

# Psychological Assessment

(PSYC37H3 F LEC01)

## Fall 2022 Course Syllabus

**Instructor:** Jessica Dere, Ph.D., C. Psych.

**Course delivery:**

Asynchronous lecture recordings posted at the start of each week.

In-person class meetings on **Wednesdays from 1:10 – 3:00pm in room MW170.**

See details below.

**Office Hours:** Conducted remotely using Zoom. See details and link on Quercus.

Drop in: 3:10-4:00pm on Wednesdays

By appointment: Most Wednesday mornings between 10:30 and 11:30am; see Quercus course calendar for appointment slots.

**Course Email:** [psyc37.utsc@gmail.com](mailto:psyc37.utsc@gmail.com)

**Dr. Dere's Email:** [jessica.dere@utoronto.ca](mailto:jessica.dere@utoronto.ca)

**Teaching Assistants:** Sabrina Adamo, Orly Lipsitz, and Sylvia Romanowska

**TA Office Hours:** Conducted remotely using Zoom. See details and link on Quercus.

*Please note:* All dates/times listed in the syllabus are local Toronto time (Eastern time zone).

**A note on email communication:** All questions regarding the course, lecture recordings, readings, assignments, exams, etc. must be sent to the course email: [psyc37.utsc@gmail.com](mailto:psyc37.utsc@gmail.com). Questions that have already been answered in the course syllabus or on Quercus may not receive a response. Students are asked to email Dr. Dere directly for personal or confidential matters.

*\*\* Please note: Course announcements will be made through Quercus. Students are responsible for monitoring the course website regularly for important announcements and updates. Class emails will also be sent through Quercus; please make sure your email address is correct. \*\**

**Prerequisite:** PSYB32H3 and [(PSYB01H3) or (PSYB04H3) or PSYB70H3] and [PSYB07H3 or STAB22H3 or STAB23H3]

**Required Textbook:** Kaplan, R. M., & Saccuzzo, D. P. (2018). *Psychological testing: Principles, applications, and issues* (9<sup>th</sup> ed.). Boston, MA: Cengage Learning.

**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 on Quercus. You will be responsible for any additional materials that are labeled as required course material.

**Course description:** This course deals with conceptual issues and practical problems of identification, assessment, and treatment of mental disorders and their psychological symptomatology. Students have the opportunity to familiarize themselves with the psychological tests and the normative data used in mental health assessments. Lectures and demonstrations on test administration and interpretation will be provided.

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

1. *Describe* the historical origins of psychological testing, as well as recent and future trends
2. *Discuss* key statistical concepts underlying psychological testing, and *identify and describe* the characteristics of valid and reliable psychological measures
3. *Describe* ethical principles and considerations involved in the practice of psychological assessment, and *apply* knowledge of these principles to hypothetical scenarios
4. *Demonstrate* understanding of key issues regarding psychological assessment in several clinical domains, including intellectual, personality, and neuropsychological testing, and *identify and describe* common assessment methods and tools in these domains
5. *Recognize and critically discuss* limitations of psychological testing, including sources of bias and cultural issues in assessment

### Class structure

These continue to be challenging and unusual times. This is the first time that I am teaching this course in person since Fall 2019. As we hope and plan for a smooth Fall term, I have tried to be thoughtful about how to approach the uncertainties that are a nearly constant part of our lives these days in light of the ongoing COVID-19 pandemic. My goal is to support your learning as best as possible and to create a welcoming and engaging class. With this in mind, I have tried to build some flexibility into the class structure and draw upon valuable elements of the online learning in which we have all recently been engaged. 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.

**Asynchronous lecture materials:** I will generally be posting course lectures on a weekly basis, with new lecture videos and accompanying slides being posted on **Fridays**. There are a couple of planned exceptions to this schedule, please see the course schedule below. There will generally be a couple of videos posted each week, to help break up the content into more manageable chunks. These lecture videos will be directly connected to the given week's required readings and will generally serve to supplement the readings rather than simply duplicate their contents. I strongly recommend that you do the relevant readings before watching the associated videos; this is likely to make the learning experience more productive and successful. I also incorporate external videos and other materials into my lectures and will provide relevant links on the slides. **For the exams, you will be responsible for all material covered in the required readings and lecture materials.**

*Please note:* Most of the lecture videos were recorded in the past two years. My apologies if there are any stray references that seem out of place; I have done my best to eliminate these.

