



PSYB70

COURSE SYLLABUS

METHODS IN PSYCHOLOGICAL SCIENCE

PSYB70. Methods in Psychological Science (Summer 2022)

Course information

Course name: PSYB70H3. Methods in Psychological Science

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

Section: Summer 2022, LEC99; see [Quercus](#) for course access

This is an asynchronous 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 will be administered online, but they will be scheduled for a specific date and time. On those dates, you will need access to a quiet location, reliable laptop or desktop, and stable internet access. The course also offers optional online tutorials that are offered 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 (go to “About Us”)

Contact me: See “Contact Us” on Quercus for details

Office hours: See “Contact Us” on Quercus for details

Course email: psyb70.utsc@utoronto.ca

Teaching Assistants (TA):

<ul style="list-style-type: none">• TA: Information coming soon!•	<ul style="list-style-type: none">• TA:• FSG Leader: Fatima Formuli
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Required readings

Textbook. There are two textbook options (see below). The textbook by Beth Morling is recommended. It closely maps on to the information in the video lessons and has great online supports. There is also a free textbook option that can be used instead. The free textbook reviews the basic information you will need to engage with the online learning modules. Please see Quercus for a comparison that can help you decide which textbook option is right for you [Go to Modules > Welcome > Readings and Preparation].

- **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.
- **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 (see the Course Schedule for details). These articles are available via the “Library Reading List” on [Quercus](#).

Course Description

This course focuses on content and skills central to effectively consuming and critiquing research in psychological science. Students will develop scientific literacy skills as they learn about commonly used research designs, how to assess whether a design has been applied correctly, and whether the conclusions drawn from the data are warranted. Students will also gain practice finding, interpreting, and critically evaluating primary journal articles.

Learning Objectives

By the end of the course, students should be able to:

- Identify the defining features of a scientific approach to the study of psychology and recognize key concepts in research ethics, research design, and basic data analysis.
- Practice identifying and critically evaluating research claims reported in the news, popular press, books, articles, and other sources.
- Differentiate between primary versus secondary sources and identify different types of articles in psychology (e.g., empirical research, meta-analysis, literature reviews).
- Demonstrate the skills necessary to search for, identify, and acquire primary research articles published in peer reviewed scientific journals.
- Identify the major sections of an empirical research article and practice using these sections to identify the goals, rationale, hypotheses, design, sample, variables, results, and conclusions of a research study.
- Practice evaluating research designs based on their internal validity, external validity, construct reliability and validity, and statistical results.
- Practice evaluating research results presented in text, tables, and graphs.
- Practice generating new research ideas, including being able to articulate new ideas in the form of an alternative and null hypothesis, key variables to be measured/manipulated, and key features of the appropriate research design (e.g., experimental versus non-experimental).
- Recognize the purpose of the APA style guide and identify how to correctly paraphrase, cite, and reference primary sources in the development of written work and research ideas.

Course Structure

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 of these elements is outlined in the upcoming sections.

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 4, most units of the course will include an assigned journal article reading that illustrates the research methods being discussed. (See [Quercus](#) to access the Reading List.)

To help you make the most of these readings, Units 4 and 5 of the course includes tutorials and sample articles designed to help you learn how to find, read, and interpret journal articles.

Engage: Online modules

Each weekly unit is associated with **two lessons (Lesson A and Lesson B)**. Please access the lessons using the **Modules tab**. 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 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). Each lesson includes:

A weekly study guide: 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). The study guides also includes an outline of the key terms and concepts, and, as applicable, infographics, 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 and watch them 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	Weight
Online Midterm Test 1 (Date and time to be announced)	20%
Online Midterm Test 2 (Date and time to be announced)	30%
Online Final Exam (Date and time to be announced)	35%
*Engagement activities: cases, articles critiques, and assignments	15%
Maximum Total Points / Percent	100%

* See the engagement activity guarantee ([link](#)).

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

Your grade in the course will be determined primarily by your performance on two midterm tests and a final exam. These tests will be administered online via Quercus. 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. Details about the exact format of each test / exam will be posted on Quercus at least one week in advance of the scheduled date.

- **Midterm Test 1** will cover content from Units 1-4.
- **Midterm Test 2** will cover content from Units 1-9 (with an emphasis on Units 5-9).
- **The final exam** will cover all 12 units of the course (with an emphasis on Units 10-12).

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 to 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. 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 build on the foundational content introduced earlier in the term. Because of this reality, the midterm tests and final exam are cumulative. In addition, the tests and exams for this course get progressively more difficult as the term goes on. *It is very important that you do not fall behind in this course!* It may be very difficult 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 of this course.

Accommodations. If you receive AccessAbility accommodations, please register with [MyAims](#) as soon as the test dates are announced. This will provide AccessAbility and our team plenty of time to work together to set up your accommodations. If you need to reschedule a midterm test due to an academic conflict, time zone difference, religious observance, or because of illness or an emergency, please complete the [PSYB70 Missed Term Work Form](#). 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.

