Current Topics in Social Psychology:
The Social Psychology of Games

Course Information
Course name: PSYD15H3F-LEC01. Current Topics in Social Psychology
Class time: Online, Wednesdays, 1:10-3:00pm, see Quercus for details
Prerequisites: [PSYB01H3 or PSYB04H3] and PSYB10H3 and [PSYC12H3 or PSYC14H3]

Delivery: This is an online course. We will meet synchronously (at the same time) online on Wednesdays from 1:10-3:00pm (see Quercus for the link). Outside of class time, you are expected to work on the assigned readings and assignments. Materials for the course, including the links to the readings, assignment guidelines, information about our class meetings, and other resources will be posted on our course website on Quercus. Please check Quercus regularly!

Course Instructor

Instructor: Dr. Kosha Bramesfeld

Preferred mode of contact: Q&A discussion board; Quercus inbox

Email: kosha.bramesfeld@utoronto.ca

Office hours: Online immediately after class (3-4pm)

Meetings: Also available by appointment for one-on-one meetings

Course Description
The Current Topics in Social Psychology course provides, "an intensive examination of selected issues and research problems in social psychology." Our section of the course (LEC01) will examine the **Social Psychology of Games**. Game playing intersects with a variety of social psychological phenomenon related to prosocial motivation, aggression, emotion-regulation, self and identity, prejudice and discrimination, social cognition, cooperation, competition, and social change (among other topics). In this course, we will explore three key research questions: (a) How do social psychological theories and research help us better understand the psychological consequences of playing *entertainment games*? (b) How can *experimental games* help social psychologists better understand a range of social psychological phenomenon? And, (c) how can *serious games* be leveraged as interventions to enact social and behavioral change?

Readings and course materials
For each week of the course, you will be expected to complete assigned article readings and guided preparation assignments. Readings can be accessed via the "Library Reading List" posted on Quercus. Details about the preparation assignments will also be posted on Quercus. In general, Quercus 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

Prerequisite note: This course _**builds**_ on your prerequisite knowledge of social psychology. To ensure that you have adequate preparation for our class discussions, you can access the _free_ online textbook by Jhangiani & Tarry, *Principles of Social Psychology – 1st International Edition*. You are encouraged to review the relevant chapter(s) from this free textbook – or your PSYB10 textbook (if you still have it) _prior_ to class each week (see the course schedule for details).

Learning Objectives

By the end of this term you should be able to:

1. Discuss the major concepts, theoretical perspectives, and empirical findings related to the social, emotional, and cognitive consequences of playing entertainment games.

2. Investigate the complex social-cultural context of games and gaming while exploring portrayals of age, social class, gender, sexual orientation, race, ethnicity, culture, language, religion, mental health, disability, and body diversity within various games and game genres.

3. Discuss how experimental games can be used as an investigative strategy to research a variety of different social psychological phenomenon related to decision making, morality, ethics, cooperation, competition, helping, altruism, and other social behaviour.

4. Describe how serious games can be used as an intervention technique to address personal, social, and organizational issues.

5. Describe how social psychological research methods can be used to design high quality research evaluations of serious games.

6. Critically evaluate the theories, methods, and approaches that have been used in prior research to investigate the psychological consequences of playing games, the development of experimental games, and the use of serious games for enacting personal/social change.

7. Build communication and professional development skills while engaging in class discussions and debates and while preparing oral presentations and written assignments.

8. Explore the role of games and gaming in helping you develop insight into your own and others' behaviour and mental processes; and the various ways that games might be used as a tool for self-management and self-improvement.

Course Assessments and Grading

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 course assignments. Work for this course will be based on the assessments outlined in the table below. Final grades will correspond with the UTSC undergraduate grading scale.

Assessment Criterion

Assessment category	Percent	Draft / Deadline
Engagement: Preparation, participation, and presentations	20%	Weeks 1-12
Assignment 1: Game analysis (presentation on Sept. 29)	25%	Sept. 29 / Oct. 3
Assignment 2: Game method (presentation on Nov. 3)	25%	Nov. 3/ Nov. 7
Assignment 3: Game change (presentation on Dec. 1)	30%	Dec. 1 / Dec. 6
Maximum Total Points / Percent	**100%**	-------

Readings
Each week is associated with a set of assigned readings (see the Course Schedule). It is very important that you take the time to complete these readings *prior* to class each week, as you will be expected to demonstrate your knowledge of the assigned readings as part of the preparation activities and graded assignments of the course (see below). To help you prioritize your time, the readings have been designated as (a) ★**core readings**, which require your *detailed* attention *prior* to class each week, or (b) ***secondary readings**, which provides supplementary information and will be helpful to you as you prepare your assignments. **Review chapters** are also provided to help you refresh your prerequisite knowledge about core social psychological principles.