**In-person class meetings:** We will meet each week in person during our scheduled class time on Wednesday afternoons (1:10-3:00pm). Our class meetings will focus on the application, critical analysis, and discussion of course material. These meetings will build upon and extend the material covered in the lecture recordings. We will discuss relevant real-world examples, engage in small group activities, and work through material from case studies or research papers. This will be a valuable opportunity to engage both with me and with your classmates, and to work through any questions that you may have about course material. I strongly expect that regular in-person attendance will be associated with greater success in the course. I will not be reiterating the lecture content in our meetings; it will be expected that you will already be familiar with the given week's content. Ideally, you will have completed the required readings and watched the relevant lecture recording(s) prior to our class meetings. However, please attend our in-person meetings even if you haven't yet completed all of the relevant material. Our class meetings **will be recorded via WebOption** and then posted to the course page. However, I expect that in-person attendance will offer a much more engaging experience than the WebOption recordings.

**Key points:**

- This remains a challenging time and one of transition. We are in it together and I welcome feedback at all times.
- This course will have a combination of asynchronous lecture materials (recordings and slides) and in-person class meetings (activities, discussions, etc.)
- *Ideally:*
  - You will read the relevant readings before watching the accompanying lecture recordings
  - You will be familiar with the readings and the lecture material before attending each week's class meeting, to get the most out of our time together
- The in-person meetings will be an opportunity to pose questions about course content, interact directly with me and with your classmates, and actively engage with course topics in a variety of ways. These meetings will be recorded so that students unable to attend can view them, but in person attendance will likely be much more engaging.

**Considerations related to COVID-19**

**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 reach out via the course email address to discuss the week's course material. Lecture slides will always be available and there will be online discussion boards for course questions and discussion. All assignments are submitted online via Quercus. If your illness coincides with a course deadline, please follow the missed term work policy below. I will provide whatever support I can to students in challenging positions during the term.

**Face masks:** As per the [most recent UofT policy](#), masks are not currently required on campus, though it remains the case that medical masks are strongly encouraged in high-density indoor spaces. We are all trying to navigate the pandemic as best we can and we each have a particular set of circumstances and considerations that contribute to our own calculations regarding masks and other mitigation measures. I will be happy to discuss my own thought process about this topic in class and expect that we will all remain respectful of each other's choices. If you have any concerns or questions regarding face masks at any point in the term, please do not hesitate to speak with me.

**Delivery mode:** If I need to switch our in-person class to online delivery due to symptoms, COVID-19 exposure or other unforeseen circumstance, I will let you know as soon as possible. Our online platform will be Zoom and I will communicate relevant details via Quercus. Please be sure to stay up to date with Quercus updates and announcements. If I become ill and cannot teach, I 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.**

**Course schedule**

<b>Date asynchronous content is posted</b>	<b>Date of in-person class meeting</b>	<b>Lecture topic(s)</b>	<b>Readings</b>	<b>Assignment notes</b> (see exact due dates in table below)
Sept. 6	Sept. 7	Welcome and Introduction to the course		
		1. The past and future of psychological testing  2. Ethics in assessment	Ch. 1, Ch. 21 (pp. 596-602)  Ch. 21 (pp. 588-596) and APA ethics reading	
Sept. 9	Sept. 14	3. Norms and basic statistics	Ch. 2	<i>Discussion Board Activity (DBA) #1 this week</i>
Sept. 16	Sept. 21	4. Reliability and validity	Ch. 4 and Ch. 5	<i>Submit creativity questionnaire item; DBA #2 this week</i>
Sept. 23	Sept. 28	5. Test administration	Ch. 7 and Lee et al. (2003) article	<i>Complete three questionnaires</i>
Sept. 30	Oct. 5	6. Interviewing techniques	Ch. 8 and Sommers-Flanagan & Bequette (2013) article	<i>Quercus Quiz 1 held this week; DBA #3 opens</i>
READING WEEK (Oct. 8-14)				
	Oct. 19	Midterm review session		
October 26 – ONLINE MIDTERM EXAM DURING CLASS TIME				

Oct. 28	Nov. 2	7. Intelligence testing	Ch. 9 and Ch. 10	
Nov. 4	Nov. 9	8. Clinical and counseling settings – Emphasis on personality testing	Ch. 13	<i>Integrative assignment posted this week</i>
Nov. 11	Nov. 16	9. Health psychology and health care – Emphasis on neuropsychological testing	Ch. 17	<i>DBA #4 this week</i>
Nov. 18	Nov. 23	10. Test bias and cultural issues in assessment	Ch. 19 and Olson & Jacobson (2015) article	<i>Quercus Quiz 2 held this week; DBA #5 this week</i>
Nov. 25	Nov. 30	11. Communicating test results  Synthesis and review	Goldfinger & Pomerantz (2014) chapter	<i>Integrative assignment due December 5<sup>th</sup></i>

*Please note:* The course schedule is subject to change due to unforeseen circumstances.

