



UNIVERSITY OF
TORONTO
SCARBOROUGH

THE UNIVERSITY OF TORONTO SCARBOROUGH
Department of Psychology

PSYC51: The Cognitive Neuroscience of Vision, Fall 2022

1.0 CALENDAR DESCRIPTION

This course will provide an in-depth examination of research in the field of visual cognitive neuroscience. Topics will include the visual perception of object features (shape, colour, texture), the perception of high-level categories (objects, faces, bodies, scenes), visual attention, and comparisons between the human and monkey visual systems.

2.0 COURSE INFORMATION

Prerequisite: [PSYB51H3 or PSYB55H3 or (PSYB65H3)] and [(PSYB01H3) or (PSYB04H3) or PSYB70H3]] and [PSYB07H3 or STAB22H3 or STAB23H3]

Exclusion: PSY380H

Class meeting time: Tuesdays from 11 am – 1 pm, Room SW 319 (In-person)

Readings: There is no textbook in this course. Instead, you will be required to read review articles on the various topics covered in the course (see below).

3.0 INSTRUCTOR AND TEACHING ASSISTANT CONTACT INFORMATION

Instructor: Professor Jonathan Cant (email: jonathan.cant@utoronto.ca; please put PSYC51 in the subject line of any emails)

Virtual office hours: Thursdays between 12 pm – 2 pm (online via Zoom), or by appointment; A Zoom link can be found below; I will admit students from the waiting room and meet with them individually in turn; thus, there may be some wait time!

Teaching assistants:

Nina Lee (ninah.lee@mail.utoronto.ca)

Tahsin Reza (tahsin.reza@mail.utoronto.ca)

TA Virtual office hours: Time to be announced.

4.0 ONLINE COURSE RESOURCES

Quercus: <https://q.utoronto.ca/>

Quercus will be used as the main online resource for this course. All important course-related information (e.g. lecture slides, announcements, syllabus, class schedule, assignment information, message boards, grades, etc.) will be available via Quercus.

Zoom: Please create a Zoom account prior to the first class by clicking on the following link and following the instructions <https://act.utoronto.ca/zoom-information/>

Here is the Zoom link for Professor Cant's virtual office hours:

<https://utoronto.zoom.us/j/89851748703>

5.0 DETAILED COURSE DESCRIPTION

The purpose of this course is to introduce you to a number of fundamental concepts in the study of the cognitive neuroscience of vision. You will learn about the history of research in each topic area, and will also learn about the current understanding of how each concept is represented in the brain. We will be focusing on research conducted using a number of different experimental methods [e.g., behavioural psychophysics, human neuropsychology, monkey electrophysiology, transcranial magnetic stimulation (TMS), and brain imaging techniques such as functional magnetic resonance imaging (fMRI), electroencephalography (EEG), magnetoencephalography (MEG), and positron emission tomography (PET)]. The topics covered, and the associated readings, are listed in the chart below.

Learning Outcomes: As a student in this course, you can expect to develop and improve upon the following types of skills, all of which are important for future academic or work-related endeavors: critical reasoning, problem solving, working effectively in groups, and effective scholarly writing (all assessed via the written assignments and examinations, with the exception of 'working effectively in groups' which is assessed via the group journal club reports). Moreover, you will have developed knowledge of core topics in cognition and perception, and will be able to relate this knowledge to the broader question of how information is represented in the human brain. The knowledge base and skill set that you develop in this course is relevant not only to future academic course work, but also to securing volunteer positions in a number of labs at UTSC and ultimately to applications for graduate school and future career opportunities.

Class Schedule and Readings:

Note: I will be posting lecture slides every Tuesday morning.

