PSYD10. Community and Applied Social Psychology

Course Information

Course name: PSYD10H3S-LEC01. Community and Applied Social Psychology

Prerequisites: PSYB10H3 and [0.5 credit at the C-level from PSY courses in the 10-series or 30-series] and [PSYB70H3 or (PSYB01H3) or (PSYB04H3)] and [PSYB07H3 or STAB22H3 or STAB23H3]

Exclusions: PSYD15H3 (if taken in Spring or Fall 2019)

Class time: Online, Wednesdays, 3:10-5:00pm

Delivery: This is an online course. We meet **synchronously** (at the same time) once per week on Wednesdays from 3:10pm-5:00pm. Outside of class times, students work on independent readings, activities, and assignments. Please see Quercus for details.

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: kosha.bramesfeld@utoronto.ca

Office hours: 'Virtual' office hours via Blackboard Collaborate

Course website, readings, and materials

Materials for the course, including a link to the required readings, course announcements, assignment guidelines, and other resources will be posted on our course website on Quercus. The course website should be your first stop for most course questions and inquiries. Please make arrangements to access the materials on Quercus at least twice per week. https://q.utoronto.ca

Textbook

Readings for the course will include journal article readings (available on library course reserves) and chapters from the free online textbook:

Jason, L. A., Glantsman, O., O'Brien, J. F., Ramian, K. N. (Editors). *Introduction to Community Psychology: Becoming an Agent of Change*. Retrieved from: https://press.rebus.community/introductiontocommunitypsychology/

Course Description

This course examines how social psychological theory and research can be applied to understand and address social issues that affect communities. These social issues include (but are not limited to) issues around psychological sense of community, cultural narratives, social identity, intersectionality, poverty, structural inequality, mental health, loss of community, intervention, evaluation, social change, empowerment, and advocacy, among other topics. In doing so the course bridges knowledge from the areas of social psychology and community psychology. Social psychology is the scientific study of how people think about, influence, and relate to one another. Community psychology is concerned with the application of psychological principles to understand and address the issues that affect communities.

The course encourages students to critically examine how social psychological theory can be applied to empower individuals and motivate social change. We will examine the complex intersection between scientific inquiry and voices of lived experience. In doing so, the course seeks to elevate voices that have not always been historically consulted in the development of social psychological theory and research, including (but not limited to) voices from Indigenous communities, racialized individuals, refugees and immigrants, mental health consumer/ survivors, individuals living with disability, individuals living in poverty, and members of the LGBTQQIA community. To engage students to think deeper about the course content, course readings are complemented with a student-led inquiry project and Ontario-based case studies.

Learning Objectives

Foundational knowledge

1. Recognize the value of using the theories and research of social psychology to explain everyday life, community issues, and societal needs and the value of using real-life issues to guide the direction of social psychological theories and research.

2. Integrate and apply theories and research in social psychology to explain how the communities in which we live, attend school, work, travel, and interact shape beliefs, values, identities, relationships, and worldviews.

3. Apply principles of intersectionality theory to understand and examine how Indigenous, racial, cultural, ethnic, gender, sexual, social class, dis/ability, and other identities influence communities and community members, especially with respect to issues of colonization, power, privilege, and discrimination.

Values and ethics

4. Explain how to apply social psychological theory, research, and principles to promote social justice, activism, and empowerment that advances civic, social, and community outcomes that benefit communities and address pressing societal needs.

5. Identify the values of community and applied social psychology and discuss the ethical considerations of community research, intervention, and assessment, especially in relation to the guiding value of "nothing about us without us" and in consideration of the Canadian Psychological Association's (CPA) response to the Truth and Reconciliation Commission (TRC).

Research, Intervention, and Evaluation

6. Explain how social psychology can inform the development of community research, intervention, and evaluation, and provide examples from within our own communities.

7. Critically evaluate the value, applicability, and limitations of various approaches to research, intervention, and evaluation when it comes to applying the theories, research, and principles of social psychology within community contexts.

