



PSYB70

# COURSE SYLLABUS

METHODS IN PSYCHOLOGICAL SCIENCE

## PSYB70. Methods in Psychological Science (Summer 2024)

### Course Information

**Course name:** PSYB70. Methods in Psychological Science

**Prerequisites:** PSYA01H3 and PSYA02H3 **Exclusions:** (PSYB01H3), (PSYB04H3)

**Delivery method:** This summer, PSYB70 meets asynchronously online with two 90-minute self-paced lessons assigned per week. The two midterm tests and the final exam of the course will also occur online; however, they will be scheduled by the registrar's office for specific dates and times.

### Course description

This course focuses on content and skills central to effectively consuming and critiquing research in psychological science. Students will develop scientific literacy skills as they learn about commonly used research designs, how to assess whether a design has been applied correctly, and whether the conclusions drawn from the data are warranted. Students will also gain practice finding, interpreting, and critically evaluating primary journal articles.

### Your teaching team



**Course instructor:** Kosha Bramesfeld (she/her/they)

**Teaching assistants:** Arijit De, Victoria Oldemburgo de Mello, Danika Quesnel, and Dasha Sandra (See "About Us" on Quercus).

**Course email:** [psyb70.uts@utoronto.ca](mailto:psyb70.uts@utoronto.ca)

See [Quercus](#) to learn more about your teaching team (go to "About Us")

### Required readings



**Free online textbook:** Jhangiani, R. S., Chiang, I. A., Cuttler, C., Leighton, D. C., Metz, M. A. (2020). Research Methods in Psychology, 3<sup>rd</sup> Canadian Edition.

<https://ecampusontario.pressbooks.pub/psychmethods3ecan/>



**Journals articles** are assigned throughout the term as part of the article critique assignments. They can be accessed **for free** via the "Library Reading List" on [Quercus](#).

### Course Website

All the content for our course can be found online via [Quercus](#).



**Home:** Quick links to course materials



**Modules:** Access the lessons, study guides, activities, assignments, tests, and exams.



**Ask Us! Q&A Discussion Boards:** Post questions about the course.



**Tutorials and contact information:** Join us for online help sessions, reach out for help.

## Learning Objectives

By the end of the course, students should be able to:
<ul style="list-style-type: none"> <li>Identify the defining features of a scientific approach to the study of psychology and recognize key concepts in research ethics, design, and basic data analysis.</li> </ul>
<ul style="list-style-type: none"> <li>Practice identifying and critically evaluating research claims reported in the news, popular press, books, journal articles, and other sources.</li> </ul>
<ul style="list-style-type: none"> <li>Differentiate between primary versus secondary sources and identify different types of articles (e.g., empirical research, meta-analysis, literature reviews).</li> </ul>
<ul style="list-style-type: none"> <li>Demonstrate the skills to search for, identify, acquire, read, and critically evaluate primary research articles published in peer reviewed scientific journals.</li> </ul>
<ul style="list-style-type: none"> <li>Identify the major sections of an empirical research article and practice using these sections to identify the rationale, design, results, and conclusions.</li> </ul>
<ul style="list-style-type: none"> <li>Practice evaluating research designs based on their internal validity, external validity, construct reliability and validity, and statistical results.</li> </ul>
<ul style="list-style-type: none"> <li>Recognize the purpose of the APA style guide and identify how to correctly paraphrase, cite, and reference primary sources in the development of ideas.</li> </ul>

## Course Components

Each week, you should (a) prepare by studying the textbook and study guides (b) engage with the online lessons, and (c) assess your understanding of the content.



**Prepare** by studying the textbook readings and study guides. These readings provide you with an introduction to the basic terms and concepts in the course. Because we will build on these concepts in our lessons, I encourage you to do the readings before each lesson.



**Engage** with the two online lessons per week (Lesson A and Lesson B). Each 90-minute lesson is made up of a combination of video lectures and activities. Use the weekly study guides to navigate through the videos and activities for each lesson.



**Assess** your understanding of the course content by completing the weekly knowledge checks and assignments. These assessments help you study for the two midterm tests and the final exam (see below and on the next page for more information).