Date	Topic	Reading
September 6	<ul style="list-style-type: none">• Course introduction• Early visual system (retina → LGN)	
September 13	<ul style="list-style-type: none">• Primary visual cortex• Colour perception	https://goo.gl/ZnoaTA https://goo.gl/epfzD3
September 20	<ul style="list-style-type: none">• Motion perception• Shape and object perception part 1 (1st journal club report due)	https://cutt.ly/6riyOUz
September 27	<ul style="list-style-type: none">• Shape and object perception part 2	https://goo.gl/rRxELA
October 4	<ul style="list-style-type: none">• Face perception (2nd journal club report due; 1st journal club revision due before handing in 2nd journal club report)	https://goo.gl/1eZ2n1
Oct. 10 – 14	READING WEEK, NO CLASS	
October 18	Midterm Exam	
October 25	<ul style="list-style-type: none">• Body perception (Analysis/thought paper due)	https://goo.gl/ZztjPV
November 1	<ul style="list-style-type: none">• Scene perception (3rd journal club report due; 2nd journal club revision due before handing in 3rd journal club report)	https://goo.gl/KKWHjZ
November 8	<ul style="list-style-type: none">• Word perception	https://cutt.ly/UriyA4P
November 15	<ul style="list-style-type: none">• Visual attention (4th journal club report due; 3rd journal club revision due before handing in 4th journal club report)	https://goo.gl/HtgkNH
November 22	<ul style="list-style-type: none">• Hemispatial neglect	https://goo.gl/ZQZ1WU
November 29	<ul style="list-style-type: none">• Visual awareness (4th journal club revision due) (Analysis/thought paper revision due)	https://goo.gl/sYiiJx
To be determined	Final Exam	

References for Readings:

Primary Visual Cortex

Grill-Spector, K., & Malach, R. (2004). The human visual cortex. *Annu. Rev. Neurosci.*, 27, 649-677.

The beginning of this article covers processing in early visual cortex, but the rest of the article is relevant to many other topics we will be covering in the course (e.g., colour perception, motion perception, object perception, etc.), so the entire article is required reading.

Colour Perception

Gegenfurtner, K. R., & Kiper, D. C. (2003). Color vision. *Annual review of neuroscience*, 26(1), 181-206.

Motion Perception

Culham, J., He, S., Dukelow, S., & Verstraten, F. A. (2001). Visual motion and the human brain: what has neuroimaging told us?. *Acta psychologica*, 107(1), 69-94.

Shape and Object Perception

Peissig, J. J., & Tarr, M. J. (2007). Visual object recognition: do we know more now than we did 20 years ago?. *Annu. Rev. Psychol.*, 58, 75-96.

Face Perception

Duchaine, B., & Yovel, G. (2015). A revised neural framework for face processing. *Annual Review of Vision Science*, 1, 393-416.

Body Perception

Peelen, M. V., & Downing, P. E. (2007). The neural basis of visual body perception. *Nature Reviews Neuroscience*, 8(8), 636-648.

Scene Perception

Epstein, R. A., Bar, M., & Kveraga, K. (2014). Neural systems for visual scene recognition. *Scene vision*, 105-134.

Word Perception

Dehaene, S., & Cohen, L. (2011). The unique role of the visual word form area in reading. *Trends in cognitive sciences*, 15(6), 254-262.

Visual Attention

Moore, T., & Zirnsak, M. (2017). Neural mechanisms of selective visual attention. *Annual review of psychology*, 68, 47-72.

Hemispatial Neglect

Corbetta, M., & Shulman, G. L. (2011). Spatial neglect and attention networks. *Annual review of neuroscience*, 34, 569-599.

Visual Awareness

Rees, G., Kreiman, G., & Koch, C. (2002). Neural correlates of consciousness in humans. *Nature Reviews Neuroscience*, 3(4), 261-270.

6.0 EVALUATION

Mid-term exam: 33%

Analysis/Thought paper: 14%

Group journal club reports: 20%

Final exam: 33%

Mid-term exam (33%)

The mid-term examination will cover material from the first five lectures, and will include material from both the lectures and the assigned readings. Since some of the material presented in class will not be covered in the readings (and vice versa), it is important to both attend class and to read the required readings. The format of the exam will be confirmed later in the term, but may consist of a mix of short answer questions, matching questions, multiple choice questions, and essay questions. The exam will be held in-person during regular class time (11 am to 1 pm) on Tuesday October 18.