Engagement activities (15%)

To incentivize you to complete the weekly engagement activities, each activity has been assigned a point value (see below). There will be at least 170 engagement points offered throughout the term, but only your highest scoring 150 points will count towards your engagement grade (150 points = 15% of your total course grade). This means you have at least 20 extra 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** (40 pts). There will be two discussion-based activities in the course. Case Discussion 1 occurs in the first two weeks of class and is worth 10 points (1%). Case Discussion 2 is spread over multiple weeks of the course and is worth 30 points (3%). Because of their interactive nature, these multi-step discussion board activities are associated with **strict deadlines**. Please see Quercus for the deadlines and requirements.
- **Article critiques** (95 pts). The course includes a library lab (5 pts) and six article critique assignments (10-20 points each). These assignments are designed to help you build the scientific literacy skills that you will need to find, read, and interpret research findings.
- **Engagement activities** (35 pts). Each week of the course will also include several small integrated assignments, knowledge checks, and try-it exercises designed to help you gain hands-on experience reading and interpreting research findings.

AccessAbility accommodations and extension requests. The engagement activities for this course are deliberately set up so that extension requests are not necessary, nor allowed. While the two case discussion activities have strict deadlines (due to their interactive nature), the article critique assignments and engagement activities can be submitted late up until the last day of the course (August 10), without penalty. In addition, each case discussion activity has a built in grace period of at least one week. To account for the possibility that you may perform poorly on some activities, or need to occasionally miss parts of a case study, you can miss 20 points without it hurting your grade. 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.

Engagement guarantee. The engagement activities are designed to facilitate active participation in the class and to incentivize your frequent engagement with the course. Because you can work towards mastery and only your highest marks count, the vast majority of students earn full credit on these assignments (150/150 points). As such, the completion of these activities serves as a nice way to “boost” one’s grade for most students in the course. With that said, I offer a guarantee that the engagement activities will not hurt your grade relative to the tests and final exam. At the end of the term, if your engagement score is lower than your test/exam score, I will drop the engagement activities and calculate your final grade based purely on your test and final exam scores.

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 9-15	Intro to psychological science <input type="checkbox"/> Unit 1 readings, Quercus activities	<input type="checkbox"/> Lesson 1A (see Quercus) <input type="checkbox"/> Lesson 1B (see Quercus)
Unit 2 May 16-22	Research ethics <input type="checkbox"/> Unit 2 readings, Quercus activities	<input type="checkbox"/> Lesson 2A (see Quercus) <input type="checkbox"/> Lesson 2B (see Quercus)
Unit 3 May 23-29	Evaluating research claims <input type="checkbox"/> Unit 3 readings, Quercus activities	<input type="checkbox"/> Lesson 3A (see Quercus) <input type="checkbox"/> Lesson 3B (see Quercus)
Unit 4 May 30-5	Reading and interpreting research <input type="checkbox"/> Unit 4 readings, Quercus activities	<input type="checkbox"/> Lesson 4A (see Quercus) <input type="checkbox"/> Lesson 4B (see Quercus)
Unit 5 June 6-12	Finding and citing research <input type="checkbox"/> Unit 5 readings, Quercus activities	<input type="checkbox"/> Test 1 around here
Unit 6 June 13-19	Measurement and association claims Unit 6 readings, Quercus activities	<input type="checkbox"/> Lesson 6A (see Quercus) <input type="checkbox"/> Lesson 6B (see Quercus)
READING WEEK – NO NEW CONTENT (June 21 - 25)		
Unit 7 June 27-3	Internal validity and causal claims <input type="checkbox"/> Unit 7 readings, Quercus activities	<input type="checkbox"/> Lesson 7A (see Quercus) <input type="checkbox"/> Lesson 7B (see Quercus)
Unit 8 July 4-10	Experimental designs I <input type="checkbox"/> Unit 8 readings, Quercus activities	<input type="checkbox"/> Lesson 8A (see Quercus) <input type="checkbox"/> Lesson 8B (see Quercus)
Unit 9 July 11-17	Experimental designs II <input type="checkbox"/> Unit 9 readings, Quercus activities	<input type="checkbox"/> Test 2 around here
Unit 10 July 18-24	Interpreting patterns of causality <input type="checkbox"/> Unit 10 readings, Quercus activities	<input type="checkbox"/> Lesson 10A (see Quercus) <input type="checkbox"/> Lesson 10B (see Quercus)
Unit 11 July 25-31	Interpreting patterns of association <input type="checkbox"/> Unit 11 readings, Quercus activities	<input type="checkbox"/> Lesson 11A (see Quercus) <input type="checkbox"/> Lesson 11B (see Quercus)
Unit 12 Aug. 1-7	Interpreting a body of research <input type="checkbox"/> Unit 12 readings, Quercus activities	<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: Date and time to be announced		

UTSC Deadlines: <https://www.utscc.utoronto.ca/registrar/dates-and-deadlines>

For Summer 2022, **July 25** is the deadline to drop courses without academic penalty.

