SCIENTIFIC COMMUNICATION IN PSYCHOLOGY
(PSYC02H3 Y LEC01)

Summer 2022 Course Syllabus

Instructor: Jessica Dere, Ph.D., C. Psych.
Class Time and Location: Tuesdays, 11:00am-1:00pm, in MW-140
Office Hours: Conducted remotely using Zoom. See details and link on Quercus.
      Drop in: Tuesdays, 2:00 – 3:00pm
      By appointment: As requested and see Quercus course calendar for appointment slots
Email: jessica.dere@utoronto.ca
Office Phone: (416) 208-2999

Prerequisites: [(PSYB01H3) or (PSYB04H3) or PSYB70H3] and [PSYB07H3 or STAB22H3 or STAB23H3]

Required course text:
American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed.). https://doi.org/10.1037/0000165-000

Recommended course text:
Landrum, R. E. (2021). *Undergraduate writing in psychology: Learning to tell the scientific story* (3rd ed.). American Psychological Association. https://doi.org/10.1037/0000206-000

Additional Material: Additional readings and/or other course material may be placed on the Quercus course page over the course of the semester, and will be announced in class or tutorial.

*** Please note**: Course announcements will be made via Quercus. Please monitor the course website regularly for important updates. Class emails will also be sent through Quercus; please make sure your listed email address is correct. Students must use their utoronto email address for all course-related communications and are expected to check this account regularly. ***

Tutorials and Teaching Assistants:

Tutorial 1 (Thursdays @ 9:00-11am in HL B108)
Teaching Assistant: Simar Moussaoui
Email: simar.moussaoui@mail.utoronto.ca

Tutorial 2 (Thursdays @ 1:00-3:00pm in HL B108)
Teaching Assistant: Nayani Ramakrishnan
Email: nayani.ramakrishnan@mail.utoronto.ca

Tutorial 3 (Thursdays @ 3:00-5:00pm in HL B108)
Teaching Assistant: Willem Le Duc
Email: w.leduc@mail.utoronto.ca

Course description: How we communicate in psychology and why. The differences between scientific and non-scientific approaches to behaviour and their implications for communication are discussed. The focus is on improving the student's ability to obtain and organize information and to communicate it clearly and critically, using the conventions of the discipline.

Learning objectives: At the conclusion of the course, students should be able to …

1. Format written work according to guidelines described in the 7th edition of the Publication Manual of the American Psychological Association;
2. Systematically search for scholarly articles using major research databases;
3. Critically evaluate the presentation of psychological science in the popular press;
4. Compare and contrast reports of psychological research from the popular press vis-à-vis original research reports; and
5. Summarize and synthesize scientific information on a given topic in psychology, and present this information clearly and concisely in written and oral/audio formats.

Class culture and course structure

These remain challenging and uncertain times. This is our first full semester of in-person learning in over two years, and I expect that we will all encounter some surprises or hiccups along the way. My goal is to support your learning as best as possible and to create a welcoming and engaging class. I have tried to be thoughtful about how to approach the unknowns and uncertainties that are a nearly constant part of our lives these days in light of the ongoing COVID-19 pandemic. However, it is very possible that I have missed something or have failed to account for certain scenarios, and I will welcome your input and feedback throughout the semester. I hope that we can all work together – along with the course TAs – to build a collaborative, supportive, empathic, and positive class culture.

This course consists of weekly class sessions and weekly tutorials. These are all scheduled to be held in-person. Please see below for comments related to ongoing COVID-19 considerations. Class sessions will largely be lecture-based, in order to introduce the weekly topic (see below). However, lectures will be supplemented with in-class activities, discussions, and other materials to help illustrate course material. Student participation will be encouraged throughout. Weekly tutorials led by teaching assistants will complement lecture topics by providing hands-on practice and skill development, small group activities, and support for the completion of assignments. **Engagement in your tutorial section is a requirement of the course.** However, in light of ongoing uncertainties due to COVID-19, I have built in some flexibility regarding what engagement can look like. The default remains in-person attendance at tutorial. Regular attendance and participation will be the easiest way to earn your engagement marks. However, if you are feeling at all unwell or have other concerns about coming to campus, you will not be penalized. Online options for participation will be provided via the Quercus course page. Please remain in close communication with your TA about matters related to attendance and engagement. They are here to support your success!

