PSYC15. Foundations in Community Psychology

Course Information

Course name: PSYC15H3: Foundations in Community Psychology.

Prerequisites: PSYB10H3 and [PSYB07H3 or STAB22H3 or STAB23H3] and PSYB70H3

Class time: Thursdays, 3:10 - 5:00 PM (view ACORN or Quercus for our meeting location).

Teaching Team

Course Instructor: Dr. Kosha Bramesfeld (she/her/they)

See Quercus to learn more about your teaching team

Contact me: See "Contact Us" on Quercus for details

Course email: kosha.bramesfeld@utoronto.ca

Office hours: See "Contact Us" on Quercus for details

Teaching Assistants (TAs): Moaz Shoura, Sanghy Ramani, and Tosa Olioglu. Please see Quercus for information on how to contact us.

*Correspondence with us must occur via your University of Toronto email address. To facilitate communication, you are strongly advised to use the Quercus inbox.

Course website, readings, and materials

Readings for the course have been made available via the library reading list (see Quercus for access). Other materials for the course will be posted in the Modules section of our course website on Quercus. The course website should be your first stop for most course questions and inquiries. Please make arrangements to access the course materials on Quercus at least twice per week.

Course Description

Community psychology is an area of psychology that examines the social, cultural, and structural influences that promote positive change, health, and empowerment among communities and community members. This course will offer an overview of the foundational components of community psychology including its theories, research methods, and applications to topics such as community mental health, prevention programs, interventions, the community practitioner as social change agent, and applications of community psychology to other settings and situations. To provide students with hands-on opportunities to develop important competencies related to community psychology, students will act as community consultants throughout the term to address a real community problem.

Winter 2024 community consultant project

This term, PSYC15 students will act as community consultants to help the Department of Psychology better understand and address a perceived gap in our curriculum: the need to provide psychology, mental health studies, and neuroscience students with better career planning resources. To address this issue, we will work together as a class to use existing resources, survey methods, and peer-to-peer interviews to better understand the issue. Students will then work independently and in small groups to put forward specific advocacy brief recommendations for helping the department develop a strategic plan for addressing the issue.

Learning Objectives

Foundational knowledge

- Recognize how community psychologists use basic and applied research to develop evidence-based approaches for addressing social issues, such as poverty, homelessness, unemployment, and crime.

- Describe the various theories and approaches that help community psychologists address social issues, comparing and contrasting the principal methods and questions being studied in each.

- Identify the values of Community Psychology and discuss the ethical considerations of community research, intervention, and assessment.

Research, Intervention, and Evaluation

- Demonstrate an ability to locate, read, and reference a range of resources related to community psychology, including peer reviewed articles, government reports, and other empirical and non-empirical resources and be able to critically evaluate the informational value of these resources for addressing social issues.

- Demonstrate how the scientific method can be applied to document social issues, conduct needs assessments, and implement and evaluate community interventions.

Personal growth

- Appreciate the importance of developing critical consciousness and cultural humility in order to respond authentically to the ever-changing complexities of community work, especially in regards to promoting cultural safety and empowerment when interacting with peoples of diverse backgrounds, abilities, and cultural perspectives.

Course Assessments

Marks for the course will be determined based on one in-person midterm test, an in-person final exam, contributions to a community consultant project, and four project-based assignments. Please see the next page for a description of each of these assessments.

Marks for the course will be distributed as follows:

Assessment category	Points	Percent
Midterm Test (in-class Thurs., February 15 at 3:00 PM)	30	30%
Final exam (TBD, April 12-26)	40	40%
Project preparation and participation (ongoing)	10	10%
Project assignments (x 4 assignments; multiple deadlines)	20	20%
Maximum Total Points / Percent	**100**	**100%**

Note: Grades will be assessed based on the [UTSC Grading Scheme] for undergraduate courses. Please be aware that in a C-level course (i.e., PSY**C**15), the bar for "excellent" is set very high. This course requires more independent work and critical evaluation than what might be expected in a typical A-level (e.g., PSY**A**02) or B-level course (e.g., PSY**B**10).

