PSYD20: Current Topics in Developmental Psychology
The Effects of Media and Screen Time on Human Development
0.5 credits
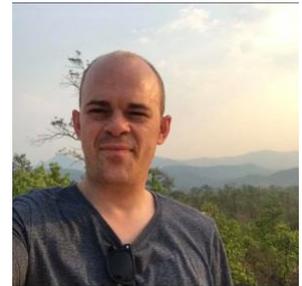
University of Toronto, Scarborough
Fall Term, 2020
Wednesdays, 1:10-3:00PM, via Bb Collaborate

Instructor: Dr. Kyle Danielson
Email: k.danielson@utoronto.ca
Office Hours: By appointment most Wednesdays and Fridays at calendly.com/kdanielson

Dr. Kyle Danielson is an Assistant Professor (Teaching Stream) in the Department of Psychology at the University of Toronto, Scarborough. He completed his PhD at the University of British Columbia in Vancouver, researching language development among 6- to 12-month-old infants. He is interested in linguistic and cognitive development among typically and atypically developing children. At UTSC, he teaches courses in introductory psychology, lifespan development, and the psychology thesis course.

I.   **Course Description, Prerequisites, and Learning Goals**
   PSYD20 is a "current topics" course in developmental psychology, meaning that the topic often changes from term to term and typically addresses a current question in the field. This term, the main question that we will be exploring is: "What are the effects of media on human development?" Although researchers in many areas of scientific enquiry (e.g., sociology, media studies, education) may be interested in such a question, we will be exploring it predominantly from the perspective of psychological science. Various domains of human development will be studied: behavioural, emotional, social, cognitive, intellectual, and psychopathological. Each week, we will devote the class to a different form of media and a different area of human development, relying on empirical studies within the field that speak to the interaction between the two. In keeping with the "current" title of the course, this term we will be paying special attention to the interaction between the media, screen time, and the global pandemic.

<u>By the end of this course, you should…</u>

- …be able to proficiently discuss the various possible interactions between modern media and psychological change across the lifespan, drawing on empirical evidence from the field
- …have a nuanced understanding of the challenges in conducting sound empirical research on naturally occurring phenomena such as media exposure
- …be very familiar with the major self-report, behavioural, physiological, and neurological methods used in conducting such empirical studies with developing populations
- …be proficient in finding, reading, analyzing, and critiquing empirical journal articles and incorporating their findings into your own work
- …be comfortable expressing your own ideas, designs, and critiques both verbally and in writing
- …be experienced in proposing a major research design to explore the effects of media on human development

Prerequisites: [PSYB01 or PSYB04 or PSYB70] and [PSYB07 or STAB22 or STAB23] and PSYB20 and 0.5 additional credits at the C-level in Psychology. Enrolment in a Specialist or Major program in Mental Health Studies, Psychology, or Neuroscience.
Exclusions: PSY410H

II. **Course Readings**
There is no textbook for this course. Instead, the course readings will be comprised of **articles from scientific journals** and **chapters of scientific books**. Most readings can be found online using the University of Toronto library system. If a reading is unavailable through the Library, it will be posted on Quercus at least two weeks in advance of its due date.

Please note: as described above, one of the learning objectives for this course is to **find** scientific journal articles. Instead of finding prepared links to the articles on Quercus, you will need to use the Library's system to find the article. If you require assistance in learning how to conduct a search for literature in the Library's system, please consult a member of the Library staff for assistance.

III. **Course website**
All information for the course, including this syllabus, updates to the course schedule, assignment submission, and assignment marks will be posted on Quercus (q.utoronto.ca). This term, class meetings will be held via Bb Collaborate, also available through Quercus. **It is your responsibility to check Quercus frequently, at least once a week, for important announcements and to monitor your U of T official email address for any correspondence.** It is good practice to review your Quercus notification settings at the beginning of each term to ensure that the system forwards announcements and other updates to your email address.

IV. **Course requirements (marks)**
There are **4 clusters** that comprise your mark in this course. **You will choose the weight of the marks—within a range—using a survey that will be due by 11:59pm on Wednesday, September 16. You may not change the weighting of your marks after you complete the survey.** If you do not complete the survey by that time, mark weighting will default to pre-

specified values in the middle of these ranges. The survey will be deployed on Quercus after the first class meeting of the term.