## Course Requirements

Marks for the course will be calculated out of 100 points, distributed as follows:

Assessment category	Points	Weight
Assignments (weekly; see Quercus)	15	15%
Midterm Test 1 (75 min., June 10, 5:00 PM Eastern Standard Time)	20	20%
Midterm Test 2 (90 min., July 10, 5:00 PM Eastern Standard Time)	30	30%
Final Exam (120 min., during the final exam period; date and time TBD)	35	35%
<b>Maximum Total Points / Percent</b>	<b>100</b>	<b>100%</b>

**Note.** Letter grades are assigned based on the [U of T Grading Scheme](#)

## Assignments

The course includes 20+ points worth of assignments (as described below). However, your grade will be calculated out of only 15 points. As such, there is flexibility if you miss some of the points.

- **Full credit:** If you earn  $\geq 15$  points, you will earn full credit (i.e., 15/15 points).
- **Partial credit:** If you earn  $< 15$  points, you will earn partial credit (earned points/15).

**You can earn points by completing the following assignments:**

- **Knowledge checks (10 x 0.5 pts each = 5 points total).** The knowledge checks include 5 multiple choice questions designed to assess your understanding of that unit's content. The knowledge checks have unlimited attempts (with a new set of questions each attempt), with only your highest attempt counting. Each knowledge check has a suggested deadline, but they can be submitted late, without penalty, until the last day of class (Aug. 7).
- **Media assignment (up to 5.5 points).** The media assignment is a discussion-based assignment that includes several sequential steps. Because of the iterative and interactive nature of the assignment, it is associated with non-negotiable hard deadlines. You must complete each step by the deadline. If you miss a step, you will not be able to advance to the next step of the assignment. Please see Quercus for details.
  - **Step 1A.** Find a media article and submit it for approval (May 6 – **May 19**).
  - **Step 1B.** Post the approved headline on the discussion board (*after 1A* – **May 26**, 1 pt).
  - **Step 2.** React to **four** headlines posted by your classmates (June 3 – **June 16**, 2 pt).
  - **Step 3.** Evaluate the evidence related to your headline (July 1 – **July 21**, 2 pts).
  - **Step 4.** Evaluate the validity of your classmate's headlines (July 22 – **Aug. 7**, 0.5 pts).
- **Library lab and article critiques (5 x 2 pts = 10 points total).** The course includes a library lab (2 points) and four article critiques assignments (x 2 points each). These assignments help you build the scientific literacy skills that you need to find, read, and interpret research findings. You have unlimited attempts with only your highest attempt counting. To help you stay on track, each assignment has a suggested deadline, but they can be submitted late, without penalty, until the last day of class (Aug. 7).

**Accommodation requests.** The assignments for this course are set up with maximum flexibility so that extension requests and special accommodations are not necessary (nor are they allowed).

- **Flexible deadlines.** The knowledge checks, library lab, and article critiques have flexible deadlines and can be submitted late for full credit up until the last day of class (Aug. 7).
- **Flexible points.** A total of 20+ points will be offered throughout the term, but your grade will be calculated out of only 15 points. As such, there are 5+ extra points built-in for flexibility.
- **Unlimited attempts.** You get unlimited attempts (up until the close date), with only your highest attempt counting, allowing you to work towards mastery and maximize your points.
- **Flexible grade calculations.** I will calculate your grade with the assignments factored in [i.e., (Assignments + Test 1 + Test 2 + Final) / 100 points] and without the assignments factored in, based only on your midterm tests and final exam [i.e., (Test 1 + Test 2 + Final) / 85 points]. I will then assign the higher of the two grades. You do not need to 'opt into' this. I will do this for every student in the course. As such, I guarantee the assignments can only help your grade relative to the midterm tests and final exam; they cannot hurt your grade. Therefore, if life circumstances get in the way of you being able to complete the assignments, you are already automatically accommodated.
- **Note:** Because of the numerous accommodations that are already built into these assignments (see above), no other extensions or accommodations requests will be granted.

## Midterm Tests and Final Exam

Your grade in the course will be mostly determined by your performance on two midterm tests and a final exam. This summer, the tests and exams will be held online, but they will be scheduled for specific dates and times (to be scheduled by the registrar’s office). Details about each assessment will be posted on Quercus at least one week in advance of the scheduled date.