Midterm test (30%, in-person, Thurs., Feb. 15 at 3:00 PM)

The midterm test will be an in-person, closed book test that is tentatively scheduled for **Thursday, February 15** during our normally scheduled class time (e.g., **3:00 PM - 5:00 PM**). The Midterm Test will cover the assigned readings **and** the course content from Units 1-5. Be aware that the test may include content from the readings that are not covered in-class and content from our in-class discussions that are not covered in the readings. Students are responsible for knowing the content from both the readings and the course content. Information about the test will be posted at least one week in advance of the test. Students who miss the test must follow the PSYC15 Missed Term Work Policy to request a make-up test. The make-up test is tentatively scheduled for **Wed., Feb. 28 at 5:30 PM**.

Final exam (40%, to be scheduled during the final exam period)

The final exam will be scheduled by the registrar's office and will take place during the final exam period (April 13-27). The final exam will be a comprehensive, closed-book, in-person exam covering all 11 units of the course. Be aware that the exam may include content from the readings that are not covered in class and content from our in-class discussions that are not covered in the readings. Students are responsible for knowing the content from both the readings and the course content. Information about the Final Exam will be posted at least one week in advance of the scheduled final exam time. Please note that Missed **_Final_** Exams are handled by the Registrar's Office (not me) and should be declared on eService.

Ongoing project participation (10%)

To provide students with hands-on opportunities to develop important competencies related to community psychology, students will work together on a community consultant project throughout the term. These project activities include regular in-class participation and the completion of several out-of-class preparation activities, as outlined below. There are 12 points worth of participation activities, so you can miss a few in-class meetings and/or preparation assignments and still receive full credit.

In-class participation. This is an in-person course. Class time will be used to engage in important project work. You are expected to attend class each week, ready to participate. In-class participation is worth 0.5 points per week. You must be in-class to participate.

Preparation activities. The preparation activities provide important resources and data for our community consulting project. Please see Quercus for completion instructions.
- ☐ Careers survey (due by Jan. 21, 1 point).
- ☐ Project preferences (due by Feb. 11, 0.5 points).
- ☐ TCPS-2 CORE training (due by March 10, 1 point).
- ☐ Group contract (due by March 10, 1 point).
- ☐ interview questions (due by March 17, 1 point).
- ☐ Project check-in (due by March 24, 1 point).
- ☐ Follow-up survey (due by March 31, 1 point).
- ☐ Project check-in (due by April 7, 1 point).
- ☐ Other ad hoc tasks may be posted (attend class or check Quercus for opportunities).

Absences, missed activities, and AccessAbility. No extensions will be provided. However, there are 12 points of in-class activities and preparation assignments total, but you only need 10 points to earn full credit. As such, you can miss up to 2 points without it negatively impacting your grade (assuming that you complete all the rest of the activities). Please reach out if you have concerns about meeting these requirements due to accessibility issues or other factors.

Project assignments (20%)

There are four graded project assignments due throughout the term. Students who have a valid reason for needing an extension, should follow the [PSYC15 Missed Term Work Policy](#) to request an extension. Valid extension requests will be honored. However, students should be aware that the two article critique assignments and the individual advocacy brief all make up an important part of the accountability framework for the group project. Out of fairness to other students in the course, students may be excluded from the group project (or moved to an alternative group) if their preparatory work is not completed on-time and/or to a satisfactory level. Students who are unable to contribute to the group project due to absences or late work will be allowed to transfer the weight of the group project (5%) on to the final exam.

Article critique 1 (2 points, due Jan. 28). To help build a knowledge base for our project, students will be expected to find, read, summarize, and evaluate a peer-reviewed journal article that contributes to our understanding of the career preparation needs of psychology students. The chosen article must be a peer-reviewed article that is carried full-text by the UTSC library. This assignment is linked to an in-class activity planned for Feb. 8 that will help determine group membership. As such, on-time and satisfactory completion of the assignment is very important.

Article critique 2 (3 points, due Feb. 4). To help our class brainstorm potential interventions and solutions, students will be expected to find, read, summarize, and evaluate a peer-reviewed journal article that (a) describes a specific intervention designed to contribute the career preparation of psychology, mental health studies, and/or neuroscience students and (b) reports on the methods and results of at least one empirical evaluation of that intervention. Details about the assignment can be found on Quercus. This assignment is linked to an in-class activity planned for Feb. 8 that will help determine group membership. As such, on-time and satisfactory completion of the assignment is very important.

