



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: Summer 2021, LEC99; see [Quercus](#) for course access

This is an online course. The weekly online modules (videos, learning activities, and quizzes) are delivered asynchronously, meaning you can complete them on your own time within a specified time period. The midterm tests and final exam for the course are scheduled for a specific time. You will need access to a quiet location, reliable laptop or desktop, and stable internet access for the scheduled dates and times of the tests and exam. The course also offers optional virtual tutorials offered live at specific dates and times (see Quercus for details).

Your teaching team

Course Instructor: Dr. Kosha Bramesfeld



See Quercus to learn more about your teaching team

Contact me: See "Contact Us" on Quercus for details

Course email: psyb70.uts@utoronto.ca

Office hours: 'Virtual' office hours via Blackboard Collaborate

Teaching Assistants (TA): <ul style="list-style-type: none">• Greer Gillies• Sonja Chu• Moaz Shoura	Facilitated Study Group Leader (FSG): <ul style="list-style-type: none">• Srishtie Phartiyal
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Option A. Recommended textbook: Morling, B. (2021). *Research Methods in Psychology. Fourth or Third Edition*. W.W. Norton & Company, Inc. The bookstore price for the textbook is \$65.

- ❖ **The textbook written by Beth Morling is recommended, but optional.** This textbook closely maps on to the information in the video lessons and has great online supports. With that said, there is also a free textbook option for the course that can be used instead ([URL link](#)). The free textbook does not map on as perfectly with the video lessons, but it does provide the basic information that you will need to fully engage with the online learning modules and succeed in the course. Please see Quercus for comparison information to help you decide which textbook option is right for you [Go to Modules > Welcome > Readings and Preparation]. Textbook link: <https://digital.wwnorton.com/researchpsych4>

Option B. Free textbook alternative: Jhangiani, R. S., Chiang, I. A., Cuttler, C., & Leighton, D. C. (2019). *Research Methods in Psychology*. ([Free online access via this URL link](#)).

Articles. Journals articles are assigned throughout the term. Please 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:
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Practice identifying and critically evaluating research claims reported in the news, popular press, books, articles, and other sources.
<ul style="list-style-type: none"> Differentiate between primary versus secondary sources and identify different types of articles in psychology (e.g., primary empirical research, meta-analysis, systematic literature reviews).
<ul style="list-style-type: none"> Demonstrate the skills necessary to search for, identify, and acquire primary research articles published in peer reviewed scientific journals.
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Practice evaluating research designs based on their internal versus external validity, measurement reliability and validity, and statistical results.
<ul style="list-style-type: none"> Practice evaluating research results presented in text, tables, and graphs.
<ul style="list-style-type: none"> 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).
<ul style="list-style-type: none"> 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

All the learning content for the course is available on Quercus via the Quercus modules. The online modules are organized into 12 weekly units, with two lessons per unit. For each unit, you will be expected to [prepare](#) for class by reading textbook chapters and research articles. [Engage](#) with the content by watching videos and completing case discussions, article critiques and engagement activities. Finally, you will [assess](#) your understanding via practice quizzes, midterm tests, and a final exam. The key purpose of each element of the course is outlined in the upcoming sections: Course Content, Assessments, and Learning Supports.

Prepare: Readings

Textbook chapters

The textbook readings provide you with an introduction to the basic terms and concepts in the course. There are two textbook options available for you to gain this baseline information.

- **Option A.** If you prefer learning by reading, the textbook by Beth Morling (available for sale via the UofT bookstore and other book retailers) is highly recommended. The textbook readings closely match the materials presented in the online video lessons. And the book comes with many online resources and examples.
- **Option B:** There is also a free online textbook option for the course that can be used as alternative to purchasing the textbook ([URL link](#)). The free online textbook does not map on as perfectly with the video content, but it does provide all the basic information that you will need to fully engage with the modules and succeed in the course.
- See Quercus for comparison information to help you decide which textbook option is right for you. [Modules > Welcome > Readings and Preparation].

Journal articles

Starting in Week 6 of the course, most units of the course will include an assigned journal article reading that illustrate core research methods. To help you make the most of these readings, Unit 4 of the course includes tutorials and sample articles designed to help you learn how to find, read, and interpret journal articles. See Library Course Reserves.

Engage: Online modules

Each 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. This is equivalent to the amount of time that an in-person course would be scheduled to meet face-to-face. 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

Each unit begins with a downloadable study guide. The study guide provides you with a checklist of that week's learning activities (e.g., readings, videos, and activities) and an outline of the key terms and concepts. The study guides also include course-specific infographics, concept maps, images, graphs, and figures from each of the videos.