Engagement: Preparation, participation, and presentations (20%)
The strength of a seminar course like this one is that it provides students with an opportunity to learn through discussion. As such, attending class and actively participating in our online discussions is a core requirement of the course. To make the most of our class discussions, you are expected to complete preparation activities in advance of each class meeting. The expectations for these activities will be posted on Quercus at least one week in advance of each class. Your grade will reflect a *global* assessment of your preparation and participation across the entire term (A = excellent, B = good, C = satisfactory, D = marginal, F = unsatisfactory).

Assignment 1. Game analysis (due Sept. 29 / Oct. 3, 25%)
Early in the term, you will be asked to select, describe, and analyze an entertainment game of choice. In part 1 of your assignment, you will describe the game and its core components. In part 2 of the assignment, you will use the assigned readings from the course to analyze the likely psychological consequences of playing the game. Finally, in part 3, you will engage in a critical analysis of the representation and portrayal of socio-cultural variables such age, social class, gender, sexual orientation, race, ethnicity, Indigeneity, culture, language, religion, mental health, disability, and body diversity, along with the possible ramifications of these portrayals for self, social identity, and well-being. A draft of the assignment is due on **Sept. 29**, when you will have the opportunity to present your findings to your classmates and receive feedback on your analysis. The revised assignment is due by **Oct. 3**. **See Quercus for assignment guidelines**.

Assignment 2. Article critique (due Nov. 3 / Nov. 7, 25%)
For Assignment 2, you will be expected to find, summarize, and critically evaluate an empirical research article that utilizes a game as a research method, measurement, or intervention. A draft of your assignment is due on **Nov. 3**, when you will have the opportunity to present the article critique to your classmates and receive feedback on your analysis. The revised assignment is due by **Nov. 7**. **See Quercus for assignment guidelines**.

Assignment 3. Game plan (due Dec. 1 / Dec. 6, 30%)
As a final assignment for the course, you will identify a change-oriented goal (focused on awareness, education, attitude change, behavioural change, or social action) and "pitch" an idea for a game (existing or new) that could be used to achieve that goal. In part 1 of the assignment, you will identify the change-oriented goal and the clear measurable outcome associated with it. In part 2 of the assignment, you will describe the core components of the intervention game and draw on the existing social psychological literature to discuss which mediating mechanisms are likely to be key for causing changes to the stated outcome variable. Then in part 3 of the assignment, you will propose a study that could be used to test the effectiveness of the game in relation to the outcome. A draft of your assignment is due on **Nov. 3**, when you will have the opportunity to present the article critique to your classmates and receive feedback on your analysis. **See Quercus for assignment guidelines**.

Course Policies

Online attendance and absences

This is a *synchronous* online course for which attendance is <u>required</u>. You are expected to attend our online meetings each week on Wednesdays from 1:10-3:00pm EST (see Quercus for the link). Missing *one* or *two* classes is not a concern -- especially if your contributions to class the rest of the weeks are strong. (Engagement marks will be assigned based on a *global* assessment of your contributions). But if Wednesdays from 1:10-3pm is not a tenable time for you to attend our course each week, you should contact the Psychology Department right away to request a transfer into a course for which you can meet the attendance requirements.

Missed or late preparation activities

Because the preparation activities are designed to prepare you for that week's course discussions, there is no real way to 'make-up' for these missed preparation opportunities. Missing *one* or *two* preparation activities is not a concern -- especially if your contributions to class the rest of the weeks are strong. (Engagement marks will be assigned based on a *global* assessment of your contributions). But regularly submitting low quality work and/or frequently missing the posted deadlines will hurt your engagement grade and could result in you losing out on the opportunity to receive valuable feedback from me and your classmates during class discussions.

NOTE: If you have AccessAbility concerns about the engagement components of the course (i.e., preparation, attendance, and participation), please reach out to me early in the term!

Late assignments and extensions

The requirements for each assignment will be posted well in advance of each deadline. You are expected to start these assignment early and make steady progress on them leading up the deadline. If you require an Accessibility accommodation and/or experience an illness or qualifying event that warrants a paper extension (see the department's missed term work policies), please follow these procedures to request an assignment extension:

1. Complete the Missed Term Work (MTW) Form (http://uoft.me/PSY-MTW)

2. Prepare your documentation to submit with the MTW form (if applicable):
   - **AccessAbility**: You can submit your Accommodation Letter OR if you require more time than stated in your letter, you contact your AccessAbility consultant and have them email me with information about the accommodations required.
   - **Illness**: Declare your absence on ACORN (Profile & Settings > Absence Declaration) and take a screen shot of your Self-Declared Absence to submit with the MTF form.
   - **Religious conflict**: When completing the MTW form, choose "Other" as your reason for missed work and note "Religious conflict" in the space provided.
   - **All other reasons**: Choose "Other" as your reason for missed work and use the form or your email to me to explain why you are requesting accommodation. (**Note**: The following reasons are not considered sufficient for missed term work: travel for leisure, weddings, personal commitments, work commitments, human error).

