THE UNIVERSITY OF TORONTO SCARBOROUGH
Department of Psychology

PSYC75: Cognitive Psychology Laboratory, Winter 2023

1.0 CALENDAR DESCRIPTION

This course introduces conceptual and practical issues concerning research in cognitive psychology. Students will be introduced to current research methods through a series of practical exercises conducted on computers. By the end of the course, students will be able to program experiments, manipulate data files, and conduct basic data analyses.

2.0 COURSE INFORMATION

Prerequisite: [(PSYB01H3) or (PSYB04H3) or PSYC70H3] and [PSYB07H3 or STAB22H3 or STAB23H3] and [PSYB51H3 or PSYB55H3 or PSYB57H3] and PSYC02H3
Exclusion: PSY379H, (PSYC58H3)
Recommended Preparation: PSYC08H3
Class Meeting Time: Tuesdays 11 am – 1 pm, SW 316 (there will be a few additional one-hour tutorials held after lecture, from 1 pm – 2 pm, also in SW 316).
Textbook: There is no textbook for this course. Rather, students will be required to read a number of research articles relating to various topics in cognitive psychology (see 'Readings')

3.0 INSTRUCTOR AND TEACHING ASSISTANT CONTACT INFORMATION

Instructor: Professor Jonathan Cant [email: jonathan.cant@utoronto.ca (please put PSYC75 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 will be provided under the 'Announcements' section of Quercus, as well as pasted below, which will serve as the link for all online office hours. I will admit students from the waiting room and meet with them individually in turn; thus, there may be some wait time!

Zoom link for Professor Cant's office hours:

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

Teaching assistants: Greer Gillies (greer.gillies@mail.utoronto.ca)

TA virtual office hours: Time to be announced

4.0 ONLINE COURSE RESOURCES

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. Once you have logged in to Quercus using your UTORid and password, you should see the link or "card" for PSYC75 Cognitive Psychology Laboratory. You may need to scroll through other cards to find this. Click on the PSYC75 Cognitive Psychology Laboratory link to open our course area, view the latest announcements and access your course resources. There are Quercus help guides for students that you can access by clicking on the "?" icon in the left side column.

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.

5.0 DETAILED COURSE DESCRIPTION

This course has three main objectives. First, you will be introduced to a number of different methodological techniques used by cognitive psychologists to study the mind. Second, you will be given online experience collecting, preparing, and analyzing data, using computer software that is commonly used in cognitive psychology experiments (PsychoPy, Pavlovia, Excel, and SPSS). Third, you will develop your communication skills by presenting your results to others using both oral (poster presentations) and written (formal APA research manuscript) methods. Thus, by the end of this course you will have both increased your knowledge of some core principles in cognitive psychology (objective #1), and will have gained valuable practical experience running experiments, analyzing data, and presenting scientific results (objectives #2 and #3). These objectives will be achieved through the combination of online lectures, laboratory exercises, and tutorials. The first two formal lectures in the course (see table under 'Class Schedule and Readings' below) will teach students about basic principles in experimental design and data analysis in cognitive psychology. Next, a number of common research topics in cognition will be covered, and for each topic I will provide an online lecture to familiarize students with the history and current understanding of that topic in the field of cognitive psychology. Importantly, four of these topics will be chosen for further study through the use of online laboratory exercises (i.e., The Stroop Effect, The Global Precedence Effect, Priming, and the Spatial Cueing of Attention). Specifically, all students will take part in an online cognitive psychology experiment. The data collected from this exercise will be used by students to create both a research poster (presented during the last or second-to-last class of the semester) and a formal APA research paper (different components of the paper will be due at different points in the semester; see 'EVALUATION' and 'Important Dates' below for more details). Finally, the TA for this course will give a number of tutorials instructing students on

how to analyze data from cognitive psychology experiments (from 1 pm – 2 pm after lecture in SW 316, days of tutorials to be determined).

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 (assessed via the written assignments and final examination), problem solving (assessed via the written assignments and final examination), public speaking (assessed via the poster presentation), and effective scholarly writing (assessed via the written assignments and final examination). 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. Finally, you will have gained valuable hands-on experience in multiple aspects of scientific research (i.e., data collection, data organization, statistical data analysis, data interpretation, data presentation), which is relevant not only to future academic work, but also to securing volunteer positions in several labs at UTSC and ultimately to applications for graduate school and future career paths.

Masks in the Classroom

While the mask mandate has been paused as of 1 July 2022, the use of medical masks continues to be strongly encouraged at U of T Scarborough in indoor settings where physical distancing is not possible. We ask everyone to respect each other's decisions, comfort levels, and health needs. Masks are available at all building entrances at U of T Scarborough and in all classrooms. I personally will be wearing a mask during all lectures.

References for Readings:

The Stroop Effect: Stroop, J.R. (1935). Studies of interference in serial verbal reactions. *Journal of Experimental Psychology, 28,* 643-662.