Managing your time

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

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

Readings

Textbook 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 7 (*Sampling*) and *skim* Descriptive Statistics (appendix)
- **Unit 5:** Chapter 2 (*Sources of Information*), Readings 1, 2, 3, & Article 1
- **Unit 6:** Chapter 5 (*Measurement*), Chapter 6 (*Surveys*), Reading 4, & Articles 1 & 2
- **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:** Section 36 (*Conducting Surveys*) and *skim* Statistics (*Section 12, Xii and Xiii*)
- **Unit 5:** Chapter XI (*Presenting your research*), Readings 1, 2, 3, & Article 1
- **Unit 6:** Chapter IV (*Measurement*), Chapter VII (*Surveys*), Reading 4, & Articles 1 & 2
- **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 2): Bramesfeld, K. D. (2022). Research transparency.
- **Reading 2** (Unit 2): Bramesfeld, K. D. (2022). The Plagiarism Prevention Tutorial.
- **Reading 3** (Unit 5): Bramesfeld, K. D. (2022). PsycINFO Scavenger Hunt.
- **Reading 4** (Unit 6): Bramesfeld, K. D. (2022). 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 6): 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).

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.

Inclusivity 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 work/family realities), please contact me as soon as possible so that we can work together to determine the best course of action.

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>.

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.

Academic Integrity: Tests and exams

Online courses offer unique challenges when it comes to academic integrity. All 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:** Communication of any kind with another student during a test or exam could 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 suspected academic integrity violations if you do stumble upon it accidentally.

Academic Integrity: University policy

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.

Plagiarism detection

Normally, students will be required to submit their course essays to Quercus 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 tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

Department of Psychology Missed Term Work Policy, Summer 2022

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

Note:

- 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.
- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, accommodations are only possible via the Registrar's Office [petition process](#).

Use this link to access the: [PSYB70 Missed Term Work Form](#)

ILLNESS OR EMERGENCY accommodations:

For missed midterm tests due to ILLNESS OR EMERGENCY, complete the following process **within 2 business days** of the missed test or exam:

1. Declare your absence on [ACORN](#) (Profile & Settings > Absence Declaration) and take a screenshot of your Self-Declared Absence on ACORN.
2. Complete the [PSYB70 Missed Term Work Form](#) and, when requested, upload the screenshot of your Self-Declared Absence on ACORN.

Note:

- *If you are unable to submit your request within 2 business days, you must still email your instructor within the 2 business day window to explain the nature of the delay. Exceptions to the 2 business day deadline will only be made under exceptional circumstances.*
- *If your absence is declared on ACORN, we do not require any additional supporting documentation (e.g. medical notes) to support your missed term work accommodation request.*

ACADEMIC CONFLICT accommodations:

For missed midterm tests due to an ACADEMIC CONFLICT (e.g. two midterms at the same time), submit the following **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:

1. Take screenshots of the exam page / your course Quercus pages that demonstrate the conflict.
2. Complete [PSYB70 Missed Term Work Form](#) and, when requested, upload the screenshot evidence of the academic conflict.

Note:

- *Multiple assignments due on the same day are not considered conflicts. Students are expected to manage their time effectively to meet assignment deadlines.*
- *Back-to-back tests/quizzes are not considered conflicts. Only overlapping activities are conflicts.*
- *Students are responsible for keeping their course timetables conflict-free. Students who register in two courses with overlapping lecture/tutorial/lab schedules will not be accommodated.*

RELIGIOUS CONFLICT accommodations:

For missed midterm tests due to a RELIGIOUS CONFLICT, submit the [PSYB70 Missed Term Work Form](#) (selecting Religious accommodation as the reason for needing accommodation) 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. Requests sent after the activity deadline may not be accommodated.

ACCESSABILITY SERVICES accommodations:

For missed **TERM TESTS** due to ACCESSABILITY REASONS: **Contact your AccessAbility consultant** and have them email PSYB70.utsc@utoronto.ca detailing accommodations required.

Accommodation Procedure:

After submitting your documentation, you will receive a response from your instructor or TA. 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. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

For an **anticipated absence** (e.g. a scheduled surgery or an illness with a prolonged recovery period), if you would like to request accommodations in advance, submit a [Verification of Illness Form](#) completed by your doctor AND the [PSYB70 Missed Term Work Form](#) to the course email. Absences can be declared up to 14 days into the future on ACORN.

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting its requirements, 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.** E.g. If you are given an extension but are still sick and need more time, or if you miss a make-up term test, you must submit *another* [PSYB70 Missed Term Work Form](#) and declare your extended absence on ACORN. *Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not necessarily be provided.

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 student and 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/>

English Language Development (ELD) Support: <https://utsc.utoronto.ca/eld/welcome-ctl-english-language-development-support>

Academic English Health Check: <https://utsc.utoronto.ca/eld/academic-english-health-check-aehc>

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

AccessAbility: <https://www.utsc.utoronto.ca/ability/welcome-accessability-services>

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

Mental health resources for UTSC students: <https://www.utsc.utoronto.ca/hwc/mental-health-services-and-resources-utsc-students>

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

UofT Quercus course focused on academic success and wellness:
<https://q.utoronto.ca/enroll/ALEYMP>

² I extend my thanks to Dr. Michael Souza, who shared an initial list of student resources with me and graciously agreed to let me use them in this syllabus.