Individual advocacy brief (10 points, due March 24). To ensure that each student in the group fairly contributes to the group project, each student in the course will be expected to write their own advocacy brief in preparation for working together on the final project. Students are expected to carefully follow the guidelines provided. Please see Quercus for details. ==Satisfactory on-time completion of the individual advocacy brief is a requirement to receive credit on the final advocacy brief: group project== (see below).

Final advocacy brief: group project (5 points, due April 7). Students will work in small groups to prepare their final advocacy briefs for the course, with each group focusing on a different aspect of the topic. The project topics and group membership will be finalized mid-way through the term. Because most of the group work for the project (a) occurs in-class and (b) builds on students' individual assignments, participation in the group project requires regular on-time attendance **and** satisfactory on-time completion of the project assignments.

- **Group member selection**. On Feb. 8, students will work in small groups to discuss their two article critiques (see above). These discussions will serve as a "job interview" to help students assess who they may want to partner with for the group project. Students who do not attend class on Feb. 8 or who have not completed the article critiques will be assigned to a group based on the instructor's discretion. (See Quercus for details).

- **Group work**. After reading week, students will be provided with at least 20 minutes of class time per class to work on their group projects. Students who miss two or more group meetings may be removed from their group (or assigned to an alternative group).

- **Individual advocacy brief**. Students who fail to submit a satisfactory on-time advocacy brief late may be removed from their group (or assigned to an alternative group).

PSYC15 Missed Term Work Policy, Winter 2024

Missed Midterm Test. If you have a qualifying reason for missing the midterm test, please follow the procedures outlined below. **The make-up test is tentatively scheduled for Wed., Feb. 28 at 5:30 PM**.
1. Submit the [PSYC15 Missed Term Work Form](#) (*usually by Fri., Feb. 16).
2. Submit the proper documentation for the absence, as outlined on the next page.
3. The decision will be sent to your U of T email address. It is your responsibility to check your email address to ensure timely receipt of our decision.

Request for a second make-up test. If you miss the regularly scheduled test (on Feb. 14) **and** the make-up test (on Feb. 28), the criterion for rewarding a second make-up test will be **much** stricter. Without formal documentation of a qualifying illness, conflict, or emergency, a second make-up test may not be granted. To request a second make-up test:
1. Submit a **new** [PSYC15 Missed Term Work Form](#) (*usually by Fri., March 1).
2. Submit **updated** documentation for the absence, as outlined on the next page. The updated documentation must cover the date of the make-up test.
3. The decision will be sent to your U of T email address. It is your responsibility to check your email address to ensure timely receipt of our decision.

Missed Final Exam: [Missed *Final* Exams](#) are handled by the Registrar's Office and should be declared on eService.

Missed project participation. Students who are absent from class or who miss a preparation activity do not need to formally request accommodation, as these accommodations are already built into the [project participation](#) structure.

Project assignment extensions. Students who have a valid reason for needing an extension on a project assignment, should follow the procedures outlined below to request an extension. Valid extension requests will be honored. However, students should be aware that because these assignments make up an important part of the accountability framework for the group project, students may be excluded from the group project (or moved to an alternative group) if their project assignments are not submitted on-time. To request an extension:
1. Submit the [PSYC15 Missed Term Work Form](#), typically within 2 business days of the original assignment deadline.
2. Submit the proper documentation for the absence, as outlined on the next page.
3. The decision will be sent to your U of T email address. If an extension is granted, a new deadline will be set on Quercus. It is your responsibility to check your email address to ensure timely receipt of our decision.
- **Please note**: **Do not wait for our 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 can, and submit it online via Quercus.
- **Additional extensions**: If you require an extension beyond the original extended deadline, you must submit a **new** [PSYC15 Missed Term Work Form](#) and **updated** documentation that covers the entire time period from the deadline to the date of the requested extension. Please note that we generally do not grant extensions beyond the last day of class unless it is approved by the AccessAbility Office, UTSC Health and Wellness Centre, or the UTSC Registrar's Office.