- **Midterm Test 1** (20%, June 10 @ 5 PM EST): 75 minutes, covers Units 1 to 4.
- **Midterm Test 2** (30%, July 10 @ 5 PM EST): 90 minutes, covers Units 1 to 7.
- **Final Exam** (35%, during the final exam period): 120 minutes, covers Units 1 to 10.

**Test/exam format.** The midterm tests and final exam will be administered **online**. Question types may include multiple choice, matching, and fill-in-the-blank. See Quercus for details.

**Test/exam content and difficulty:** The course is designed to challenge you to think critically about research methods and evidence. As such, the midterm tests and final exam go well beyond definitions. They assess your conceptual understanding of the foundational content of the course and your ability to understand, interpret, and think critically about the methods and results of real research studies. As the course progresses, we will tackle more and more complex research designs. These designs build on the foundational content introduced earlier in the term. Because of this reality, the midterm tests and final exam are cumulative. Consequently, the tests and exams for this course get progressively more difficult as the term goes on. *It is very important that you do not fall behind!* You may find it difficult to get caught up again if you fail to master the foundational components prior to attempting the more challenging topics.

**Accommodations and make-up requests.** If you receive AccessAbility accommodations on tests and exams, please register with [MyAims](#) as soon as the midterm test and final exam dates are announced. This will provide AccessAbility and our teaching team plenty of time to work together to set up your accommodations. If you need to reschedule a midterm test due to an academic conflict, religious observance, or because of illness or an emergency, please complete the [PSYB70 Missed Term Work Form](#). For the final exam, requests to [defer the final](#) are made through the registrar’s office. Please see the [PSYB70 Missed Term Work Policy](#) for details.

## Want to succeed? Manage your time wisely!

Online courses require you to be personally accountable for learning the content. PSYB70 includes two 90-minute lessons per week (Lesson A and Lesson B). You will also need to set aside time to engage with the readings, assignments, and to study for the two midterms tests and the final exam ([time management tips](#)). I recommend that you schedule **four** 90-minute blocks of time per week for these activities. Use the table below to identify when you will set aside this time each week. **Then stick to this schedule as the best way to succeed!**



	Block 1	Block 2	Block 3	Block 4
<b>Activity:</b>	Read, review, study	Lesson A	Lesson B	Assignments, study
<b>Investment</b>	90+ minutes	90+ minutes	90+ minutes	90+ minutes
<b>Your schedule:</b> (day of the week & time of day)				

## Course Schedule

The schedule below provides a ‘big picture’ overview of the course. Please see Quercus to access the week-by-week **study guides (sg)**, and details about the readings, lessons, and assignments.

- **\*Note:** Midterm Test 1, Midterm Test 2, and the Final Exam will be scheduled by the registrar’s office. The exact date and times will be announced later in the term.

