook, Google doc, email, Chegg site, etc. [...insert name of depository, website, or resource here] on which course content is posted could be enough to get you into academic trouble.
- **No shared notes:** If you have created shared notes (e.g, in Google docs), they must be downloaded for use prior to the start of the test/exam. Accessing the document at the same time as another student during the test/exam will be considered cheating.
- **If you notice it, report it:** Avoid the temptation to cheat and protect yourself by reporting illicit content if you do stumble upon it accidentally.

Engagement activity tracking

To incentivize you to complete the weekly learning activities, each activity has been assigned a point value of 1 to 10 engagement points. There will be approximately 10-15 engagement points made available per week, for a total of at least 170 engagement points offered throughout the term. Your highest scoring 150 points will count towards your engagement grade. (Which means that you can miss up to 20 engagement points without penalty). Because most of the activities are either participatory, or you can continue working on them until you have reached mastery, most students find that these activities serve to provide a bit of a “boost” to their grades.

- **Deadlines.** To help you manage your time and stay on task, the engagement activities are associated with weekly deadlines. If you are meeting these deadlines, you are “on track” with the course.
- **Late submissions.** You can continue to submit the activities for this course without penalty up until the close date of that assignment. For many of the assignments, the close date is December 7 (the last day of classes). However, there are some interaction-based activities that do have a specific close date to ensure that the group discussions and feedback occur within a specified window of time. These activities cannot be submitted after their close date; no exceptions. Please note that if you submit an activity late, the activity will be flagged as late in your gradebook, but no late penalties are applied. If you are submitting a lot of the activities late, please use this as a warning sign that you are falling behind in the course.
- **Poor performance / missing activities.** For most of the activities, you can continue attempting the activity until you have maximized the number of points that can be earned. With that said, if you do miss points due to poor performance or due to the occasional missed activity, feel assured that there will be at least 170 points offered throughout the term. Only your highest 150 points will count towards your grade. As such, you can miss up to 20 engagement points without penalty.
- **AccessAbility accommodations and extension requests.** The engagement activities for this course are set up so that extension requests are not necessary. Most of the activities for the course can be submitted late up until the last day of class (December 7), without penalty. The few activities that do have a hard deadline have these deadlines because they are discussion-based activities that require a response within a specified amount of time. Therefore, an extension would not make sense. To account for the possibility that you may occasionally miss a discussion-based activity, you can miss up to 20 engagement points without it hurting your grade.
 - With that said, if you have extenuating circumstances that would result in you not being able to complete the engagement activities prior to December 7, or will result in you missing enough discussion-based activities to hurt your overall grade, you can follow the [department's missed term work policy](#) to submit documentation of your extenuating circumstances to initiate a discussion about whether or not it would make sense to transfer the weight of the engagement activities (15%) on to the final exam.

Course Schedule

Please see Quercus for access to the online lessons and activities. The exact course schedule is subject to revisions with advanced notice to facilitate midterm test dates, accommodate the COVID pandemic response, and/or to best meet learning outcomes.