Analysis/Thought paper (14%)

You will be required to write one analysis/thought paper, which is worth 14% of your final grade. The purpose of this paper is to improve your ability to critically analyse scientific research published in a peer-reviewed journal, and to improve your scientific writing ability. The paper will have two main components (an initial submission and a second, revised submission), and will be based on a specific research article that focuses on either face perception or visual awareness (you will be provided with 2 face perception and 2 visual awareness articles, and you must choose one to write your paper on). The initial submission is due on October 25 by 10 pm EST (NOTE: all times listed in this syllabus refer to the time zone that Toronto is in, i.e., Eastern Standard Time). In the initial submission, you will need to: a) evaluate the content of the article, and b) form your own opinion of the research presented in the article.

a) **Evaluating the content of the article:** this involves summarizing the rationale of the article, the specific hypotheses tested, the methods used, the results found, and the conclusions made by the authors. This summary should be no more than one page in length.

b) **Forming your own opinion of the article:** this involves critically analysing the data/arguments presented in the article, and evaluating whether or not the conclusions made are supported by the data or arguments. In other words, do you agree or disagree with the conclusions made in the article? If you liked the article, what aspects of it did you like? If you did not like the article, what aspects of it do you think could be improved? In this section, you will need to cite two additional research papers on the topic that support your critical analysis of the primary article.

An important aim for this assignment (and the group journal club reports; see below) is to help you improve your writing skills while thinking critically about relevant course material. However, it is difficult to improve writing after feedback has been given without being given an opportunity to revise your work. Thus, this assignment offers you a direct way to address feedback on written work in order to develop your skills at writing and critical thinking, which

are skills that will be required long after your university degree is complete. To do so, there will be two submissions for this assignment: an initial submission, and a second submission where you are able to incorporate the feedback given to you by the TA to improve upon the first submission. More details are given in the rubric posted online on Quercus, but below is a brief breakdown of how the submissions will be graded.

Total Grade (initial and revised submissions combined): graded by the TA out of 10, with 6 points allocated to the first submission and 4 points allocated to the second (revised) submission. In other words, your final grade for the analysis/thought paper is weighted 60% for the first submission and 40% for the second submission. Translating this to the 14% of your final grade that this assignment is worth, 8.4 points out of 14 are dedicated to the first submission, and 5.6 points are allocated to the second submission.

First submission: Will be graded on a 10-point scale (i.e., 0 – 10), with half points (0.5) possible. A '0' indicates that no assignment, or a plagiarized assignment, was handed in. A '10' is unlikely on the first submission, but is possible.

Revised Submission: handing in a revision earns you additional points that will vary between 0 (very little feedback has been taken into account) to 2 (all feedback was taken into account and the student shows a strong improvement in their writing), with the additional points being added to the score out of 10 that you earned on your first submission.

Each component of the assignment (i.e., both the first and revised submissions) is marked by one TA. Late submissions are penalized 10% (1 point) per day past the submission deadline. See the rubric posted online for more specific details.

Formatting: Each paper (i.e., the initial submission) should be no longer than 4 double-spaced pages in length (not including title page and references), should be prepared according to APA format (see <http://www.apastyle.org/manual/> and <https://owl.english.purdue.edu/owl/resource/560/01/>), should be written in 12-point font, should be double-spaced with 1 inch margins, and should include both a title page and reference list. You do not need an abstract for this assignment.

Note: A digital copy needs to be uploaded to the 'Analysis/Thought Paper – Initial (1st) Submission' entry in the 'Analysis/Thought Paper' module on Quercus by 10 pm on October 25. The initial submission will be emailed back with feedback on it. Unless an extension has been granted, late submissions will result in a 10% deduction (1 point) per day (i.e., 24-hour period) starting at 10:01 pm on October 25, and after three days you will not be able to hand in a paper.