Week	Unit and Topic	Readings	Lesson A	Lesson B
May 6-12	U1. Foundations	<input type="checkbox"/> <b>U1sg</b> , <a href="#">Ch I</a>	<input type="checkbox"/> Welcome	<input type="checkbox"/> Lesson 1
May 13-19	U2. Ethics	<input type="checkbox"/> <b>U2sg</b> , Reading packet	<input type="checkbox"/> Lesson 2A	<input type="checkbox"/> Lesson 2B
May 20-26	U3. Frequency claims	<input type="checkbox"/> <b>U3sg</b> , <a href="#">Ch II</a> , <a href="#">V</a> , <a href="#">36</a> , <a href="#">52</a>	<input type="checkbox"/> Lesson 3A	<input type="checkbox"/> Lesson 3B
May 27-2	U4. Association claims	<input type="checkbox"/> <b>U4sg</b> , <a href="#">Ch XIII</a> , <a href="#">VI</a>	<input type="checkbox"/> Lesson 4A	<input type="checkbox"/> Lesson 4B
June 3-9	<b>TEST 1 (June 10 @ 5PM)</b>	<input type="checkbox"/> <b>Review content</b>	<input type="checkbox"/> Library Lab	<input type="checkbox"/> <b>Test 1</b>
June 10-16	U5. Measurement	<input type="checkbox"/> <b>U5sg</b> , <a href="#">Ch IV</a> , <a href="#">VI</a> , <a href="#">VII</a>	<input type="checkbox"/> Lesson 5A	<input type="checkbox"/> Lesson 5B
<b>June 18-22</b>	<b>READING WEEK</b>	<b>NO READINGS</b>	<b>NO LESSONS</b>	<b>NO ACTIVITIES</b>
June 24-30	U6. Experiments	<input type="checkbox"/> <b>U6sg</b> , <a href="#">Ch V</a> , <a href="#">S38</a> , <a href="#">S39</a>	<input type="checkbox"/> Lesson 6A	<input type="checkbox"/> Lesson 6B
July 1-7	U7. Experimental designs	<input type="checkbox"/> <b>U7sg</b> , <a href="#">Ch IX</a> , <a href="#">24</a> , <a href="#">58</a>	<input type="checkbox"/> Lesson 7A	<input type="checkbox"/> Lesson 7B
July 8-14	<b>TEST 2 (July 10 @ 5PM)</b>	<input type="checkbox"/> <b>Review content</b>	<input type="checkbox"/> Test review	<input type="checkbox"/> <b>Test 2</b>
July 15-21	U8. Quasi-experiments	<input type="checkbox"/> <b>U8sg</b> , <a href="#">Ch VIII</a>	<input type="checkbox"/> Lesson 8A	<input type="checkbox"/> Lesson 8B
July 22-28	U9. Advanced prediction	<input type="checkbox"/> <b>U9sg</b> , <a href="#">Ch VI</a> + <a href="#">XIII</a>	<input type="checkbox"/> Lesson 9A	<input type="checkbox"/> Lesson 9B
July 29-Aug. 4	U10. Research synthesis	<input type="checkbox"/> <b>U10sg</b> , <a href="#">S60</a>	<input type="checkbox"/> Lesson 10A	<input type="checkbox"/> Lesson 10B
<b>Aug. 10-23</b>	<b>FINAL EXAM*</b>	<input type="checkbox"/> <b>Review content</b>	<input type="checkbox"/> Exam review	<input type="checkbox"/> <b>Final (TBA)</b>

## Checklist of Assignments

The listed **deadline** reflects the *suggested* completion date to stay on track.

The listed **close date** reflects the absolute last date (non-negotiable) to submit the assignment.

<input checked="" type="checkbox"/>	Knowledge checks	Deadline	Closes
<input type="checkbox"/>	Unit 1 knowledge check	May 12	Aug. 7
<input type="checkbox"/>	Unit 2 knowledge check	May 19	Aug. 7
<input type="checkbox"/>	Unit 3 knowledge check	May 26	Aug. 7
<input type="checkbox"/>	Unit 4 knowledge check	June 2	Aug. 7
<input type="checkbox"/>	<b>Practice test (ungraded)</b>	<b>by Test 1</b>	<b>N/A</b>
<input type="checkbox"/>	Unit 5 knowledge check	June 16	Aug. 7
<input type="checkbox"/>	Unit 6 knowledge check	June 30	Aug. 7
<input type="checkbox"/>	Unit 7 knowledge check	July 7	Aug. 7
<input type="checkbox"/>	<b>Practice test (ungraded)</b>	<b>by Test 1</b>	<b>N/A</b>
<input type="checkbox"/>	Unit 8 knowledge check	July 21	Aug. 7
<input type="checkbox"/>	Unit 9 knowledge check	July 28	Aug. 7
<input type="checkbox"/>	Unit 10 knowledge check	Aug. 4	Aug. 7
<input type="checkbox"/>	<b>Practice final (ungraded)</b>	<b>by Test 1</b>	<b>N/A</b>

<input checked="" type="checkbox"/>	Media Assign.	Opens	Closes
<input type="checkbox"/>	Step 1A (submit)	May 6	May 19
<input type="checkbox"/>	Step 1B (post)	<i>after 1A</i>	May 26
<input type="checkbox"/>	Step 2 (react)	June 3	June 23
<input type="checkbox"/>	Step 3 (evaluate)	July 1	July 21
<input type="checkbox"/>	Step 4 (evaluate)	July 22	Aug. 7

<input checked="" type="checkbox"/>	Article critique	Deadline	Closes
<input type="checkbox"/>	Library Lab	June 9	Aug. 7
<input type="checkbox"/>	Article Critique 1	June 16	Aug. 7
<input type="checkbox"/>	Article Critique 2	July 7	Aug. 7
<input type="checkbox"/>	Article Critique 3	July 28	Aug. 7
<input type="checkbox"/>	Article Critique 4	Aug. 4	Aug. 7



**See Quercus to access the PSYB70 study guides, readings, lessons, activities, and assignments!**



## Missed Term Work Policy, Summer 2024

### Assignments

The assignments for this course are set up with maximum flexibility so that extension requests and special accommodations are not necessary (nor are they allowed).