1. **Two journal article reflections (worth between 8 and 12% each, for a total of 16-24%)**
   - You will compose a short, 700-word maximum reflection on two journal articles of your choice from the course reading list
     - These reflections will be due the **Sunday <u>before</u> the journal article will be discussed in class, by 5:00pm Eastern time, on Quercus. If you miss a deadline for a particular reading, you cannot reflect upon that reading and must choose a different one.**
     - These reflections **will be shared with the presenters** responsible for each class so that they can incorporate your thoughts into their class preparation.
     - There is no specific format requirement for these reflections. However, each should **briefly** summarize the journal article (1-2 sentences), raise additional questions that you have about the topic of the article, and—if possible—critique the article on one or more components.
     - Each reading reflection should cite **at least one** additional journal article or scholarly book chapter. Generally, reflections will need to cite more than one additional source to earn a score of 3 (see below).
     - You may choose any of the journal articles that you wish, with the following exceptions:
       - You may only write one reflection per week
       - You may **not** choose to reflect on an article that you are presenting yourself in class
       - You must complete **at least one of your two reflections** by the **5:00pm deadline on October 11.** You may complete the other one by this date, too, or complete it in the second half of the term before the **November 15, 5:00pm deadline.**
     - The journal article reflections will be marked on a 3-point scale:
       - 0: incomplete or does not adhere to the requirements described here (score = 0%)
       - 1: minimal effort exerted, missing one or more of the major components of the assignment (summary, questions, critique) (score = 0-50%)
       - 2: good effort exerted, includes all of the major components of the assignment, may have some organizational errors or lack of clarity (score = 50-75%)
       - 3: excellent, graduate level work with all of the major components addressed and few to no errors (score = 80-100%, depending on quality)

2. **Lead a discussion topic** (in pairs or groups of 3) **(worth between 20 and 30%)**
   - **With a partner or two people of your choice,** you will lead the discussion for **half** of one class, focusing on **one** of the assigned readings for that week
   - These presentations will start during the third week of classes (September 23)

- The presentations are **not formal**. You should not use PowerPoint as a primary vehicle for your presentation, but you may use slides to conduct in-class exercises, present brief summaries or findings, present multimedia, etc.
- Kyle will attempt to model this discussion style during the second week of classes and for all topics that are not chosen by a group
- You should work with your partner(s) in advance of your chosen date to:
    - **Develop a set of questions and topics** to be discussed during the class, based your reading
    - **Summarize** the questions set out by your classmates in their journal discussions
    - **Supplement** the assigned reading with information from **at least one other scholarly source.** You must decide on this source by the preceding Sunday at 5:00pm Toronto time, in time for your classmates to take a look at it before class meets. If you are unsure whether a particular reading is appropriate, you should consult with Kyle in advance of the deadline.
    - Develop a **supplemental activity** for the class to participate in that relates to the week's topic. Ideas include (but are not limited to!) a video, a game, a writing assignment, or a hands-on activity. Multimedia is encouraged.
    - **Be prepared** for lulls in the conversation with additional questions and ideas for discussion. Note that you will partially be marked on your ability to continue the classroom conversation, so you should be prepared to engage your classmates accordingly.

- Further expectations for this presentation will be discussed in class. Kyle will use a detailed rubric to mark these presentations, which will be provided in advance of the first presentation on Quercus. They will be assigned numeric grades consistent with UTSC's letter grade scheme.

3. **Write a short introduction and methods section for a research proposal (choose percentages below)** on a topic of your choosing **within the context of the course theme**, focusing *heavily* on the **existing holes in the literature, the research question, your hypotheses, and the method** that you think will best answer your question, and **present** your proposal in a formal, in-class presentation at the end of the term
    - **Independently,** propose a research question that you would like to explore and have that question approved by Kyle by the middle of the term (**due on Quercus at 5:00pm on Sunday, October 11**). The research question need only be a sentence or two long.
        - The research question itself is not marked, but rather simply approved. However, you must turn this question in on time or your mark on the **whole** research proposal will be reduced by 5% per day (or partial day) late.
    - **Write a proposal** to answer your research question, in three sections:
        - **Introduction and Background** (worth between 10 and 20%). First draft is due on Sunday, November 1 by 5:00pm and will be circulated to two peers for their revisions. Final draft is due on Sunday, November 8 at 5:00pm.
            - What is the hole in the scientific literature that you are attempting to fill?