It is imperative to receive your initial submission back with feedback in order to start working on a revised version. Thus, **DO NOT LOSE OR DISCARD THE DIGITAL COPY WITH FEEDBACK ON IT!** A digital copy of the revised submission (including a summary of how the feedback was addressed) is to be uploaded to the 'Analysis/Thought Paper – Revised (2nd) Submission' entry in the 'Analysis/Thought Paper' module on Quercus by 10 pm on November 29. Like the initial submission, late submissions will result in a 10% deduction (1 point) per day (i.e., 24-hour period) starting at 10:01 pm on November 29, and after three days you will not be able to hand in a paper.

Group journal club reports (20%)

The purpose of this assignment is to help you think critically about the quality of research that gets published, and to improve your writing ability. I will randomly put you into a group of three or four, and over the course of the semester your group will write journal club reports on four separate published papers (your group will choose 4 out of 10 papers, which will be available on Quercus in the 'Group Journal Club Papers to Choose From (Choose 4)' module). For each journal club report, you will need to meet with your group (e.g., meet in person or choose to have an online journal club meeting using Zoom) to discuss the content of the article and to brainstorm your critique (see rubric posted on Quercus for more details). As a group, you can decide if each member will take a turn at being group leader and will thus be responsible for writing up the journal report summarizing the group's discussion of the article, or if all of you will collaborate to write each group journal club report. All members of the group will receive the same grade.

Like the thought paper, for each journal club report, you will be handing in a first submission, and after feedback, will hand in a second (revised) submission. Your final grade for each group journal club report is weighted 60% for the first submission and 40% for the second submission. Translating this to the 5% of your final grade that each group journal club report is worth (4 reports over the semester = 20% of your final grade), 3 points out of 5 are dedicated to the first submission, and 2 points are allocated to the second submission. Like the grading of the thought paper, each group journal club report will be graded on a 10-point scale (i.e., 0 – 10), with half points (0.5) possible. Failing to submit a journal report, or submitting plagiarized or inadequate material, will receive a grade of 0/3. In all respects, the grading scale for the group journal club reports is the same as that used for the critical analysis/thought paper (for both the initial and revised submissions). Late submissions are penalized 10% (1 point) per day past the submission deadline. See the rubric posted on Quercus for further details.

Formatting: Each journal club report (i.e., the initial submission) should be no longer than 500 words in length, and should be written in the style of a blog entry. You do not need to worry about writing in APA format, but you should include references where appropriate. You do not need a title page, but all of the names of the group members should be included on each report.

Note: You need to submit the revised journal club report before the next report is due (e.g., you have to hand in the revision of the first journal club report before the due date for the second journal club report; the revision of the second journal club report is due before the due date for the third journal club report, etc.).

A digital copy needs to be uploaded to the 'Group Journal Club Report X: Initial Submission' (with 'X' denoting which assignment you are submitting; i.e., group journal club report 1, 2, 3, or 4) entry in the 'Group Journal Club Reports' module on Quercus by 10 pm on the day that it is due (see the course syllabus for specific dates for all 4 journal club reports). The initial submission will be emailed back to your group with feedback on it, usually no later than 48 hours after you submitted it. Unless an extension has been granted, late submissions will result in a 10% deduction (1 point) per day starting at 10:01 pm the day that the assignment is due, and after three days you will not be able to hand it in.

It is imperative to receive your initial submission back with feedback in order to start

working on a revised version. Thus, **DO NOT LOSE OR DISCARD THE DIGITAL COPY WITH FEEDBACK ON IT!** A digital copy of the revised submission is to be uploaded to the 'Group Journal Club Report X: Revised Submission' (with 'X' denoting which assignment you are submitting; i.e., group journal club report 1, 2, 3, or 4) entry in the 'Group Journal Club Reports' module on Quercus before the next journal club report is due (e.g., the revised submission of the first journal club is due before your group hands in the initial submission of the second journal club report; see the course syllabus for specific due dates for all 4 journal club reports). Like the initial submission, late submissions will result in a 10% deduction (1 point) per day (i.e., 24-hour period) starting at 10:01 pm the day that the revision is due, and after three days you will not be able to hand in a paper.