8. Propose and justify appropriate research, interventions, and/or evaluations that could facilitate social change in applied and community settings.

Personal growth

9. Appreciate the importance of developing critical consciousness and cultural humility in order to respond authentically to the ever changing complexities of community work, especially in regards to promoting cultural safety and empowerment when interacting with peoples of diverse backgrounds, abilities, and cultural perspectives.

10. Reflect on how you can pursue personal opportunities to promote civic, social, and global outcomes that benefit the people living within your own communities.

Grading Scale

Grade	Points	%	Definition	Grade	Points	%	Definition
A+	895-1000	90-100		C+	665-694	67-69	
A	845-894	85-89	Excellent	C	625-664	63-66	Adequate
A-	795-844	80-84		C-	595-624	60-62	
B+	765-794	77-79		D+	565-594	57-59	
B	725-764	73-76	Good	D	525-564	53-56	Marginal
B-	695-724	79-72		D-	495-524	50-52	
				F	< 494	< 49	Inadequate

Course Structure and Assessments

The course is organized into weekly units. Each unit in the course is associated with three components: (1) before class preparation, (2) in-class participation, and (3) ongoing work on a community-engaged knowledge mobilization project. Project work will be assessed based on a series of preparation assignments, in-class presentations and participation, and two papers.

Assessment category	Percent	Deadline
Engagement: Preparation, participation, presentations	20%	Weeks 1-12
Paper 1: Community profile	40%	Due Feb. 14
Paper 2: Social psychological applications	40%	Due Mar. 18
Total	**100%**	-------

Engagement: Preparation and participation (20%)

The strength of a seminar course like this one is that it provides students with an opportunity to learn through discussion and hands-on activities. To make the most of this learning opportunity, you are expected to attend our online class each week on time and prepared for active participation. Your engagement grade in the course will be determined based on your submission of weekly preparation assignments, the quality of your in-class participation, and the delivery of three small-group presentations. Please see the Quercus modules for information about the week-by-week expectations.

> **Preparation assignments**: To hold you accountable for keeping up with the course content, each unit of the course starts with a preparation assignment. These assignments are due no later than Tuesday at 11:59pm each week. The assignments help you make steady progress towards the writing of Paper 1 and 2, so on-time, high quality completion of them is to your direct benefit.

> **General in-class participation**: Class time will be used for activities, discussions, and small-group presentations. You are expected to actively participate in these activities each week.

> **Small-group presentations**: At select points throughout the term, you will be asked to prepare a short synopsis of a specific aspect of your project and present that information to your classmates in small group discussions.

Overall engagement and missed opportunities: Your engagement mark will reflect the overall quality of your preparation assignments and contribution to our course discussions. Because of the participatory nature of the course, there is no real way to make-up for missed engagement opportunities. If you must miss an opportunity, you will be expected to increase the quality of your contributions in the weeks for which you can participate. In general, if you are not able to devote the time needed to regularly prepare for and attend our class, this may not be the right time for you to take this seminar-based course.

Community-engaged knowledge mobilization project

To provide you with a hands-on opportunity to practice using social psychological theory and research to better understand and address social issues, you will work on a community-engaged project throughout the term. For the project, you will be asked to identify a community that is personally and/or professionally important to you. You will then use social psychological theory and research to explore the dynamics of this community. Progress on the community-engagement project will be assessed across two papers. (Please see Quercus for paper guidelines).

Paper 1: Community in context

For paper 1, you will be asked to identify a community of interest and provide a profile of the members of that community, the issues facing that community, and the social-ecological context in which the issue exists. Paper 1 is due on Feb. 14.

Paper 2: Social psychological theory in practice

For paper 2, you will be asked to create a dynamic knowledge mobilization document that highlights – for a general audience – how social psychological theory, research, and practice can be used to better understand and empower your chosen community of interest. Paper 2 is due on Mar. 18.