The semester is structured such that the first half is more "reading heavy" and the second half is more "writing heavy". When reading the required APA Publication Manual, please keep in mind that you will be tested via a timed, open-book test. This should inform your approach to reading and studying the APA Style material. Ultimately, my goal is for you to be an expert user of the manual, able to easily find and apply the principles and rules of APA Style. I firmly believe that this is a very valuable (though admittedly not thrilling) skill to have as a psychology student and beyond.

Considerations related to COVID-19

WebOption: The lectures will be recorded by the WebOption team and videos will be made available to the class. I have opted to do so in light of the ongoing uncertainty and challenges due to the pandemic. Generally, I would not record this class and would emphasize the importance of in-person attendance. It will still be the case that the course is optimized for in-person attendance and you will get the most out of the course if you are able to attend regularly. However, I also want to ensure flexibility and prioritize everyone's health and well-being. **My intention is that you will not be penalized if you need to stay home at any point.** In fact, in line with University of Toronto and public health guidelines, I expressly encourage and request that you stay home if you are feeling unwell or have come in contact with someone with COVID-19 symptoms or who has tested positive for COVID-19. Alongside the WebOption recordings, I will provide whatever support I can to students in challenging positions over the summer.

Illness: If you are unwell or you test positive for COVID-19 or are at high risk of having been exposed, **you should not come to campus**. Please stay home and take advantage of the WebOption recordings and online options for tutorial engagement. I assure you – you will **not** be at a disadvantage if you cannot attend class for this reason. If your illness coincides with a course deadline, please follow the missed term work policy below.

Face masks: As per the most recent UofT policy, masks must be worn in the classroom. In the interest of your own health, that of your classmates, as well as my health and that of your TA, please be sure to wear a well-fitting, high quality (preferably medical grade) mask over your mouth and nose at all times.

Eating and drinking: In light of the face mask requirement, eating and drinking is not allowed in the classroom. Students are asked to step out of the classroom briefly if they wish to eat or drink. I will do the same!

Delivery mode: If myself or the TAs need to switch to online delivery due to symptoms, COVID-19 exposure or other unforeseen circumstance, we will let you know as soon as possible. Our online platform will be Zoom and we will communicate relevant details via Quercus. Please be sure to stay up to date with Quercus updates and announcements. If myself or the TAs become ill and cannot teach/lead a tutorial, we will let you know as soon as possible and provide updates via Quercus.

If needed, I will update these and/or other considerations over the course of the semester.

Lecture schedule and readings

Week	Date	Topic	Required Readings and Resources	Assignment notes
1	May 10	Welcome & Scholarly Writing in Psychology	*APA Publication Manual (7ᵗʰ ed): Chapter 1*	
2	May 17	Why APA Style? & Paper Elements and Format	*APA Publication Manual (7ᵗʰ ed): Chapter 2 and browse Chapter 3*	
3	May 24	Writing Clearly and Concisely **Library skills workshop in class**	*APA Publication Manual (7ᵗʰ ed): Chapter 4*	
4	May 31	Bias-Free Language & The Mechanics of Style	*APA Publication Manual (7ᵗʰ ed): Chapters 5, 6*	Newspaper article due **by** May 31
5	June 7	Crediting Sources/References	*APA Publication Manual (7ᵗʰ ed): Chapters 8, 9 and browse Chapter 10*	Initial assignment due June 7
6	June 14	Displaying Results & The Publication Process	*APA Publication Manual (7ᵗʰ ed): Chapters 7, 12*	
		READING WEEK (June 21 – June 25)		
7	June 28	**Online term test during class time (APA Style)**		
8	July 5	Reading Critically and Extracting Information & Constructing a Logical Argument	Resource to consult: UTSC Writing Centre – [The Writing Process]	
9	July 12	Scientific Communication of Psychology Research in the Popular Press / Mental Health and the Media	TBA	Draft podcast script due July 12 (optional)
10	July 19	Outlines, Editing, and Proofreading	TBA	Podcast due July 19
11	July 26	**24-hour take-home essay**		
12	August 2	Term paper peer-review session	*Students must have at least two complete pages of term paper draft prepared for class time if participating in peer review session*	