Videos: Fully integrated and accessible

The video lessons expand on the textbook concepts and provide you with concrete examples of how that material can be used across various contexts. The 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 built in thought exercises and knowledge checks (see the study guide to follow along with these activities).

Engagement activities: Case discussions, article critiques, and assignments

Each unit also includes several engagement activities. These activities are designed to provide you with a low-risk way to engage with the course content, assess your understanding, explore real-world applications, and get to know your classmates. To motivate you to stay engaged, these activities are collectively worth up to 15% of your course grade. More information about these activities is provided in the next section: Course Requirements.

Assess: Course Requirements

Marks for the course will be distributed as follows:

Assessment category	Percent
Engagement activities: case studies, articles critiques, assignments	15%
Midterm test 1 (date/time to be scheduled by registrar's office)	20%
Midterm test 2 (date/time to be scheduled by registrar's office)	30%
Final exam (date/time to be scheduled by registrar's office)	35%
Maximum Total Points / Percent	100%

Engagement activities (15%)

To incentivize you to complete the weekly engagement activities, each activity has been assigned a point value (see below). Engagement grades will be calculated out of 150 points (10 points = 1%; 150 points = 15%). There will be 170 engagement points offered throughout the term. Only your highest scoring 150 points will count towards your engagement grade. This means you have up to 20 engagement points available to make-up for any missed or low scoring activities. Because most of the activities are pass/fail, 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, relative to the higher-stakes tests and exams.

- **Case discussions** (4 x 10 = 40 pts). At four points in the term you will work in collaboration with classmates via the Quercus discussion board to critically evaluate case studies focused on research ethics (Unit 2), research claims reported in the media (Unit 3), experimental designs (Units 7&8), and claims of causality (Units 10&11). These discussion-board activities can be completed asynchronously (on your own time). However, because of their interactive nature, these multi-step case discussions are associated with **strict, non-negotiable deadlines**. Late submissions will not be accepted. As mentioned above, an extra 20 points of engagement activities are available to make-up for missed opportunities.
- **Article critiques** (6 critiques = 100 pts) and **activities** (1-10 points each, 30 points total). The course includes six article critique assignments designed to help you build the scientific literacy skills that you will need to find, read, and interpret research findings (a core focus of the tests and exams in this course). The course also includes a range of smaller integrated assignments, labs, tutorials, and try-it exercises to help you gain hands-on experience designing and interpreting research. The article critiques and activities have **flexible deadlines**. The posted deadlines are there to help you stay on track in the course. But the activities can be submitted late **without penalty** up until the last date of the course (August 11). Please note that if you submit an article critique or activity late, it will be flagged as late in your gradebook, **but no point penalties are applied**. If you are submitting a lot of work late, please use this as a warning sign that you are falling behind in the course.
- **AccessAbility accommodations and extension requests**. The engagement activities for this course are deliberately set up so that **extension requests are not necessary**. With the exception of the four case studies, all activities can be submitted late, without penalty. To account for the possibility that you may perform poorly on some activities, or need to occasionally miss a case study, you can miss up to 20 points without it hurting your grade.

Midterm tests and final exam (Test 1: 20%, Test 2: 30%, Final Exam: 35%)

Your grade in the course will be primarily 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.

Midterm Test 1 (date/time TBD, likely between June 9 and June 16). Midterm Test 1 is worth 20% of your total course grade. It will cover content from Units 1-5. Details about the exact format of the test will be posted on Quercus at least one week in advance of the test.

Midterm Test 2 (date/time TBD, likely between July 14 and July 21). Midterm Test 2 is worth 30% of your total course grade. It will cover content from Units 1-9 (with a focus on Units 5-9). Details about the exact format of the test will be posted on Quercus at least one week in advance of the test.

Final exam (Date and time TBA, during the final exam period, August 16-29). The final exam is worth 35% of your total course grade and will be scheduled by the registrar's office during the final exam period (August 16-29). The final exam is comprehensive and will cover all 12 units of the course.

Test/exam content: The tests and the final exam go well beyond definitions. They assess your conceptual understanding of the foundational content of the course and your ability understand, interpret, and think critically about the methods and results of a research study. You will be expected to read and interpret short excerpts from actual research studies as part of these assessments. Question types may include multiple choice, matching, fill-in-the-blank, and short answer.