### Important dates

<b>Date(s)</b>	<b>Why is it important?</b>
September 7 <sup>th</sup>	First class meeting
September 12 <sup>th</sup> – 20 <sup>th</sup>	Discussion Board Activity #1: Original response due by 11:59pm September 18 <sup>th</sup> ; Comments due by 11:59pm September 20 <sup>th</sup>
September 21 <sup>st</sup>	Creativity Questionnaire Item due by 11:59pm (or during class)
September 19 <sup>th</sup> – 27 <sup>th</sup>	Discussion Board Activity #2: Original response due by 11:59pm September 25 <sup>th</sup> ; Comments due by 11:59pm September 27 <sup>th</sup>
September 26 <sup>th</sup> – 28 <sup>th</sup>	Three questionnaires posted on Quercus. Complete by 11:59pm September 28 <sup>th</sup> (or during class)
October 6 <sup>th</sup> – 7 <sup>th</sup>	Quercus Quiz #1: 12 noon, October 6 <sup>th</sup> – 12 noon, October 7 <sup>th</sup>
October 3 <sup>rd</sup> – 18 <sup>th</sup>	Discussion Board Activity #3: Original response due by 11:59pm October 16 <sup>th</sup> ; Comments due by 11:59pm October 18 <sup>th</sup>
October 8 <sup>th</sup> – 14 <sup>th</sup>	Reading week
October 26 <sup>th</sup>	Midterm exam during class time
November 7 <sup>th</sup>	Integrative assignment posted on Quercus this week
November 14 <sup>th</sup> – 22 <sup>nd</sup>	Discussion Board Activity #4: Original response due by 11:59 November 20 <sup>th</sup> ; Comments due by 11:59pm November 22 <sup>nd</sup>
November 21 <sup>st</sup> – 29 <sup>th</sup>	Discussion Board Activity #5: Original response due by 11:59 November 27 <sup>th</sup> ; Comments due by 11:59pm November 29 <sup>th</sup>
November 24 <sup>th</sup> – 25 <sup>th</sup>	Quercus Quiz #2: 12 noon, November 24 <sup>th</sup> – 12 noon, November 25 <sup>th</sup>
December 5 <sup>th</sup>	Last day for bonus mark submissions <b>Integrative assignment due</b>

## Evaluation

- Course participation and engagement: 15%
  - o Questionnaire participation: 3%
  - o Graded Discussion Board Activities: 12% (3% each, best 4 out of 5)
- Online quizzes via Quercus (two): 10% (5% each)
- Mid-term examination: 25%
- Integrative assignment: 20%
- Final examination: 30%
- Bonus mark opportunity: 1%
  - o “In the News” submission (see below)

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

**Questionnaire Participation (3%):** You will be asked to participate in the creation and completion of self-report questionnaires during the first part of the semester. As a class, we will create a questionnaire to measure creativity. Each student is asked to submit one item to contribute to this creativity questionnaire, for 1 participation mark. These items will then be culled and compiled into a questionnaire to be completed on Quercus, along with two versions of an established personality measure. Completion of these three questionnaires will be worth 2 participation marks. Anonymized questionnaire data will subsequently be used to help illustrate course concepts. You do not need to answer honestly if you are uncomfortable doing so; you can think of someone you know well, or a fictional character, and answer as you think that person would. When completing these tasks, you are encouraged to reflect upon the process of questionnaire creation and the experience of filling out self-report psychological measures.

\* Time will be set aside during the relevant in-person class meetings to complete these tasks and then have a discussion about them. \*

### **Due dates:**

- o Submit one item to include in our creativity questionnaire, by **September 21<sup>st</sup> at 11:59pm**. Submission via Quercus.
- o Complete three questionnaires on Quercus by **September 28<sup>th</sup> at 11:59pm**.
  - Complete two versions of the Big Five Inventory (BFI), a measure of personality. You must complete BOTH versions to receive 1 participation mark. No part marks.
  - Complete the creativity questionnaire for 1 participation mark.

**Graded Discussion Board Activities (DBA) (12%):** Students will be asked to engage with course concepts via five graded discussion board activities throughout the semester. Each activity will be worth 3% of the final grade, with the best 4 out of 5 activities being counted. For each activity, a discussion prompt will be posted at the start of the given week (i.e., early on Monday), and students will have until 11:59pm the following Sunday to post their original responses. Students are then asked to respond to two of their classmates’ posts by 11:59pm on the relevant Tuesday. In other words, there are two days in which to post comments on two of your classmates’ posts. Teaching assistants will grade students’ posts using a rubric that will be shared on Quercus. Additional details will be provided on Quercus.

*Note:* There will also be general Q&A Discussion Boards on Quercus. These are **not** marked and will simply be a place for questions and discussion about course material throughout the term.

***Please note: In light of the amount of time provided for each component of the engagement mark, extensions will only be granted in exceptional circumstances.***

**Quizzes (10%):** Students will be asked to complete two online quizzes via Quercus, worth 5% each. These are designed to encourage students to stay up-to-date with the course material and to check in on their knowledge prior to the mid-term and final exams. Each quiz will consist of approx. 25 questions with a 50-minute time limit. Further details will be provided on Quercus.