***Please note**: The class schedule and delivery mode is subject to change due to unforeseen circumstances.*

Tutorial schedule

Week	Date	Topic
1	May 12	First week of class – **DROP-IN TUTORIAL (Say hello to your TA!)**
2	May 19	Paper Elements and Format
3	May 26	Writing Clearly and Concisely *Initial assignment brainstorming*
4	June 2	Bias-Free Language & The Mechanics of Style *Discussion of newspaper articles if needed*
5	June 9	Crediting Sources/References
6	June 16	Remaining APA topics and Review Session for APA Term Test
READING WEEK (June 21 – 25)		
7	June 30	Reading Critically and Extracting Information
8	July 7	Podcast script support/storyboarding
9	July 14	Draft podcast script peer-review and feedback
10	July 21	Podcast peer Q&A
11	July 28	Podcast peer Q&A
12	August 4	Feedback and final paper support

Please note: The tutorial schedule is subject to change due to unforeseen circumstances. Students are expected to regularly consult the section of the Quercus course page dedicated to their tutorial section for reading materials, resources, and updates from their TA.

Important class dates:

May 31: Deadline for submitting selected newspaper article to TA, by 11:59pm (can do it earlier!)
June 3: Deadline for Academic English Health Check bonus mark
June 7: Initial assignment due on Quercus, by 11:59pm
June 28: Online test during class time
July 12: Draft podcast script due (optional)
July 19: Podcast due
July 26: 24-hour take-home essay
August 2: Partial term paper draft required for peer-review session (optional)
August 10: Term paper due on Quercus, by 11:59pm

Evaluation

- **Initial assignment**: 5%
- **Engagement in tutorial section**: 10%
- **Podcast**: 15%
    o Draft script submission and peer-review participation: 5%*
    o Final podcast: 10% or 15%*
    o *For those students who do not submit a draft script and participate in peer-review process, the podcast will be worth 15%.*
- **Online term test**: 20%
- **24-hour take-home essay**: 20%
- **Term paper**: 30%
    o Term paper peer-review participation: 5%*
    o Final term paper: 25% or 30%*
    o *For those students who do not participate in the peer-review session, the term paper will be worth 30%.*

Bonus mark opportunity: 1%
- Completion of Academic English Health Check by **June 3**
    o See information on Quercus

Please note that there are no additional opportunities for extra credit to improve your grade at any time during this course or after the course is over.

Initial assignment (5%): Students must find a popular press news story that reports on a recent research study in the psychological literature. The story must be written in English, published since **January 1st, 2018** and **must be a news article** (not a blog or other online post) from one of the following newspapers: *The Globe and Mail*, *The National Post*, *The Toronto Star*, *The Wall Street Journal*, *The New York Times*, *The Washington Post,* or *The Guardian*. **Questions about whether a story qualifies as a news article for this assignment should be directed to your teaching assistant well in advance of the assignment deadline.** Students must then find the original academic research article that is discussed in the popular press story, as well as one review article relevant to the given area of research; both of these articles must be from peer-reviewed journals. The assignment will consist of a completed 1-page worksheet and a properly formatted reference list containing these three citations.

- Students **MUST** receive approval for their selected newspaper article from their assigned TA before proceeding with their assignment. Selected articles must be submitted via Quercus <u>no later than</u> 11:59pm EST on **May 31st, 2022**.
- <u>Due date</u>: **June 7th, 2022**, by 11:59pm EST. The assignment must be submitted electronically through Quercus as a Word document.

Engagement in tutorial section (10%): Students will be evaluated based on their participation in tutorial discussions (in-person and/or on Quercus) and engagement with skills exercises and activities. If unable to attend in person due to illness or other concerns, students are expected to be in contact with their TA and to demonstrate engagement with the week's topic and content via online means. Further details to be discussed in tutorials.

Online term test (20%): This test will cover all assigned chapters from the 7th edition of the APA Publication Manual (all chapters except chapter 11) and relevant lecture material from weeks 1 through 6. Further details will be discussed in class and posted on Quercus.

- <u>Date</u>: **June 28th, 2022 online via Quercus, during class time.**
- Students can bring their laptop and write the test in our usual classroom or choose to write it from home. I will be present to answer questions in person and/or online (via Zoom).

Podcast (15%): Students will create an audio podcast that is aimed at a general audience. The podcast will incorporate the articles selected for the initial assignment along with four additional empirical articles on their chosen research topic. The podcast will provide a critical analysis of their selected newspaper article, drawing directly from the knowledge they have gained having read their selected empirical papers. In essence, students are asked to do a "better" or more comprehensive job at telling a general audience about their chosen research topic, using the newspaper article as a starting point. Podcasts should be approximately 10 minutes in length and there is room for creativity in terms of structure and approach. Further details and technical resources will be discussed in class and tutorials and posted on Quercus.