Supporting documents for missed term work

AccessAbility accommodations. Submit the PSYC15 Missed Term Work Form and select "AccessAbility" as the reason for needing a make-up test or extension. If your request for an assignment extension is within the scope of your AccessAbility accommodations, please upload your accommodation letter as your form of documentation (no other documentation is required). If you must miss the midterm test or your request for an extension falls outside the scope of your accommodation letter, please **contact your AccessAbility consultant** and have them email me at kosha.bramesfeld@utoronto.ca to outline the requested accommodations.

Illness, injury, or emergency. If you require a make-up test or assignment extension due to illness, injury, or some other type of emergency, you must submit one of the following forms of documentation (*typically **within 2 business days of the missed work**):

- **ACORN** **Absence Declaration**. Students may use the Absence Declaration tool to self-declare an absence **once per term** for a maximum of seven consecutive days. The form should be submitted within two days of the missed term work and the date of the missed term work must fall within the seven-day declaration period. Absences cannot be declared in advance, nor can they be declared after the fact.

- **Alternative documentation:** Students who cannot declare on ACORN because they have already used their one declaration for the term, or because they missed the declaration window, will need to submit alternative documentation to me (e.g., a UofT Verification of Illness Form, death certificate, or a self-authored request for compassionate consideration).

Religious observances. If our test conflicts with a religious observance, please submit the PSYC15 Missed Term Work Form (**at least two weeks before the test** or as soon as possible). Select "Religious Accommodation" as the reason. (No other documentation is required).

Academic conflicts. An academic conflict occurs when two or more tests or sanctioned academic events are scheduled at an overlapping time. Having multiple tests or assignments due on the same day is not considered an academic conflict. Students are expected to manage their time effectively to meet assignment deadlines and to plan ahead to study for tests. Because our midterm test is scheduled during our regularly scheduled class time, it is very unlikely that you will have an academic conflict. Indeed, 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.

With this said, if some kind of academic conflict does occur, please do the following:
1. Submit the PSYC15 Missed Term Work Form (**at least two weeks before the test** or as soon as the academic conflict is known)
2. Select Academic Conflict as the reason for needing accommodation.
3. Submit evidence of your conflict (e.g., screenshots of the scheduled test or event).
4. Provide the email address of the faculty/supervisor I will need to contact to confirm the conflict and decide how the conflict will be accommodated.
- **Please note**: The approved accommodation that is agreed upon between me and the other instructor may involve rescheduling your other test/event, rather than rescheduling our PSYC15 test. Please also be aware that the rescheduled test might be rescheduled for the same day as your other test, but at a time that does not result in a direct conflict.

Tentative schedule of topics and readings

To help you prepare for class each week, a **tentative** schedule of topics and readings is presented below. Readings come from the **FREE** online textbook: *Introduction to Community Psychology*. This free textbook provides several short, engaging chapters, designed to provide you with an overview of the key terms, concepts, and principles that we will put into practice each class. To ensure that we can jump right into the application of this content, you are expected read the textbook chapters and be familiar with the key terms and concepts before coming to class. You should view this schedule as a **flexible** list of topics, subject to change based on our real-time pace and classroom needs. The study guides can be accessed via Quercus Modules. They provide details about each week's readings, project activities, and lesson content. Project activities and assignments can also be accessed via Quercus Modules.

Unit 1 (Jan. 11). **Community psychology in context**
- ☐ **Unit 1 Study Guide**: Readings, project activities, and lesson outline.
- ☐ **Read**: Ch 1 & Ch 9; skim Ch 2
- ☐ **Project work:** Careers Survey (due Jan. 21).

Unit 2 (Jan. 18). **Power, empowerment, and participation**
- ☐ **Unit 2 Study Guide**: Readings, project activities, and lesson outline.
- ☐ **Read**: Ch 8, Ch 9, Ch 10, & Ch 15
- ☐ **Project work:** Careers Survey (due Jan. 21); Article critique 1 (due Jan. 28).

Unit 3 (Jan. 25). **Ecological understanding**
- ☐ **Unit 3 Study Guide**: Readings, project activities, and lesson outline.
- ☐ **Read**: Ch 3, Ch 5, Ch 6, Ch 7
- ☐ **Project work**: Article critique 1 (due Jan. 28); Article critique 2 (due Feb. 4).