- **Flexible deadlines.** The knowledge checks, library lab, and article critiques have flexible deadlines and can be submitted late for full credit up until the last day of class (Aug. 7).
- **Flexible points.** A total of 20+ points will be offered throughout the term, but your grade will be calculated out of only 15 points. As such, there are 5+ extra points built-in for flexibility.
- **Unlimited attempts.** You get unlimited attempts on each assignment (up until Aug. 7), with only your highest grade counting, allowing you to work towards mastery and maximize your points.
- **Flexible grade calculations.** I will calculate your grade with the assignments factored in [i.e., (Assignments + Test 1 + Test 2 + Final) / 100 points] and without the assignments factored in, based only on your midterm tests and final exam [i.e., (Test 1 + Test 2 + Final) / 85 points]. I will then assign the higher of the two grades. You do not need to 'opt into' this. I will do this for every student in the course. As such, I guarantee the assignments can only help your grade relative to the midterm tests and final exam; they cannot hurt your grade. Therefore, if life circumstances get in the way of you being able to complete the assignments, you are already automatically accommodated.
- **Note:** Because of the numerous accommodations that are already built into these assignments (see above), no other extensions or accommodations requests will be granted.

### Midterm Tests

**AccessAbility accommodations:** If you receive AccessAbility accommodations for tests, please register with [MyAims](#) as soon as the midterm test dates are announced.

**If you must miss a test:** If you must miss a midterm test due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below.

1. Submit the [PSYB70 Missed Term Work Form](#)
2. Submit the proper documentation for the absence, as outlined below.

### Illness, injury, or emergency:

Students who are experiencing an illness, injury, or emergency must (1) submit the [PSYB70 Missed Term Work Form](#) **AND** (2) declare their absence on ACORN **or** submit another form of documentation (typically within **2 business days** of the missed test):

- **ACORN:** Submit a screenshot of an [ACORN Absence Declaration](#). Students may use the Absence Declaration tool to declare an absence once per term for a maximum of seven consecutive days. The dates declared must include the date of the test.
- **ALTERNATIVE DOCUMENTATION:** Students who cannot declare an absence 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. Examples include:
  - A [UofT Verification of Illness Form](#).
  - A death certificate or funeral announcement or similar supporting document.
  - A statement explaining why compassionate consideration is warranted.

### **Academic Conflict:**

For missed midterm tests due to an academic conflict (e.g. two midterms at the same time or a university-sponsored event), submit the [PSYB70 Missed Term Work Form](#) **at least two weeks (10 business days) before the date of the test** (or as soon as possible if it was not possible to identify the conflict earlier). Please also submit evidence of your conflict (e.g., screenshots of the scheduled test or event).

- *Note: Multiple assignments due on the same day are not considered conflicts. Students are expected to manage their time effectively to meet assignment deadlines.*
- *Note: Back-to-back tests/quizzes are not considered conflicts. Only overlapping activities are considered conflicts.*

### **Religious observances:**

If you must miss a test due to RELIGIOUS OBSERVANCE, submit the [PSYB70 Missed Term Work Form](#) (selecting Religious accommodation as the reason for needing accommodation) 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. (No other documentation is required).

### **AccessAbility accommodations:**

Submit the [PSYB70 Missed Term Work Form](#) and select “AccessAbility” as the reason for needing to miss the test. **Contact your AccessAbility consultant** and have them email [PSYB70.utsc@utoronto.ca](mailto:PSYB70.utsc@utoronto.ca) detailing the accommodations required.

### **Important notes:**

- Submitting a [PSYB70 Missed Term Work Form](#) does not guarantee that you will be accommodated. The course instructor reserves the right to decide what accommodations (if any) will be made.
- After submitting your documentation, you will receive a response from your instructor or TA. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

### **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 miss a make-up term test, you must submit *another* [PSYB70 Missed Term Work Form](#) and submit new documentation to receive a second make-up test. \*Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not necessarily be provided and the criterion for doing so will be stricter.