Final Exam (33%)

The final examination will cover material from the last six lectures, and will include material from both the lectures and the assigned readings. The format of this examination will be identical to the format of the mid-term examination.

Important Dates

- September 20:** 1st group journal club report due by 10 pm; the revised submission must be handed in before the 2nd group journal club report is due
- October 4:** 2nd group journal club report due by 10 pm; the revised submission must be handed in before the 3rd group journal club report is due
- October 18:** Mid-term exam (covering material from lectures 1 – 5, and assigned readings)
- October 25:** Analysis/thought paper due by 10 pm
- November 1:** 3rd group journal club report due by 10 pm; the revised submission must be handed in before the 4th group journal club report is due
- November 15:** 4th group journal club report due by 10 pm
- November 29:** 4th group journal club revision due by 10 pm
Analysis/thought paper revision due by 10 pm
- TBD:** Final exam (covering material from lectures 6 – 11, and assigned readings)

Policy on late assignments: late assignments will lose 10% for each day past the deadline that they are not submitted. Extensions will only be granted with proper documentation (i.e., documented family emergency, and/or missed term work accommodations form). Please note, according to UTSC policy, I am not permitted to extend the deadline for any assignment beyond 5 days past the last day of classes for the semester (December 5).

Department of Psychology Missed Term Work Policy

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

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 PSYC51 is:
jonathan.cant@utoronto.ca

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:
 - a. the [Request for Missed Term Work Accommodations Form](#)
AND
 - b. 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 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 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.

NOTE: Assignments due at end of term

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>).

NOTE: Final Exams

This policy applies only to missed assignments and term tests. Missed final exams are handled by the Registrar's Office (<http://www.utsc.utoronto.ca/registrar/missing-examination>).

Policy on Missed Final Examinations: students are expected to write the final examination. If a student fails to write the final examination, they may petition the Registrar's office for permission to write a deferred exam, but note that the Registrar's office only grants these petitions under conditions of illness or extreme emergency at the time of the examination (see <http://www.utsc.utoronto.ca/registrar/deferred-exams> for more details). Thus, you must ensure that you have proper documentation to support your petition (e.g., documented family emergency, or UTSC medical certificate). Students who fail to provide proper documentation for missing the final exam will receive a mark of 0% on that exam.

Disability-Related Accommodations

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 (<http://www.utsc.utoronto.ca/ability/>) 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.

Religious Accommodations

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.

7.0 ADDITIONAL INFORMATION

Help With Writing

If you would like help with academic writing, the following resources are available to you:

- The Centre for Teaching and Learning (AC312) Writing Centre offers students one-to-one appointments and supplementary materials to help improve upon their writing skills.

<http://ctl.utsc.utoronto.ca/home/>

<http://ctl.utsc.utoronto.ca/twc/>

- The English Language Development Centre offers support and specialized writing programs for students who do not speak English as their primary language.

<http://ctl.utsc.utoronto.ca/eld/>

- Advice on academic writing

<http://www.writing.utoronto.ca/advice>

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.

University's 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>).

AccessAbility Services

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 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 [416-287-7560](tel: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.

Literature Searches

Students can use the following resources when conducting literature searches to find relevant articles for their presentation and final essay:

The UTSC Library (AC235)

<http://www.library.utoronto.ca/utsc/>

PubMed

<http://www.ncbi.nlm.nih.gov/pubmed>

PsychINFO

<http://www.apa.org/pubs/databases/psycinfo/index.aspx>

Google Scholar

<http://scholar.google.ca/>

For Your Health

The Health and Wellness Centre (SL270, 416-287-7065) provides diagnostic, treatment and referral services for all illnesses ranging from the medical to psychological to health promotion. The professional staff of physicians, nurses and counselors provides personal advice and assistance with family issues, eating disorders, depression, stress, drug and alcohol abuse, relationship issues, a positive space for gender/sexuality issues, and more.

<http://www.utsc.utoronto.ca/wellness>