The Global Precedence Effect: Navon, D. (1977). Forest before trees: The precedence of global features in visual perception. *Cognitive Psychology, 9,* 353-383.

Priming: Meyer, D.E., & Schvaneveldt, R.W. (1971). Facilitation in recognizing pairs of words: Evidence of a dependence between retrieval operations. *Journal of Experimental Psychology, 90,* 227-234.

Spatial Cueing of Attention: Posner, M.I., Snyder, C.R.R., Davidson, B.J. (1980) Attention and the detection of signals. *Journal of Experimental Psychology: General, 109*, 160-174.

Visual Search: (1) Neisser, U. (1964). Visual search. *Scientific American 210*(6), 94-102. (2) Tresiman, A.M., & Gelade, G. (1980). A feature-integration theory of attention. *Cognitive Psychology, 12,* 97-136.

The Attentional Blink: Raymond, J.E., Shapiro, K.L., & Arnell, K.M. (1992). Temporary suppression of visual processing in an RSVP task: An attentional blink? *Journal of Experimental Psychology: Human Perception and Performance, 18,* 849-860.

Change Blindness: Rensink, R.A., O'Regan, J.K., & Clark, J.J. (1997). To see or not to see:

the need for attention to perceive changes in scenes. *Psychological Science, 8*, 368-373.

Class Schedule and Readings:

Date	Topic	Reading
January 10	Introduction to the course and Basics of Experimental Design for Cognitive Psychology	E-Prime User's Guide Appendix B (posted on Quercus)
January 17	Basics of Data Analysis for Cognitive Psychology	
January 24	The Stroop Effect	https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/fedca1/cdi_proquest_journals_213791423
January 31	The Global Precedence Effect	https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/fedca1/cdi_proquest_journals_1293364957
February 7	Priming (APA Introduction due)	https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/fedca1/cdi_proquest_miscellaneous_81215627
February 14	Spatial Cueing of Attention	https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/fedca1/cdi_proquest_journals_614277623
February 18 – 24	READING WEEK, NO CLASS (Deadline to complete all online experiments is February 14; Data from all experiments will be released shortly thereafter)	
February 28	Tips for Data Analysis and Writing Your Methods/Results Section	
March 7	Visual Search	(1) https://www.jstor.org/stable/pdf/24931530.pdf?casa_token=fDocdF_cqm4AAAAA:f9uTgxHy2nwOajaPTU7_3UHN0_UMbBsqs1VDmbbAkKuRrzkbnUB9sx_VCC0_YYOxAKbxyM5rpQd4NQkS3lGQGuhRnRDfCG1KVZ7R6x-7jy6bn0LOOCg (2) https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/fedca1/cdi_proq

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March 14	The Attentional Blink Tips for Making your Poster and Writing your Discussion Section (APA Method and Results sections due)	https://librarysearch.library.ut oronto.ca/permalink/01UTOR ONTO_INST/fedca1/cdi_proq uest_journals_614307232
March 21	Change Blindness	https://librarysearch.library.ut oronto.ca/permalink/01UTOR ONTO_INST/fedca1/cdi_gale _infotracacademiconefile_A2 0076074
March 28	Poster Presentations (Stroop and Global Precedence Effect)	
April 4	Poster Presentations (Priming and Spatial Cueing of Attention) (APA Discussion section due)	
To be determined	Final Exam	

6.0 EVALUATION

Participation in Laboratory Experiments (10%)
Assignment 1: APA Introduction (10%)
Assignment 2: APA Method and Results Sections (20%)
Assignment 3: APA Discussion Section (15%)
Assignment 4: Poster Presentation (15%)
Final Exam (30%)

Participation in Laboratory Experiments (10%)
An integral component of this laboratory course is the opportunity to take part in four different cognitive psychology experiments, conducted online. These experiments will investigate: The Stroop Effect, The Global Precedence Effect, Priming, and the Spatial Cueing of Attention. The data generated during these experiments will be used by students to create both a research poster (presented on March 28 or April 4; see 'Schedule' and 'Important Dates' for more details) and a formal APA research paper (with the Introduction, Method and Results, and Discussion sections due February 7, March 14, and April 4, respectively). Thus, it is extremely important that students participate in the 4 online experiments, as the quality of their own and their classmates' poster and research paper critically depends upon having an adequate sample size to conduct statistical analyses. I will be making note of who participates in each online experiment, and each missed experiment carries a penalty of 2.5% of the students' final grade. No penalty will be applied if the student provides valid documentation for their absence (e.g., documented family emergency, or UTSC medical certificate). If the student does not wish to participate in the online experiments, they will be required to hand in four separate research papers (each 1000 words in length), the topic of which will be selected by the instructor in a one-on-one meeting with the student. The due dates of these four papers will be the date of the lecture covering each respective experiment (e.g., January 24th for the Stroop Effect).