Test/exam difficulty: This course is designed to challenge you to think critically about research methods and evidence. As the course progresses, we will tackle more and more complex research designs. These designs directly build on the foundational content introduced earlier in the term. Because of this reality, all the tests and exams in this course are cumulative and the tests and exams for this course do get progressively more difficult as the term progresses. Success on an earlier test does not guarantee success on later tests and the final exam unless you are actively keeping up with the course content and mastering each new unit in the course. *Caution you against failing behind in this course.* It may be challenging to get caught up again if you have failed to master the foundational components of the course prior to attempting the more challenging advanced topics.

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. For all other accommodation requests, 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.

Learning Supports

Our Quercus home page provides easy navigation to the course syllabus, lessons, study guides, activities, and other resources. The following resources are available to help you succeed in this course. (Please note that all of the resource listed below are optional and ungraded. There are no points or marks associated with any of them). See Quercus for details.

- **Study guides.** The weekly unit guides provide a checklist of activities and an overview of the key terms, concepts, and figures
- **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 to ask questions, work through sample problems, and receive clarification about upcoming activities and 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. In addition, a practice test will be posted prior to each midterm test and the final exam.

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.

Course Schedule

Please see Quercus for a list of textbook-specific readings (depending on your chosen textbook) and to access the online lessons and activities. The exact course schedule is subject to revisions with advanced notice (and student input) to facilitate midterm test dates, accommodate the COVID pandemic, and/or to best meet learning outcomes. **See the next page for a list of readings.**

Unit	Unit Topics and Readings	Lessons and activities
Unit 1 May 10-16	Intro to psychological science <input type="checkbox"/> Syllabus, Unit 1 readings	<input type="checkbox"/> Lesson 1A (see Quercus) <input type="checkbox"/> Lesson 1B (see Quercus)
Unit 2 May 17-23	Research ethics <input type="checkbox"/> Unit 2 readings, Case Discussion 1	<input type="checkbox"/> Lesson 2A (see Quercus) <input type="checkbox"/> Lesson 2B (see Quercus)
Unit 3 May 24-30	Evaluating research claims <input type="checkbox"/> Unit 3 readings, Case Discussion 2	<input type="checkbox"/> Lesson 3A (see Quercus) <input type="checkbox"/> Lesson 3B (see Quercus)
Unit 4 31-June 6	Finding and reading research <input type="checkbox"/> Unit 4 readings, Article Critique 1	<input type="checkbox"/> Lesson 4A (see Quercus) <input type="checkbox"/> Lesson 4B (see Quercus)
Unit 5 June 7-13	External validity, frequency claims <input type="checkbox"/> Unit 5 readings, review Units 1-5	<input type="checkbox"/> Lesson 5A (see Quercus) <input type="checkbox"/> Midterm Test 1 (date TBD)
Unit 6 June 14-20	Construct validity, association claims <input type="checkbox"/> Unit 6 readings, Article Critique 2	<input type="checkbox"/> Lesson 6A (see Quercus) <input type="checkbox"/> Lesson 6B (see Quercus)
READING WEEK – NO NEW CONTENT (June 22 - June 26)		
Unit 7 28-July 4	Internal validity, causal claims <input type="checkbox"/> Unit 7 readings, Case Discussion 3	<input type="checkbox"/> Lesson 7A (see Quercus) <input type="checkbox"/> Lesson 7B (see Quercus)
Unit 8 July 5-11	Experimental designs I <input type="checkbox"/> Unit 8 readings, Article Critique 3	<input type="checkbox"/> Lesson 8A (see Quercus) <input type="checkbox"/> Lesson 8B (see Quercus)
Unit 9 July 12-18	Experimental designs II <input type="checkbox"/> Unit 9 readings, Article Critique 4	<input type="checkbox"/> Lesson 9A (see Quercus) <input type="checkbox"/> Midterm Test 2 (date TBD)
Unit 10 July 19-25	Interpreting patterns of causality <input type="checkbox"/> Unit 10 readings, Case Discussion 4	<input type="checkbox"/> Lesson 10A (see Quercus) <input type="checkbox"/> Lesson 10B (see Quercus)
Unit 11 July 26-1	Interpreting patterns of association <input type="checkbox"/> Unit 11 readings, Article Critique 5	<input type="checkbox"/> Lesson 11A (see Quercus) <input type="checkbox"/> Lesson 11B (see Quercus)
Unit 12 Aug. 2-11	Interpreting a body of research <input type="checkbox"/> Unit 12 readings, Article Critique 6	<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.utoronto.ca/registrar/dates-and-deadlines>

For Summer 2021, **July 26** is the deadline to drop courses without academic penalty.