- **Draft script and peer-review (5%*)**: Students will submit a draft of their script via Quercus and engage in providing feedback to assigned peer(s) during the July 14th tutorial time. Evaluation of participation will be based on the quality of the peer feedback provided. Only students who submit a draft script will be able to participate and receive peer feedback.
    - <u>Due date</u>: **July 12th, 2022** by 11:59pm EST. Submitted via Quercus as a Word document.

- **Final podcast (10% or 15%*):** Students must submit their final audio file via Quercus. Part of the evaluation of the podcast will involve students' participation in Q&A exchanges to take place within each tutorial section. Further details to be discussed in class and tutorials and posted on Quercus.
    - <u>Due date:</u> **July 19th, 2022** by 11:59pm EST. Submitted via Quercus.

Take-home essay (20%): Within a 24-hour window, students will be asked to write a structured essay drawing on course material and submit it via Quercus. Details will be discussed in class and posted on Quercus. The essay will be submitted to the University's plagiarism detection tool.

- Date: **July 26th, 2022 (exact 24-hour window TBA)**

Term paper (30%): The term paper will consist of **a literature review** on the chosen research topic, and is aimed at an academic audience. This literature review will integrate six peer-reviewed journal articles: the original empirical article discussed in the newspaper piece, the review paper selected for the first assignment, and the four additional empirical articles selected for the podcast. It will not incorporate the newspaper article. The paper will be 8 pages long, not including the title page or reference page(s). Please follow all formatting guidelines from the APA Publication Manual (7th ed.) when writing the term paper. Further details regarding the term paper will be provided in class and on Quercus.

- **Term paper peer-review participation (5%*):** Students will engage in a peer-review session during our final lecture session, to help support their progress on the term paper. In order to participate, students must have at least two completed pages of their term paper draft completed. Students will be asked to provide structured, constructive peer feedback. Evaluation of participation will be based on the peer feedback provided. Further details will be discussed in class.
  - Due date: **August 2nd, 2022 by 11:00am EST**

- **Final term paper (25% or 30%*):** Students must submit their final term paper on the last day of classes
  - Due date: **August 10th, 2022** by 11:59pm EST. The term paper will be submitted through Quercus as a Word document, and will be reviewed for plagiarism using the University's plagiarism detection tool directly through Quercus.

Statement regarding the plagiarism detection tool: Normally, students will be required to submit their course essays to the University's plagiarism detection tool 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 website (https://uoft.me/pdt-faq).

Policies for Assignments and Assessments in this Course

In light of their optional nature, no late submissions or extensions will be considered for the following course components:
- Bonus mark opportunity
- Draft podcast script and peer-review
- Term paper peer-review

Late submissions and extensions will also generally not apply to tutorial engagement marks. Case-by-case considerations may be made.

Missed term test: A make-up test will be held approximately ten days following the date of the original test. Students will be permitted to take the make-up <u>only</u> if they were absent on the original date due to a verified illness, a serious family emergency (e.g., death of a close family member), or religious observances. Students must follow the <u>departmental policy</u> outlined below when submitting relevant documentation. Only those students who follow this process will be considered for writing the make-up. Students who do not submit their documentation on time, whose documents are not accepted, or who do not complete the make-up test, will receive a grade of zero on the test.

Missed take-home essay: In light of the 24-hour time window, the opportunity to write a make-up essay will only be considered in exceptional circumstances. If students are unable to write the take-home essay during the entire 24-hour time period, they must follow the departmental policy outlined below. Only those students who follow this process will be considered for writing a make-up essay. Students who do not submit their documentation on time, whose documents are not accepted, or who do not complete the make-up essay, will receive a grade of zero on the essay.

Late submission of assignments: Unless you have legitimate documentation for a late assignment, 10% of the total value of the assignment will be deducted for each day that it is late. An assignment is considered late <u>as soon as</u> the due date and time passes (i.e., one minute past 11:59 EST), so you are strongly encouraged to submit your assignments early in order to avoid any technical delays. Difficulties with the Quercus portal will not be accepted as a legitimate reason for a late assignment. If you have legitimate documentation to explain your late assignment, you must follow the <u>departmental policy</u> outlined below.

Please note: It is **always** best to speak with me and your TA **as soon as possible** if you foresee any challenges in meeting a deadline. We are here to support you and your learning.