Unit	Unit Topics and Readings		Lessons and activities
Unit 1 Sept. 8-13	Intro to psychological science <input type="checkbox"/> Read: Course syllabus, Ch. 1 & 2		<input type="checkbox"/> Lesson 1A (see Quercus) <input type="checkbox"/> Lesson 1B (see Quercus)
Unit 2 Sept. 14-20	Research ethics <input type="checkbox"/> Read: Ch. 4		<input type="checkbox"/> Lesson 2A (see Quercus) <input type="checkbox"/> Lesson 2B (see Quercus)
Unit 3 Sept. 21-27	Evaluating research claims <input type="checkbox"/> Read: Ch. 3 + find a media article		<input type="checkbox"/> Lesson 3A (see Quercus) <input type="checkbox"/> Lesson 3B (see Quercus)
Unit 4 Sept. 28-4	Finding and reading research <input type="checkbox"/> Read: Readings 1-3, Articles 1 & 2		<input type="checkbox"/> Lesson 4A (see Quercus) <input type="checkbox"/> Midterm Test 1 (Date TBD)
Unit 5 Oct. 5-11	Frequency and association claims <input type="checkbox"/> Read: Ch. 7 & 8, Articles 1 & 2		<input type="checkbox"/> Lesson 5A (see Quercus) <input type="checkbox"/> Lesson 5B (see Quercus)
READING WEEK – NO NEW CONTENT (Oct. 10-16)			
Unit 6 Oct. 19-25	Measuring variables <input type="checkbox"/> Read: Ch. 5 & 6, Reading 4		<input type="checkbox"/> Lesson 6A (see Quercus) <input type="checkbox"/> Lesson 6B (see Quercus)
Unit 7 Oct. 26-1	Manipulating variables <input type="checkbox"/> Read: Ch. 10, Article 3		<input type="checkbox"/> Lesson 7A (see Quercus) <input type="checkbox"/> Lesson 7B (see Quercus)
Unit 8 Nov. 2-8	Experimental designs <input type="checkbox"/> Review: Ch.1-8; 10; articles/readings		<input type="checkbox"/> Lesson 8A (see Quercus) <input type="checkbox"/> Midterm Test 2 (Date TBD)
Unit 9 Nov. 9-15	Basics revisited Ch. 3 & 4	Factorial designs Ch.10&12, Article 4	<input type="checkbox"/> Lesson 9A (see Quercus) <input type="checkbox"/> Lesson 9B (see Quercus)
Unit 10 Nov. 16-22	Foundations Ch. 5 – 8	Quasi-experiments Ch.9,11,13, Article 5	<input type="checkbox"/> Lesson 10A (see Quercus) <input type="checkbox"/> Lesson 10B (see Quercus)
Unit 11 Nov. 23-29	Experiments Ch. 10 – 12	Data patterns Ch. 14, Article 6	<input type="checkbox"/> Lesson 11A (see Quercus) <input type="checkbox"/> Lesson 11B (see Quercus)
Unit 12 Nov. 30-6	Putting it all into context <input type="checkbox"/> Review: Units 1 – 12, readings		<input type="checkbox"/> Lesson 12A (see Quercus) <input type="checkbox"/> Lesson 12B (see Quercus)
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.utsc.utoronto.ca/registrar/dates-and-deadlines>

For Fall 2020, **November 27** is the deadline to drop courses without academic penalty.

Textbook Readings

Chapters readings come from: Morling, B. (2018). *Research Methods in Psychology, Third Edition*. W.W. Norton & Company, Inc.

Supplemental Readings

*See the weekly unit modules Course Information: Readings for access:

READING 1: Bramesfeld, K. D. (2020). *Research transparency*.

READING 2: Bramesfeld, K. D. (2020). *The Plagiarism Prevention Tutorial*.

READING 3: Bramesfeld, K. D. (2020). *PsycINFO Scavenger Hunt*.

READING 4: Bramesfeld, K. D. (2020). *A Selective Review of the Psychometric Properties of the Motivated Strategies for Learning Questionnaire (MSLQ)*.

Journal article readings

The following articles can be accessed via the link provided or through library course reserves:

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-jstor-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: 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 4: Yong, P. Z., & Lim, S. W. H. (2016). Observing the testing effect using Coursera video-recorded lectures: A preliminary study. *Frontiers in psychology*, 6, 2064.
<https://doaj.org/article/023beb722563473f82376bed907b9ea8>

ARTICLE 5: 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_amamstfaafof.xml

ARTICLE 6: 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

Key points to remember:

- **Submission deadline:** Missed term work requests should be submitted within three (3) business days of the deadline for the missed work.
- **Missed term work form:** You must submit a completed Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>).
- **Documentation:** You must submit appropriate documentation, such as an [ACORN](#) declaration, [self-declaration](#), medical note, death certificate, letter from your AccessAbility consultant, or other appropriate documentation (see the information below for details).
- **Submission:** Submit your form and documentation to Keely Hicks, Departmental Assistant, keely.hicks@utoronto.ca within three (3) business days of the deadline for the missed work.

Time Zone conflicts

If you are physically in a different time zone and a quiz or midterm is scheduled outside of 7:00am to midnight in your local time, you may use the following form to request special arrangements. Note that the form is only for term work. [Final exam conflicts](#) are handled by the Registrar's Office.

The form must be submitted **at least ten (10) business days before the activity**.

Form: <https://uoft.me/PSY-TimeZone>

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

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.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.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.