Late papers: The requirements for each paper will be posted well in advance of each deadline. You are expected to start these papers early and make steady progress on them leading up the deadline. If you experience an illness or qualifying event that warrants a paper extension you must follow the Psychology Department's Missed Term Work Policy to request accommodation. **Otherwise a late penalty of up to 10% per day may apply**. Extensions will typically be granted only for the length of the qualifying event, usually no more than 1-3 days for each self-declaration of illness or 1-7 days for other qualifying events. Do not wait for extension approval to submit your paper. Please submit your work as soon as possible after the missed deadline.

Save and backup your work often: Internet outages and technological mishaps do **not** count as a qualifying event for a paper extension. Please save and back up your work often and plan to submit each paper in advance of the deadline to allow time for trouble shooting. Please note that I will mark the document that you submit. Please double check that your submitted file matches the file you intended to submit. Extensions will **not** be granted for accidently submitting the wrong document.

Course Schedule

Please note: This schedule is subject to revisions to best meet students' learning needs. Please see the "Modules" section for details about the weekly requirements.

Articles are on library course reserve. Chapters come from the free online textbook: *Introduction to Community Psychology: Becoming an Agent of Change*

UNIT 1 (Jan. 13): What is community psychology?
- **Readings**: Course Syllabus; Chapter 1 (*Optional : Chapters 2 – 4*)
- **Preparation**: Welcome Survey; Introduce yourself
- **Course Meeting**: What is community and applied social psychology?
- **Project work**: Read the Paper 1 guidelines and choose a community

UNIT 2 (Jan. 20): What is a "community"?
- **Readings:** McMillan & Chavis (1986); Howarth (2001)
- **Preparation**: Community topic ideas
- **Course Meeting**: What is a "community"?
- **Project work**: Start learning more about your identified community

UNIT 3 (Jan. 27): Whose voice? Interrogating our role in community
- **Readings:** Chapters 7 & 8; Hasford (2016) (*Encouraged*: Skim Chapters 9 &10)
- **Preparation**: What are your goals? What is your role?
- **Course Meeting**: Self in a community context
- **Project work**: Find and start synthesizing source materials for Paper 1

UNIT 4 (Feb. 3): Social issues in a community context
- **Readings:** Chapters 9 & 10; Family & Youth Bureau Services
- **Preparation**: Reflecting on social issues
- **Course Meeting**: Presentation 1: Social issues in context
- **Project Work**: Finalize a solid draft of Paper 1

UNIT 5 (Feb. 10): Paper 1 workshop
- **Readings:** Synthesize your source materials into a Paper 1 draft
- **Preparation**: Prepare Presentation 1
- **Course Meeting**: **Presentation 1: Community profiles**

Paper 1 is due no later than Sunday, February 14 at 11:59pm

READING WEEK: NO CLASS FEB. 17

UNIT 6 (Feb. 24): Knowledge mobilization
- **Readings:** Dovidio & Esses (2007); Health Canada; Alberta Health Services
- **Preparation**: Reading list for Paper 2
- **Course Meeting**: Paper 2: Communicating theory and research
- **Project work**: Find theoretical articles to inform paper 2

UNIT 7 (Mar. 3): There is nothing so practical as a good theory
- **Readings:** Approved theory paper
- **Preparation**: Submit the outline for Presentation 2
- **Course Meeting**: **Presentation 2: theory exchange**
- **Project work**: Find empirical interventions to inform paper 2

UNIT 8 (Mar. 10): Understanding intervention
- **Readings:** Walton (2004); Skim Chapters 11 – 17 for examples and considerations
- **Preparation**: Intervention examples
- **Course Meeting**: **Presentation 3: interventions**
- **Project work**: Analyze the interventions in a social psychological context

UNIT 9 (Mar. 17): Putting plans into action
- **Readings:** Abdi & Mensah (2016); Snelling & Meserve (2016)
- **Preparation**: Organize Paper 2 plan into a logic model
- **Course meeting**: Working through a logic model
- **Project work**: Start putting together Paper 2

UNIT 10 (Mar. 24): Knowledge mobilization workshop
- **Readings:** Synthesize your source materials into a Paper 2 draft
- **Preparation**: Submit your questions and concerns
- **Course meeting**: Final project workshop

Paper 2 is due no later than Sunday, March 28 at 11:59pm

UNITS 11 & 12 (Mar. 31, April 7): Project showcase
- **Preparation**: Peer review assignments
- **Course meeting**: **Presentation 4: project showcase**

WRAPPING UP
- **Course evaluations:** Do not forget to complete the course evaluations!