- What previous work has been done on this topic?
- What is your research question?
- What are your hypotheses?
- This portion of the assignment should be 750-1000 words in length.
- You must use **at least four** scholarly sources from journal articles or scientific books in this section. If in doubt about the legitimacy of an article, check with Kyle!
- Your citations and reference list must be in APA style
    - **Methods** (worth between 10 and 20%). First draft is due on Sunday, November 15 by 5:00pm and will be circulated to two peers for their revisions. Final draft is due on Sunday, November 22 at 5:00pm.
        - What method(s) do you propose to use to answer your research question?
        - What population will you sample from? What will your sample size and sample characteristics be?
        - What is the independent variable that you will manipulate?
        - What is/are the dependent variable(s) that you will measure?
        - What other variables will you have to control to ensure that your manipulation is successful?
        - Why is this method the most appropriate? What are its strengths? What potential weaknesses does it have? Why is it the best method to use anyway?
        - This section should be 500-750 words in length
    - Note that providing reviews for your classmates is part of this assignment and completion of your peer reviews will be worth 15% of your own grade on *each* the introduction and the methods sections.
- **Present your research question, hypotheses and methods in a 6- to 7-minute recorded, asynchronous PowerPoint presentation** (worth between 14 and 20%). These presentations are due on **Wednesday, November 25 at 5:00pm**.
    - Summarize your research question, methods, and application sections
    - Try to use **as many graphics** as possible and **as few words** as possible in your slides
- Each component of the research proposal will be marked using a detailed rubric, available in advance, using numeric grades consistent with UTSC's letter grade scale.
- During the last two weeks of classes (November 25 and December 2) we will have no synchronous meetings. Instead, you will view your classmates' presentations online and complete a peer review for each of them. This peer review component is worth 20% of your own presentation grade, so it is essential that you complete it. I hope that, by not having class those two weeks, it will give everyone (including me) time to carefully view the presentations.

4. **Class participation** (**worth between 6 and 9%**)
    - Participation in class is essential for you to meet the learning objectives for this course. It also makes class time pass more quickly and is more fun for everyone involved. Throughout the term, you are encouraged to speak up often and whenever you have something valuable to contribute. There are no silly contributions!

- To help you along, your participation mark will be structured as follows:
    - You **should** participate **during each class** during your classmates' topic presentations throughout the term
        - If you are unable to attend class, you may also participate by using the discussion post for each reading available on Quercus. These must be submitted by the *preceding* **Sunday at 5:00pm at the latest** to be counted toward your participation mark. This gives the presenters of the readings enough time to see the discussion and incorporate that into their presentation.
        - These are **separate** from any questions you may raise in your journal article reflections.

After fall Reading Week, Kyle will write a brief email to **each student** to give some feedback on your participation in the course so far. This will help you figure out what to change in order to boost your participation mark.

V.   Course schedule and reading list

Meeting Date	Topic and Readings	Agenda items for this week
9 September	**Introduction, Syllabus**	-Discuss finding partners for leading classroom discussion
16 September	**"Screen time" and development: a primer**	-Marking survey due by 11:59pm -Lottery for class discussion topics: come prepared with a list of preferences **Readings:** Anderson & Pempek (2005) Sweetser et al. (2012) Lauricella, Wartella, & Rideout (2015)
23 September	**Television/film and academic achievement**	**Readings:** Anderson et al. (2001) – see note Mares & Pan (2013)
30 September	**Video games and cognitive-behavioural development**	**Readings:** Boot et al. (2008) Gentile et al. (2004) -At least one of two reflections due October 4 by 5:00pm
7 October	**Smartphones and social development**	**Readings:** Kushlev & Dunn (2019) George & Odgers (2015) -Topic proposal due October 11 by 5:00pm
14 October	**No Class Fall Reading Week**	
21 October	**The news cycle and moral/emotional development**	**Readings:** Riddle et al. (2012) Kleemans, Schlindwein, & Dohmen (2017)
28 October	**Social media and social development**	Khalis & Mikami (2018) Ahn (2011) Uhls, Ellison, & Subrahmanyam (2017) -First draft of introduction due November 1 by 5:00pm
4 November	**Social media and psychological health and illness (1)**	Kross et al. (2013) Valenzuela, Park, & Kee (2009) -Final draft of introduction due November 8 by 5:00pm
11 November	**Social media and psychological health and illness (2)**	Hoge, Bickham, & Cantor (2017) Lin et al. (2016) Guntuku et al. (2017) -Second reading reflection due November 15 by 5:00pm -First draft of methods section due November 15 by 5:00pm

| 18 November | **The year 2030: What's next?** | **Readings:**
Parsons et al. (2017)
Parrish et al. (2016)
-Final draft of methods section due November 22 by 5:00pm |
| 25 November & 2 December | **Presentations**
(No synchronous class meetings) | -Presentation due November 25 by 5:00pm |

Bibliography (in order of assignment):

Anderson, D. R. & Pempek, T. A. (2005). Television and very young children. *American Behavioral Scientist, 48*(5), 505-522.