- **Quiz 1:** Will be available from 12 noon, October 6<sup>th</sup> to 12 noon, October 7<sup>th</sup>
  - Will cover Lecture Topics 1 through 6 and accompanying required readings
- **Quiz 2:** Will be available from 12 noon, November 24<sup>th</sup> to 12 noon, November 25<sup>th</sup>
  - Will cover Lectures Topics 7 through 10 and accompanying required readings

Results and tricky questions from Quiz 1 will be posted and discussed prior to the mid-term exam. Quiz 2 covers one lecture topic less than the final exam so that I can discuss results of that quiz during our final week of class (and so that you don't have a quiz right at the end of the semester!).

***Please note: No extensions or make-ups will be granted for the quizzes.*** If you do not complete Quiz 1, the 5% will be transferred to your midterm (i.e., your midterm will be worth 30% of your final grade). If you do not complete Quiz 2, the 5% will be transferred to your final exam (i.e., your final exam will be worth 35% of your final grade). Students should **not** submit missed term work requests for the quizzes.

**Mid-term examination (25%):** The mid-term exam will cover all required readings and lecture materials from Lecture Topic 1 to 6 (inclusive). The exam will consist of multiple-choice and short answer questions and will be conducted online using Quercus. Further details will be provided on Quercus.

- The mid-term exam and will take place on **October 26<sup>th</sup>** during our class time.

**Integrative assignment (20%):** The assignment will require you to integrate course concepts through written responses to a series of structured questions about a brief case vignette. The vignette and assignment instructions will be made available to view on Quercus during the week of November 7<sup>th</sup>. Further details will be provided closer to that date.

- **Due date: Submit via Quercus no later than December 5<sup>th</sup> at 11:59pm.** No email or hard copy submissions will be accepted. The assignment will be reviewed for plagiarism directly through Quercus. Any students with concerns regarding the plagiarism detection tool must speak with me during the first three weeks of the semester.
- **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 web site (<https://uoft.me/pdt-faq>).

**Final examination (30%):** The final exam will not be cumulative. It will cover all required readings and lecture materials from Lecture Topic 7 to 11 (inclusive) and will be online using Quercus. The exam will consist of multiple-choice and short answer questions and will be scheduled during the University examination period.

**Bonus mark – “In the News” submission (1%):** Students can obtain 1 bonus mark, which will be added to their final course grade. In order to obtain this bonus mark, students must do the following: Look out for news/popular media stories that link to concepts recently covered in the course. Examples might include stories about standardized testing in schools, personality testing in the workplace, IQ testing, etc. When you spot a story that links to recent course material, email a link or pdf containing the story to the course email address ([psyc37.utsc@gmail.com](mailto:psyc37.utsc@gmail.com)) with “IN THE NEWS” in the subject line. In your email, you must include a brief description (i.e., 4 to 5 sentences) of how you feel the story links to course material. This description should be specific and explain why the story was selected. I will then discuss select stories during our class meetings (the student who submitted the story will remain anonymous). Each student can submit one story for the bonus mark. The final date to submit items is **Monday, December 5<sup>th</sup>**. No stories submitted after that date will be accepted.

### **Policies for Assignments and Examinations in this Course**

**Missed Mid-term Examination:** A make-up mid-term exam will be held approximately two weeks following the date of the mid-term. Students will be permitted to take the make-up exam only if they were absent on the date of the mid-term exam due to a verified illness, a serious family emergency (e.g., death of a close family member), or religious observances. Students must follow the departmental policy outlined below when submitting relevant documentation. Only those students who follow this process will be considered for writing the make-up mid-term. Students who do not submit their documentation on time, whose documents are not accepted, or who do not write the make-up mid-term as scheduled, will receive a grade of zero on the mid-term exam.

**Late submission of the integrative assignment:** Unless you have legitimate documentation for a late assignment, 5% of the total value of the assignment will be deducted for each day that it is late. An assignment is considered late as soon as the due date and time passes (i.e., one minute past 11:59pm), 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 departmental policy outlined below.

*Please note:* Late submissions will not be accepted for the bonus mark opportunity, nor for any component of the participation mark.

***Please note:*** It is always best to speak with me or a course TA as soon as possible if you foresee any challenges in meeting a deadline at any point in the semester.



## Psychology Department 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 **PSYC37** is:  
[psyc37.utsc@gmail.com](mailto:psyc37.utsc@gmail.com).

### 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.

## **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, he or she 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.

### **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.

I 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. I welcome input and discussion about our class culture and environment at any point.

### **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 (<http://www.uts.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.uts@utoronto.ca](mailto:ability.uts@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 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](http://familycare.utoronto.ca).

### **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.

### **Writing-related campus resources:**

**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. They 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/>