Unit 4 (Feb. 1). **Environmental scans: What resources currently exist?**
- ☐ **Unit 4 Study Guide**: Readings, project activities, and lesson outline.
- ☐ **Read**: No new readings; catch up with old readings!
- ☐ **Project work**: Article critique 2 (due Feb. 4); check for ad-hoc tasks.

Unit 5 (Feb. 8). **Community psychology: Research and practice**
- ☐ **Unit 5 Study Guide**: Readings, project activities, and lesson outline.
- ☐ **Read**: No new readings; catch up with old readings!
- ☐ **Project work**: Article interviews (in-class); project preferences (due Feb. 11).

★★**MIDTERM TEST (Thurs., Feb. 15, in-class, 3:10 – 5:00 PM)**★★
- ☐ The Midterm Test covers readings and lessons from Units 1 – 5 (see Quercus).

READING WEEK (No class Thurs., Feb. 22. Enjoy your break!)

Unit 6 (Feb. 29). Exploring solutions: Strategies for change
- ☐ **Unit 6 Study Guide**: Readings, project activities, and lesson outline.
- ☐ **Read**: Developing policy briefs; Ch 11, Ch 12, Ch 14, Ch 15, Ch 16, Ch 17
- ☐ **Project work**: TCPS-2 CORE (due Mar. 3); check for ad-hoc tasks.

Note. The make-up test for the Midterm Test will be held Wed., Feb. 28 @ 5:30 PM

Unit 7 (Mar. 7). Defining the problem: conducting needs assessments
- ☐ **Unit 7 Study Guide**: Readings, project activities, and lesson outline.
- ☐ **Read**: Jamovi data analysis worksheet (Quercus); TCPS 2-CORE
- ☐ **Project work:** Group contract and interview plan (due Mar. 10).

Unit 8 (Mar. 14). Interviews, focus groups, and planning for analysis
- ☐ **Unit 8 Study Guide**: Readings, project activities, and lesson outline.
- ☐ **Read**: Qualitative Approaches; Preparing Qualitative Data
- ☐ **Project work**: Project check-in 1 (due March 17).

Unit 9 (Mar. 21). Analyzing qualitative data
- ☐ **Unit 9 Study Guide**: Readings, project activities, and lesson outline.
- ☐ **Read**: Qualitative Coding; From Data to Findings; Communicating the Results
- ☐ **Project work:** Individual advocacy briefs (due March 24).

Individual advocacy briefs are due March 24
Note. March 25 is the deadline to drop courses without academic penalty.

Unit 10 (Mar. 28). Dissemination and implementation
- ☐ **Unit 10 Study Guide**: Readings, project activities, and lesson outline.
- ☐ **Read**: Developing policy briefs; Ch 14, Ch 17, & Ch 18
- ☐ **Project work**: Follow-up survey (due March 31)

Unit 11 (Apr. 4). Reflecting on CP research, practice, & effectiveness
- ☐ **Unit 11 Study Guide**: Readings, project activities, and lesson outline.
- ☐ **Read**: Ch 19
- ☐ **Project work**: Final advocacy brief (due April 7); group project check-in (due April 7).

Final advocacy briefs: Group Projects are due April 7

★★The Final Exam will be scheduled during the final exam period (Apr. 12-26)★★
- ☐ The Final Exam covers readings and lessons from Units 1 – 11 (see Quercus).

Commitment to diversity

It is my intention that students' learning needs be addressed both in and out of the classroom, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intention to present materials and activities that are respectful of diversity, including, but not limited to diversity related to Indigenous culture, race, ethnicity, country of origin, gender, sexuality, neurodiversity, religion, dis/ability, age, parental status, and social class. Your contributions to the course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups[1]. Importantly, if you anticipate needing accommodations in this course for any reason (including, but not limited to, disability/health considerations, religious/cultural accommodation, and/or economic, work, or family realities), please contact me as soon as possible so that we can work together to determine the best course of action.