Sweetser, P., Johnson, D., Ozdowska, A., & Wyeth, P. (2012). Active versus passive screen time for young children. *Australasian Journal of Early Childhood, 37*(4), 94-98.

Lauricella, A. R., Wartella, E., & Rideout, V. J. (2015). Young children's screen time: The complex role of parent and child factors. *Journal of Applied Developmental Psychology, 36*, 11-17.

Anderson, D. R., Huston, A. C., Schmitt, K. L., Linebarger, D. L., & Wright, J. C. (2001). Early childhood television viewing and adolescent behavior: The recontact study [Chapters 2, 3, and 4]. *Monographs of the Society for Research in Child Development, 66*(1), 10-66. **Note: Assignment is only chapters 2, 3, and 4 of this monograph, and you should focus especially on Ch. 4.**

Mares, M.-L. & Pan, Z. (2013). Effects of *Sesame Street*: A meta-analysis of children's learning in 15 countries. *Journal of Applied Developmental Psychology, 34*, 140-151.

Boot, W. R., Kramer, A. F., Simons, D. J., Fabiani, M., & Gratton, G. (2008). The effects of video game playing on attention, memory, and executive control. *Acta Psychologica, 129*, 387-398.

Gentile, D. A., Lynch, P. J., Ruh Linder, J., & Walsh, D. A. (2004). The effects of violent video game habits on adolescent hostility, aggressive behaviors, and school performance. *Journal of Adolescence, 27*, 5-22.

Kushlev, K. & Dunn, E. W. (2019). Smartphones distract parents from cultivating feelings of connection when spending time with their children. *Journal of Social and Personal Relationships, 36*(6), 1619-1639.

George, M. J. & Odgers, C. L. (2015). Seven fears and the science of how mobile technologies may be influencing adolescents in the digital age. *Perspectives on Psychological Science, 10*(6), 832-851.

Riddle, K., Cantor, J., Byrne, S. & Moyer-Gusé, E. (2012). "People killing people on the news": Young children's descriptions of frightening television news content. *Communication Quarterly, 60*(2), 278-294.

Kleemans, M., Schlindwein, L. F., & Dohmen, R. (2017). Preadolescents' emotional and prosocial responses to negative TV news: Investigating the beneficial effects of constructive reporting and peer discussion. *Journal of Youth and Adolescence, 46*(9), 2060-2072.

Khalis, A. & Mikami, A. Y. (2018). Talking face-to-Facebook: Associations between online social interactions and offline relationships. *Computers in Human Behavior*, *89*, 88-97.

Ahn, J. (2011). The effect of social network sites on adolescents' social and academic development: Current theories and controversies. *Advances in Information Science*, *62*(8), 1435-1445.

Uhls, Y. T., Ellison, N. B., & Subrahmanyam, K. (2017). Benefits and costs of social media in adolescence. *Pediatrics*, *140*(S2), S67-S70.

Kross, E., Verduyn, P., Demiralp, E., Park, J., Lee, D. S., Lin, N., Shablack, H., Jonides, J., & Ybarra, O. (2013). Facebook use predicts declines in subjective well-being in young adults. *PLoS One*, *8*(8), e69841.

Valenzuela, S., Park, N., & Kee, K. F. (2009). Is there social capital in a social network site?: Facebook use and college students' life satisfaction, trust, and participation. *Journal of Computer-Mediated Communication*, *14*, 875-901.

Hoge, E., Bickham, D., & Cantor, J. (2017). Digital media, anxiety, and depression in children. *Pediatrics*, *140*(S2), S76-S80.

Lin, L. Y., Sidani, J. E., Shensa, A., … & Primack, B. A. (2016). Association between social media use and depression among U.S. young adults. *Depression and Anxiety*, *33*(4), 323-331.

Guntuku, S. C., Yaden, D. B., Kern, M. L., Ungar, L. H., & Eichstaedt, J. C. (2017). Detecting depression and mental illness on social media: An integrative review. *Current Opinion in Behavioral Sciences*, *18*, 43-49.