APA Introduction (10%)
During the first lecture of the semester, each student will select a topic for their research paper, choosing from the four topics covered in the online experiments (i.e., Stoop, Global Precedence Effect, Priming, or Spatial Cueing of Attention). If a student misses the first lecture, then the instructor will select a topic for them. The first component of the formal APA research paper will be the Introduction, which will be due on February 7. In general, the Introduction should be structured so as to first introduce the research topic, then provide an in-depth review of the literature pertaining to that topic, and finish by introducing the current study (i.e., brief description of the design of the study and relevant hypotheses).

APA Method and Results Sections (20%)
The second component of the formal APA research paper will be the Method and Results sections, which will be due on March 14. The purpose of a Method section in a formal research paper is to provide the reader with enough information to understand the design of your study, and to replicate your findings, should they want to pursue that avenue. A detailed and well-written Method section can help a reader understand the results of a study, and typically includes separate sections describing the *Participants* who took part in the study, the *Apparatus and Equipment* used to conduct the study, and the *Design and Procedure* of the study (i.e., the sequence of events that a participant encounters while taking part in the study). The TA will help you to obtain information about the design and procedure of each online experiment by examining the scripts used to run the experiments, during the tutorial sections.

The Results section clearly describes the main findings in your study, and summarizes all of the relevant statistical tests that you conducted. It should start with a brief description of how you analysed your data (e.g., the type of experimental design you used, the type of statistical tests used), and then proceed to describe the results of the statistical tests in a clear and organized manner (e.g., if describing results from more than 1 dependent variable, results from each dependent variable should be grouped and separated from each other). A critical component of Results sections are figures and tables summarizing findings. You will be expected to generate your own figures and tables, based on the analysis of your particular data set (i.e., results from either the Stroop, Global Precedence, Priming, or Spatial Cueing experiment), and reference these visual aids at appropriate points in the Results section. You will receive instruction on how to import your data into Excel, how to appropriately organize and pre-process your data in Excel, and how to conduct relevant statistical tests in SPSS.

APA Discussion Section (15%)
The third component of the formal APA research paper will be the Discussion section, which will be due on April 4. The purpose of the Discussion is to provide an interpretation of the data described in the Results section. It should start with a brief summary of the main findings of your experiment, and then provide detailed interpretations of these findings, in relation to previous research that both supports and contradicts your interpretations. Near the end of your Discussion you should also discuss limitations of your study, future directions that this research could be taken into, and conclude with a paragraph summarizing your main results and interpretations. No abstract is necessary.

Formatting: All components should be prepared according to APA format (see https://apastyle.apa.org/products/publication-manual-7th-edition and https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html) , 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. The page limits for each section are (which do not include a title page and reference list):

Introduction: no longer than **four** pages double spaced
Method and Results: no limit
Discussion: no longer than **four** pages double spaced

While there is no upper limit for the number of references used, you should use at least 10 references in the Introduction (that are different from the references discussed in class) and 10 references in the Discussion (different from both the references discussed in class and used in the Introduction).

NOTE: **all papers are due at the beginning of the specified class, and need to be submitted via the appropriate module on Quercus**

Poster Presentation (15%)
In addition to written research papers, scientists communicate their findings to the academic community through the use of oral presentations. In this laboratory course you will give one type of oral presentation, a poster presentation, which will take place either on March 28 (if your research topic is The Stroop Effect or The Global Precedence Effect) or April 4 (if your research topic is Priming or the Spatial Cueing of Attention). Examples of poster presentations (made in PowerPoint) will be given in class, but briefly, a research poster summarizes and presents all of the relevant information covered in a research paper. Thus, there is an Introduction, Method, Results, and Discussion section. Good practices for making posters will be covered in class, but in general, you should use a little text as possible, in favour of multiple visual aids. Students will team up with one or two additional students to make and present their poster. A good strategy would be to form a group of 3, and allocate the work evenly. For example, one student could make and present the Introduction section of the poster, a second student could make and present the method and results, and the third student could make and present the discussion section. Each presentation should be no longer than 10 minutes in length, and will be followed by a five-minute question-and-answer period.

NOTE: **a PDF version of the poster should be uploaded to Quercus before class on the day of your group's presentation.**

Final Exam (30%)
The final examination will cover material from all of the lectures, laboratory experiments, tutorials, and 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.

February 7:   APA Introduction due
February 14:   Deadline to complete all online experiments
March 14:   APA Method and Results sections due
March 28:   First round of group poster presentations (The Stroop Effect and The Global Precedence Effect)
April 4:   Second round of group poster presentations (Priming and Spatial Cueing of Attention)
                      APA Discussion section due
TBD: Final exam

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, or UTSC medical certificate). Please note, according to UTSC policy, I am not permitted to extend the deadline for any assignment past the last day of classes for the semester (April 10).

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 PSY75 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.

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.

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.

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).

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.

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.

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.

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.

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 should go to the English Language Development Centre.

If you decide to use these services in spite of this caution, you <u>must</u> keep a draft of your work and any notes you made before you got help and <u>be prepared to give it to your instructor on request.</u>

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 web site (https://uoft.me/pdt-faq)

Access*Ability* 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 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