Grading: Any complaint about grading on an assignment or assessment should be made in writing to your teaching assistant <u>within one week of receiving the graded material,</u> or as soon as is reasonably possible, and should detail the point(s) of contention.

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.

> The email address to submit missed term work accommodation requests in **PSYC02** is: **PSYC02.DERE@GMAIL.COM. You must also cc your assigned TA when submitting a request.**

ILLNESS OR EMERGENCY accommodations:

> For missed work due to ILLNESS OR EMERGENCY, complete the following process:
> 1. Complete the Request for Missed Term Work Accommodations Form.
> 2. Declare your absence on ACORN (Profile & Settings > Absence Declaration)
> 3. Email **both** of the following items to the course email **WITHIN 2 BUSINESS DAYS** of the missed work:
>   - the Request for Missed Term Work Accommodations Form ***AND***
>   - a 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 term work due to an ACADEMIC CONFLICT (e.g. two midterms at the same time):
> 1. Complete the Request for Missed Term Work Accommodations Form.
> 2. Take screenshots of your course Quercus pages that demonstrate the conflict.
> 3. Email the form and screenshots to the course email **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.

Note:
- *Multiple assignments due on the same day are <u>not</u> considered conflicts. Students are expected to manage their time effectively to meet assignment deadlines.*
- *Back-to-back tests/quizzes are <u>not</u> 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 term work due to a RELIGIOUS CONFLICT:

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Email the form to the course **email 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 the course email detailing accommodations required.

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 the course email 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 the course email detailing the 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 missed assignments, **do not wait for the instructor's response to resume work on your assignment.** Extensions may be as short as one business day, depending on the nature of the illness/emergency. Complete your assignment as soon as you're able, and email it to your instructor.

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 [Request for Missed Term Work Accommodations 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* [Request for Missed Term Work Accommodations 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.

Rights and Responsibilities

Copyright in Instructional Settings:
If a student wishes to tape-record, photograph, video-record or otherwise reproduce lectures, course notes/slides, or other similar materials provided by instructors, they must obtain the instructor's written consent beforehand. Without consent, all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.

When lecture recordings are provided, they are only for the exclusive use of enrolled students, for their personal learning. Lecture recordings are not to be shared in any way beyond enrolled students. All course materials are provided for the exclusive use of enrolled students.

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

AccessAbility Services staff (located in Rm AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. Please contact 416-287-7560 (tel/TTY) or email ability.utsc@utoronto.ca for more information. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

On Equity, Diversity and Inclusion:
The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

The teaching team in this course (Dr. Dere and the TAs) will work to establish an environment that is informed by principles of equity, diversity, and inclusion, where everyone feels comfortable sharing their perspectives, questions, and feedback with one another.

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

Potential offences in papers and assignments include using someone else's ideas or words without appropriate acknowledgement, submitting your own work in more than one course without the permission of the instructor, making up sources or facts, obtaining or providing unauthorized assistance on any assignment.

On tests and exams cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

Note: 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 may also wish to go to the English Language Development Centre. If you decide to use these services 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.

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

Family Care Responsibilities:
The University of Toronto strives to provide a family-friendly environment. Challenges related to family responsibilities are all the more salient in the context of the COVID-19 pandemic. You may wish to inform me if you are a student with family responsibilities. If you are a student parent or have family responsibilities, you also may wish to visit the Family Care Office website at familycare.utoronto.ca.

Quercus Info:
This course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. The site is dynamic and new information and resources will be posted regularly as we move through the term, so please make it a habit to log in to the site on a regular, even daily, basis. To access the course website, go to the U of T Quercus log-in page at https://q.utoronto.ca.

SPECIAL NOTE ABOUT GRADES POSTED ONLINE: Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact me as soon as possible if you think there is an error in any grade posted on Quercus.

<u>Writing-related campus resources:</u>

The English Language Development Centre supports all students in developing better Academic English and critical thinking skills needed in academic communication. Make use of the personalized support in academic writing skills development and Café sessions to enhance your ability to do better in the various components of this course. Details and sign-up information: http://www.utsc.utoronto.ca/eld/

The Writing Centre helps all UTSC students improve their writing skills. We work with students in all years and all disciplines. Programs include writing groups, writing workshops, one-to-one tutoring, and both print and online resources. For information, resources, and to sign up for individualized feedback: http://www.utsc.utoronto.ca/twc/