March 29 is the deadline to drop courses without academic penalty.

Diversity Statement

It is my intention that students' learning needs be addressed both in and out of the classroom, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intention to present materials and activities that are respectful of diversity, including, but not limited to diversity related to Indigenous culture, race, ethnicity, country of origin, gender, sexuality, dis/ability, age, religion, and socioeconomic status. Your contributions to the course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups[1]. Importantly, if you anticipate needing accommodations in this course for any reason (including, but not limited to, disability/health considerations, religious/cultural accommodation, and/or economic, work, or family realities), please contact me as soon as possible so that we can work together to determine the best course of action.

Acknowledgement of Traditional Land

In recognition of the diverse history of this land, and the peoples who live and have lived on it, I wish to acknowledge this land on which the University of Toronto operates. It has been a site of human activity for thousands of years. This land is the territory of the Huron-Wendat and Petun First Nations, the Seneca, and most recently, the Mississaugas of the Credit River. The territory was the subject of the Dish With One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, the meeting place of Toronto is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work in the community, on this territory.

AccessAbility statement

Students with diverse learning needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services as soon as possible. AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. You can contact AccessAbility Services at 416-287-7560 or email ability@utsc.utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.
https://www.utsc.utoronto.ca/~ability/

Self-care

This course addresses issues around identity, poverty, violence, prejudice, oppression, and other forms of loss. The topics can be difficult to learn about and discuss. Students are encouraged to engage in self-care throughout the course. Resources are available on our course website on Quercus and through the UTSC Health and Wellness Centre.

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[1] This diversity statement uses language borrowed directly from the diversity statement example provided by the University of Iowa College of Education,
https://www.cmu.edu/teaching/designteach/syllabus/checklist/diversitystatement.html.

Psychology Department's Missed Term Work Policy

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below. **Notes:**

- The following reasons are not considered sufficient for missed term work: travel for leisure, weddings, personal commitments, work commitments, human error.
- Missed Final Exams are handled by the Registrar's Office and should be declared on eService: http://www.utsc.utoronto.ca/registrar/missing-examination
- 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

Accommodations for Illness or Emergency:

For missed work due to ILLNESS OR EMERGENCY, please complete the following **two-step** process:

1. Complete the **Request for Missed Term Work Accommodations Form** and email it to Keely Hicks at keely.hicks@utoronto.ca , ***and***
2. **Declare your absence** on ACORN (Profile & Settings > Absence Declaration)

   Deadline: You must complete the above steps **within 3 business day**s of the missed work.

   Note: For this semester, we do not require any additional supporting documentation (ex. medical notes) to support your missed term work accommodation request.

Accommodations for Academic Conflicts:

For missed term work due to an ACADEMIC CONFLICT (i.e. two quizzes or tests scheduled at the same time), please complete the following process:

1. Complete the **Request for Missed Term Work Accommodations Form**, choosing "Other" as your reason for missed work and explaining the conflict in the space provided.
2. Take screenshots of your course homepages that demonstrate the conflict.
3. Email the form and screenshots to Keely Hicks (keely.hicks@utoronto.ca).

Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) **at least two weeks (10 business days) before the date of the activity,** or as soon as possible if it was not possible to identify the conflict earlier.

Note: Multiple assignments due on the same day are not considered conflicts. Accommodations may only be possible in the case of quizzes and tests that are both scheduled during the same discrete period. Back-to-back tests/quizzes are not considered conflicts.

Note: Students are responsible for keeping their course timetables conflict-free. Students who choose to register in two synchronous courses with overlapping lecture/tutorial/lab schedules may not necessarily be accommodated.