Parsons, T. D., Riva, G., Parsons, S., Mantovani, F., Newbutt, N., Lin, L., Venturini, E., & Hall, T. (2017). Virtual reality in pediatric psychology. *Pediatrics, 140*(S2), S86-S91.

Parrish, D. E., Oxhandler, H. K., Duron, J. F., Swank, P., & Bordnick, P. (2016). Feasibility of virtual reality environments for adolescent social anxiety disorder. *Research on Social Work Practice*, *26*(7), 825-835.

Please read the course policies below carefully. No exceptions can be made to the following.

1. <u>**Ethical and Responsible Conduct:**</u> Please treat yourself, your classmates, and your instructional team with respect both in and outside of class. The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

2. <u>**Academic Integrity:**</u> The University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (http://www.governingcouncil.utoronto.ca/policies/behaveac.htm) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

   Potential offences in papers and assignments include 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.

3. <u>**Lecture Recordings:**</u> This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session.

   Course videos and materials belong to your instructor, the University, and/or other source depending on the specific facts of each situation, and are protected by copyright. In this course, you are permitted to download session videos and materials for your own academic use, but you should not copy, share, or use them for any other purpose without the explicit permission of the instructor.

   For questions about recording and use of videos in which you appear please contact your instructor.

4. <u>**Late Work Policy:**</u> Late work is not accepted in PSYD20. Any work submitted after the due date and time will receive a score of 0%. For work missed due to extenuating circumstances, please see the following section: "Missed Term Work".

5. <u>**Missed Term Work:**</u> Everything described above is considered a required part of the class. Evaluation is most fair when all students complete all components with no special consideration being applied. However, in the case of some extenuating circumstances, you may apply to the Department or to the University for an exception to this missed work policy, using the procedures below. These policies below are standard for all courses in Psychology at UTSC. Note the clause below regarding term work due at the end of the semester: because the final paper is due on the last day of classes, only extensions of 5 days or fewer can be administered by the Psychology Department. Longer extensions must be petitioned through the Registrar's Office.

   <u>***Missed Term Work due to Medical Illness or Other Emergency***</u>

   All students citing a documented reason for missed term work must submit their request for accommodations <u>within three (3) business days</u> 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 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 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 <u>within three (3) business days</u> 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.

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 within the three business day window, you must email Keely (keely.hicks@utoronto.ca) <u>within the three business day window</u> 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.utsc.utoronto.ca/registrar/term-work).

6. **_Department of Psychology position on Grade Norms:_** The Department of Psychology at UTSC is committed to providing fair, consistent, and uniform delivery of its courses from year to year. As part of this commitment, the Department mandates that all D-level courses' final course averages are around 77%.

7. **_Grade Changes:_** Under no circumstances will the instructor of this course change a grade for an assignment, an exam, or for the course mark. There is no circumstance (not a health issue, or death in the family, or impending graduation prevented by failing this course) that is compelling enough for the instructor to do so. The only changes made to the course marks will be the ones provided to everyone, as detailed above in the section on Grade Norms. That is the only method that ensures fairness for everyone. Again, there are no exceptions here. Every semester I have to tell students "no", even when they present compelling excuses. Please do not put me in the awkward position of telling you "no" when you ask for a grade change. It will absolutely, under no circumstances, ever happen. You may, as always, petition the Registrar's Office if you believe that your mark has been calculated incorrectly.

8. **_AccessAbility:_** Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible.

    AccessAbility Services staff (located in Rm AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 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.

9. **_Religious Accommodation:_** The University has a commitment concerning accommodation for religious observances. I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. According to University Policy, if you anticipate being absent from class or missing a major course activity (like a test, or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

10. **_Online Learning and Educational Technology:_** This term is going to be different for all of us, and we will be using a number of new technologies and learning strategies, not all of which have been tested fully. It is really important that we all maintain patience and compassion for one another during this process. Please bear with me as I navigate teaching in this new environment, as I will do so when considering the difficulties of your learning in this new environment. Where there are technical issues that affect the entire class, I will make a strong effort to correct the problem in a way that is fair to everyone. If there are specific technologies or online accommodations that do not work for you in your particular situation (e.g., due to equipment constraints, living situations, time zones, etc.), please let me know as soon as possible so that we can come to a solution that works for you and is also fair to everyone else.