Acknowledgement of Traditional Land

In recognition of the diverse history of this land, and the peoples who live and have lived on it, I wish to acknowledge this land on which the University of Toronto operates. It has been a site of human activity for thousands of years. This land is the territory of the Huron-Wendat and Petun First Nations, the Seneca, and most recently, the Mississaugas of the Credit River. The territory was the subject of the Dish With One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, the meeting place of Toronto is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work in the community, on this territory.

AccessAbility statement

Students with diverse learning 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. You can contact AccessAbility Services at 416-287-7560 or email ability@utsc.utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Self-care

This course addresses issues around identity, poverty, violence, prejudice, oppression, and other forms of loss. The topics can be difficult to learn about and discuss. Students are encouraged to engage in self-care throughout the course. Resources are available on our course website on Quercus and through the UTSC Health and Wellness Centre.

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[1] This diversity statement uses language borrowed directly from the diversity statement example provided by the University of Iowa College of Education, https://www.cmu.edu/teaching/designteach/syllabus/checklist/diversitystatement.html.

Academic Integrity

The University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

- Potential 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.

Plagiarism Prevention Tutorial. The *Plagiarism Prevention Tutorial* posted on our course website provides information on how to paraphrase, cite, and reference sources using APA-style citations and references. You are expected to know the content of this tutorial and to properly paraphrase and cite your sources in all assignments, papers, and presentations. Know this: if you cite and/or reference a source as part of your submitted work for this course, this is you stating that you have actually found and consulted that source. Be prepared to produce and explain any source that you cite within your course work.

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

Artificial Intelligence (AI) tools. The use of generative artificial intelligence tools (including, but not limited to ChatGPT) **is not allowed** on tests / exams and **is strongly discouraged** in the preparation of your engagement activities and assignments for the course. Please note that the use of any writing tool (including but not limited to generative AI) has the potential to violate two key premises of academic integrity that are core to this course:

1. Your written work should reflect your own knowledge, understanding, and critical analysis. **Asking anyone (or any tool) to do your work for you is an academic integrity violation**. Be prepared to explain anything that you submit as your work.
2. If you cite and/or reference a paper in your work for this course, this is you stating that you have actually found and consulted that source. **Be prepared to produce and explain any source that you cite within your work for this course**.

Recording and/or distributing class materials. Recording, photographing, or distributing any aspect of this course, including (but not limited to) assignment prompts, paper guidelines, lectures, guest speakers, or resources – without prior approval of all involved and explicit instructor permission is not allowed. This includes (but is not limited to) entering assignment prompts or paper guidelines into generative artificial intelligence tools (such as ChatGPT) or the distribution of course materials through other questionable "studying" services (such as CourseHero).

Useful Resources for Student Success

Our course website will provide a running list of resources specific to the content of the course. In addition, you may find the following resources helpful for your general professional development as a social psychology scholar.

Academic supports[2]

USTC Student Policies: https://www.utsc.utoronto.ca/studentaffairs/student-policies

UTSC Dates and Deadlines: https://www.utsc.utoronto.ca/registrar/dates-and-deadlines

Writing Services: http://www.utsc.utoronto.ca/twc/

English Language Development Centre: http://www.utsc.utoronto.ca/eld/

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

AccessAbility: http://www.utsc.utoronto.ca/~ability/

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

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

Writing Centre

This course requires the submission of two term papers. Among other criterion, your papers will be assessed on their comprehensiveness, organization, and communication of ideas. For this reason, you are strongly encouraged to utilize the services of the UTSC Writing Centre: https:t//www.utsc.utoronto.ca/twc/welcome

The Writing Centre supports student learning at any stage in the writing process, from planning an outline to polishing a final draft. During the term, they offer appointments, drop-in hours, and writing groups. Please plan ahead to utilize these services.

English Language Development Centre

Because of its emphasis on written and oral communication, all students in this course are expected to exhibit a high level of "Academic English". Developing these skills can be challenging for every student, no matter their language or origin. The English Language Development Centre supports all students in developing better Academic English and critical thinking skills needed in academic and professional communication. Make use of the personalized support offered via academic writing skills development and Communication Café sessions to enhance your ability to do better in the various components of this course. Details and sign-up information can be found at: http://www.utsc.utoronto.ca/eld/

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[2] I extend my thanks to Dr. Michael Souza, who compiled this list of student resources and graciously agreed to let me use them in this syllabus.