Accommodations for Religious Conflicts:

For missed term work due to a RELIGIOUS CONFLICT, please complete the following process:

1. Complete the **Request for Missed Term Work Accommodations Form**, choosing "Other" as your reason for missed work and noting "Religious conflict" in the space provided.

2. Email the form to Keely Hicks (keely.hicks@utoronto.ca).

Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) **at least two weeks (10 business days) before the date of the activity,** or as soon as possible if it was not possible to identify the conflict earlier.

Accommodations for 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, please complete the following process:

1. Complete the **Time Zone Conflict Form** (https://uoft.me/PSY-TimeZone), and

2. Email the form to Keely Hicks (keely.hicks@utoronto.ca)

Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) **at least two weeks (10 business days) before the date of the activity,** or as soon as possible, if it was not possible to identify the conflict earlier.

Accommodations for Students Registered with AccessAbility Services:

For missed **TERM TESTS** due to ACCESSABILITY REASONS:

- **Contact 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 3 days):
    1. Complete the **Request for Missed Term Work Accommodations Form**.
    2. Email the form and your **Accommodation Letter** to Keely Hicks (keely.hicks@utoronto.ca).

- 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):

    1. **Contact your AccessAbility consultant** and have them email Keely Hicks (keely.hicks@utoronto.ca) detailing the accommodations required.

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 and declare your extended absence on ACORN.

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.**

Questions?

If you have any questions about this Missed Term Work policy, please contact Keely Hicks (keely.hicks@utoronto.ca) **well before** the date of the test / assignment deadline to describe your circumstances and inquire about procedures.

Writing Support

Writing Centre
This course requires the submission of two term papers. Among other criterion, your papers will be assessed on their comprehensiveness, organization, and communication of ideas. For this reason, you are strongly encouraged to utilize the services of the UTSC Writing Centre: https:t//www.utsc.utoronto.ca/twc/welcome

The Writing Centre supports student learning at any stage in the writing process, from planning an outline to polishing a final draft. During the term, they offer appointments, drop-in hours, and writing groups. Please plan ahead to utilize these services.

English Language Development Centre
Because of its emphasis on written and oral communication, all students in this course 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/

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 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, papers, and presentations.

Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Potential violations of academic integrity include, but are not limited to:

In papers and assignments:
- Using someone else's ideas or words without appropriate acknowledgement;
- Submitting your own work in more than one course without the permission of the instructor;
- Making up sources or facts;
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:
- Using or possessing unauthorized aids;
- Looking at someone else's answers during an exam or test;
- Misrepresenting your identity; and
- When you knew or ought to have known you were doing it.

In academic work:
- Falsifying institutional documents or grades;
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes; and
- When you knew or ought to have known you were doing so.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources.

Please see the *Plagiarism Prevention Tutorial* posted on Quercus.

Turnitin

Normally, students will required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

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 social psychology scholar.

Social Psychology

UTSC Psychology Department Website: https://www.utsc.utoronto.ca/psych

University of Toronto's Social and Personality Research Group: http://www.sprgtoronto.org/

Psychology research laboratory opportunities: http://tinyurl.com/jjq25t7

Canadian Psychological Association, Social and Personality Section: https://www.cpa.ca/aboutcpa/cpasections/socialandpersonality/

Social Psychology Network: https://www.socialpsychology.org/

Society for Personality and Social Psychology: http://www.spsp.org/

Academics[2]

USTC Student Policies: https://www.utsc.utoronto.ca/studentaffairs/student-policies

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

Writing Services: http://www.utsc.utoronto.ca/twc/

English Language Development Centre: http://www.utsc.utoronto.ca/eld/

Presentation Skills: http://www.utsc.utoronto.ca/ctl/presentation-skills

AccessAbility: http://www.utsc.utoronto.ca/~ability/

Health and Wellness: http://www.utsc.utoronto.ca/hwc/

Skill building, future planning, Academic Advising, Career Centre: http://www.utsc.utoronto.ca/aacc/

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[2] I extend my thanks to Dr. Michael Souza, who compiled this list of student resources and graciously agreed to let me use them in this syllabus.