Readings

Textbook Option A. Beth Morling textbook (recommended)

- **Unit 1:** Chapter 1 (*Psychology as a Way of Thinking*), Chapter 2 (*Why Research is Best*).
- **Unit 2:** Chapter 4 (*Ethical Guidelines*)
- **Unit 3:** Chapter 3 (*Three Claims, Four Validities*)
- **Unit 4:** Chapter 2 (*Sources of Information*), Readings 1, 2, 3, & Articles 1 & 2
- **Unit 5:** Chapter 7 (*Sampling*)
- **Unit 6:** Chapter 5 (*Measurement*), Chapter 6 (*Surveys*), & Reading 4
- **Unit 7:** Chapter 10 (*Simple Experiments*) Article 3
- **Unit 8:** Chapter 12 (*Experiments with More than One IV*), Article 4
- **Unit 9:** Review Units 6-9
- **Unit 10:** Chapter 11 (*Confounding Variables*), Chapter 13 (*Quasi-Experiments*)
- **Unit 11:** Chapter 8 (*Correlation*), Chapter 9 (*Multivariate Correlational Research*), Article 5
- **Unit 12:** Chapter 14 (*Replication, Generalizability, and the Real World*), Article 6

Textbook Option B. Jhangiani et al. ([Free online textbook](#)):

- **Unit 1:** Chapter I (*Science of Psychology*); Chapter II (*Scientific Method*)
- **Unit 2:** Chapter 3, [Research Ethics \(from the Canadian Edition of the text\)](#)
- **Unit 3:** Chapter II (*Scientific Method*), Section 25 (*Validity*), Section 23 (*Experiment Basics*)
- **Unit 4:** Chapter XI (*Presenting you research*), Readings 1, 2, 3, & Articles 1 & 2
- **Unit 5:** Section 36 (*Conducting Surveys*)
- **Unit 6:** Chapter IV (*Measurement*), Chapter VII (*Survey Research*), & Reading 4
- **Unit 7:** Chapter V (*Experimental Research*), Article 3
- **Unit 8:** Chapter IX (*Factorial Designs*), Article 4
- **Unit 9:** Review Units 6-9
- **Unit 10:** Chapter VIII (*Quasi-Experimental Research*)
- **Unit 11:** Chapter VI (*Non-Experimental Research*, sections 28, 29, & 30), Article 5
- **Unit 12:** Section 60 (*Open Science*), Article 6

Supplemental readings: See Quercus to access the readings.

- **Reading 1** (Unit 4): Bramesfeld, K. D. (2020). Research transparency
- **Reading 2** (Unit 4): Bramesfeld, K. D. (2020). The Plagiarism Prevention Tutorial
- **Reading 3** (Unit 4): Bramesfeld, K. D. (2020). PsycINFO Scavenger Hunt
- **Reading 4** (Unit 6): Bramesfeld, K. D. (2020). Selective Review of the MSLQ

Illustrative articles: See Quercus for full APA references; see library course reserves for access.

- **Article 1** (Unit 4): Mehl et al. (2007).
- **Article 2** (Unit 4): Mehl et al. (2010).
- **Article 3** (Unit 7): Baghdady et al. (2014).
- **Article 4** (Unit 8): Yong et al. (2016).
- **Article 5** (Unit 11): Bartels et al. (2009).
- **Article 6** (Unit 12): Adesope et al. (2017).

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

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.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.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** (<http://uoft.me/PSY-MTW>) 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 days** 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 midterms scheduled at the same time), please complete the following process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>), 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** (<http://uoft.me/PSY-MTW>), 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** (<http://uoft.me/PSY-MTW>).
 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.

Accommodation Procedure:

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.

For missed assignments, **do not wait for an instructor response to resume work on your assignment.**

Extension accommodations may be as short as one business day, depending on the nature of the illness/emergency. You should complete your assignment as soon as you are able and email it your instructor, noting that you have submitted your Missed Term Work Accommodations Request Form to Keely.

Note that ACORN will not allow you to declare **future absences**. For something like a scheduled surgery or an illness with a prolonged recovery period, if you would like to request accommodations in advance of the assignment deadline or midterm you should submit a Verification of Illness Form (<http://uoft.me/UTSC-Verification-Of-Illness-Form>) completed by your doctor, along with this form to Keely Hicks (keely.hicks@utoronto.ca).

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. **Please make it clear in your subject line that you are requesting a second 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.

(E.g.) If you are given an extension but are still sick and need more time, or 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.

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.

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.

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.

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.