3. Email the Request for Missed Term Work Accommodations Form **AND** your documentation (if applicable) to kosha.bramesfeld@utoronto.ca **WITHIN 2 BUSINESS DAYS** of the missed work. (See the department's missed term work policies for details).
   - **Note**: Instructors cannot accept term work any later than five business days after the last day of class (i.e., Dec. 6). Beyond this date, you would need to file a petition with the Registrar's Office: https://www.utsc.utoronto.ca/registrar/term-work

Course Schedule

Listed below is the <u>tentative</u> schedule of readings and activities. The readings can be found on the Library Reading List on <u>Quercus</u>. This schedule is subject to change in consultation with students to best meet students' learning needs.

Review chapters: use to review prerequisite knowledge about social psychological principles.
★**core readings:** requires your *detailed* attention *prior* to class each week.
#**secondary readings:** recommended reading, additional resource for assignments.

Unit 1. The social psychology of games
- ☐ **Review**: Introducing Social Psychology (<u>Chapter 1</u>).
- ☐ **Readings**: ★Freedman & Flanagan (2017).
- ☐ **Preparation**: Welcome module (see Quercus for details).
- ☐ **Online class meeting 1**: Wed., Sept. 8, 1:10pm-3:00pm (see Quercus for link).
- ☐ **Example**: <u>When Rivers Were Trails</u> (#LaPensee & Emmons, 2019)

Unit 2. Social, emotional, and cognitive consequences of playing games
- ☐ **Review**: Social Cognition (<u>Chapter 2</u>); Altruism (<u>Chapter 8</u>), Aggression (<u>Chapter 9</u>).
- ☐ **Readings**: ★Boyle et al. (2011) + ★At least one 'consequences' article (see Quercus).
- ☐ **Preparation**: Talking points (see Quercus for details).
- ☐ **Online class meeting 2**: Wed., Sept. 15, 1:10pm-3:00pm (see Quercus for link).
- ☐ **Resource**: <u>The Debate Behind Video Game Violence</u>

Unit 3. Games, sense of self, and social identity
- ☐ **Review**: Self (<u>Chapter 3</u>); Perceiving Others (<u>Chapter 5</u>); Prejudice (<u>Chapter 11</u>).
- ☐ **Readings**: ★Przybylski et al. (2012); ★Williams et al. (2009); #Shaw (2011).
- ☐ **Preparation**: Representation in games (see Quercus for details).
- ☐ **Online class meeting 3**: Wed., Sept. 22, 1:10pm-3:00pm (see Quercus for link).

Unit 4. Game analysis presentations
- ☐ **Preparation**: Game analysis draft and in-class presentation (see Quercus for details).
- ☐ **Online class meeting 4**: Wed., Sept. 29, 1:10pm-3:00pm (see Quercus for link).

==NOTE: Assignment 1: Game analysis is due no later than October 3==

Unit 5. Experimental games
- ☐ **Review**: Competition and Cooperation (<u>Chapter 12</u>)
- ☐ **Readings**: ★Freedman & Flanagan (2017); ★van Dijk & De Dreu (2021)
- ☐ **Preparation**: Game prep
- ☐ **Online class meeting 4**: Wed., Oct. 6, 1:10pm-3:00pm (see Quercus for link).

** READING WEEK: NO CLASSES (OCTOBER 9 – 15) **

Unit 6. Serious games
- ☐ **Review**: Attitudes, behaviour, and social change (<u>Chapter 4</u>).
- ☐ **Readings**: ★Rattan & Ritterferd (2009); ★Annetta (2010); #Wouters et al. (2013).
- ☐ **Preparation**: Game prep
- ☐ **Online class meeting**: Wed., Oct. 20, 1:10pm-3:00pm (see Quercus for link).
- ☐ **Illustrative game**: The Game of Social Life (#Bramesfeld & Good, 2016).

Unit 7. Games for change
- ☐ **Review**: Attitudes, behaviour, and social change (Chapter 4); Altruism (Chapter 8)
- ☐ **Readings**: ★Klimmt (2009); ★Richter et al. (2014)
- ☐ **Preparation**: Game method reading list
- ☐ **Online class meeting**: Wed., Oct. 27, 1:10pm-3:00pm (see Quercus for link).

Unit 8. Game methods
- ☐ **Review**: Conducting research (Chapter 1)
- ☐ **Readings**: ★Mayer (2019)
- ☐ **Preparation**: Game method draft & presentation
- ☐ **Online class meeting**: Wed., Nov. 3, 1:10pm-3:00pm (see Quercus for link).

NOTE: Assignment 2: Game method analysis is due no later than November 7

Unit 9. Mechanisms for change: Motivation and engagement
- ☐ **Review**: Social Cognition (Chapter 2)
- ☐ **Readings**: ★Przybylski et al. (2010); ★Kato et al. (2008)
- ☐ **Preparation**: Game change plan
- ☐ **Online class meeting**: Wed., Nov. 10, 1:10pm-3:00pm (see Quercus for link).

Unit 10. Mechanisms for change: Emotion, emotion regulation, and empathy
- ☐ **Review**: Perceiving Others (Chapter 5); Helping and Altruism (Chapter 8)
- ☐ **Readings**: ★Hemenover & Bowman (2018), ★Bachen et al. (2012), ★Peng et al. (2010)
- ☐ **Preparation**: Game plan draft
- ☐ **Online class meeting**: Wed., Nov. 17, 1:10pm-3:00pm (see Quercus for link).

Note: For Fall 2021, **Nov 23** is the deadline to drop courses without academic penalty.

Unit 11. Mechanisms for change: Immersion
- ☐ **Readings**: ★Barnett & Coulson (2010); ★van't Riet et al. (2018); ★Bormann & Greitemeyer (2015)
- ☐ **Preparation**: Game plan draft
- ☐ **Online class meeting:** Wed., Nov. 24, 1:10pm-3:00pm (see Quercus for link).

Unit 12. Game plan presentations
- ☐ **Preparation**: Game change draft & presentation
- ☐ **Online class meeting 4**: Wed., Dec. 1, 1:10pm-3:00pm (see Quercus for link).

NOTE: Assignment 3: Game change plan is due no later than December 6

Commitment to inclusive learning

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
Seminar courses can be challenging, especially if this is a new course format to you. Students are encouraged to utilize university resources to improve their writing and studying habits and to engage in self-care throughout the course. Resources are available 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.

Writing Support

Writing Centre
This course requires several writing assignments. Among other criterion, your assignments 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.

Psychology Department's Missed Term Work Policy

Note: **There are no tests for this course. As such, only the policies related to assignments is posted.** For missed assignments due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below.

- **Note 1**: The following reasons are not considered sufficient for missed term work: travel for leisure, weddings, personal commitments, work commitments, human error.
- **Note 2**: 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, complete the following **three-step** process:

4. Complete the Request for Missed Term Work Accommodations Form (http://uoft.me/PSY-MTW)
5. Declare your absence on ACORN (Profile & Settings > Absence Declaration)
6. Email both the Request for Missed Term Work Accommodations Form **AND** a screenshot of your Self-Declared Absence on ACORN to kosha.bramesfeld@utoronto.ca **WITHIN 2 BUSINESS DAYS** of the missed work.
   - **Note**: If you are unable to submit your documents within 2-business days**, you must still email your instructor within the 2-business day window** to explain the nature of the delay, and when you will be able to provide your documents. Exceptions to the documentation deadline will only be made under **exceptional circumstances**.
   - **Note**: For this semester, we do not require any additional supporting documentation (e.g. medical notes) to support your missed term work accommodation request.

Accommodations for Academic Conflicts (NOTE: not applicable for our course!)

- **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.*
- **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" and noting "Religious conflict" in the space provided.
2. Email the form to your course instructor **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 *ASSIGNMENTS* due to ACCESSABILITY REASONS:

- If your desired accommodation is **within the scope** of your Accommodation Letter (e.g. 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 your instructor, specifying how many days extension you are requesting.

- If your desired accommodation is **outside the scope** of your Accommodation Letter (e.g. 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 your instructor detailing the accommodations required.

Accommodation Procedure:

After submitting your documentation, you will receive a response from your instructor. This form does not guarantee that you will be accommodated. 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. **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.

For an anticipated event (e.g. scheduled surgery or an illness with a prolonged recovery period), submit a Verification of Illness Form completed by your doctor, AND this form to your instructor if you would like to request accommodations in advance of the assignment deadline or midterm date. **Declare your future absence on ACORN (absences can be declared up to 14 days in the future).**

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.** For example, if you are given an extension but are still sick and need more time, you must submit another request 'Missed Term Work Accommodations' form and declare your extended absence on ACORN.

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/

For Fall 2021, **Nov 23** is the deadline to drop courses without academic penalty.

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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.