## **Final Exams**

**AccessAbility accommodations:** If you receive AccessAbility accommodations for exams, please register with [MyAims](#) as soon as the midterm test and final exam dates are announced.

**Make-up exams:** Missed Final Exams are handled by the Registrar’s Office and should be declared on eService (see: [Missing an Examination](#)).

## 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, including (but not limited to) doctor's notes.

In this course, the tests and final exam will be administered online as an 'open book and open notes' assessment. You are welcome to use your own personal notes and resources. BUT:

- **General:** You must adhere to the [Code of Behaviour on Academic Matters](#).
- **Own work:** You must be the one to answer and submit your answers. You cannot receive assistance from another person or tool (e.g., ChatGPT) when forming your response.
- **No external assistance:** Communication of any kind with someone or something (i.e., an AI tool) other than the teaching team during a midterm test or exam will be considered an academic integrity violation. The mere act of accessing Discord, Reddit, Facebook, Google doc, email, Chegg site, ChatGPT, or some similar kind of social media, communication, or AI tool during a midterm test or exam could be enough to get you into academic trouble.
- **No question solicitation or sharing:** Sharing, soliciting, and/or discussing the questions or answers of the midterm tests or final exam of this course with anyone other than the teaching team (before, during, or after the test/exam) will be considered an academic integrity violation.
- **No shared notes:** If you have created shared notes (e.g, in Google docs), they must be downloaded for use prior to the start of the test/exam. Accessing a shared document during a midterm test or final exam could be considered cheating, even if you are not accessing the content at the same time as another student.
- **If you notice it, report it:** Avoid the temptation to cheat and protect yourself by reporting suspected academic integrity violations if you do stumble upon it accidentally.

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.

## 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 for this course.

## Artificial intelligence (AI tools)

The use of generative artificial intelligence tools (including, but not limited to ChatGPT) **is not allowed on the midterm tests, exams, or assignments for this course**. Please note that even the act of **accessing** a generative artificial intelligence tool (including, but not limited to ChatGPT) during a midterm test or final exam will be considered an academic integrity violation (regardless of whether you actually used or intended to use the tool in the preparation of your answers).



## All learners are welcome!

### 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.

### Inclusivity Statement

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, dis/ability, age, religion, and socioeconomic status. 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<sup>1</sup>. 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 work/family realities), please contact me as soon as possible so that we can work together to determine the best course of action.

### 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.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.utoronto.ca](mailto:ability.utoronto.ca) for more information.

The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

### Religious Accommodations

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

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<sup>1</sup> 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/design/teach/syllabus/checklist/diversitystatement.html>.

## PSYB70 Study Tools

The following supports are provided to help you succeed in the course (see Quercus for details).

- **The study guides** provide an overview of the weekly readings, content, activities, and assignments, along with an outline of key terms and concepts.
- **The weekly lessons and activities** help you build critical thinking skills. The built-in activities are ungraded to provide you with a low-risk opportunity to build your understanding.
- **The assignments** help you strengthen your critical thinking skills and assess your understanding. You are allowed multiple attempts so you can work towards mastery.
- **Practice tests** will be provided at least one week before each midterm test and the final. They are formatted the same as the tests/final and include questions like those on the test/final.
- **The Q&A discussion boards** allow you to post your questions about the course when they arise. Posting questions and reading the Q&A responses are a great way to learn!
- **Online help tutorials** allow you to meet with our teaching team to review content, ask questions, and work through sample problems. See Quercus for upcoming dates/times.
- **Facilitated Study Groups (FSGs)** are student-led learning sessions for students who want to improve their study skills and practice challenging content from the course.

## University Learning Supports

- ❖ **The Centre for Teaching and Learning (CTL)** is available to support you in your writing, math and stats, and English language needs <https://uoft.me/AcademicLearningSupport>
- ❖ **English Language Development (ELD) Support:** <https://utsc.utoronto.ca/eld/welcome-ctl-english-language-development-support>
- ❖ **AccessAbility:** <https://www.utsc.utoronto.ca/ability/welcome-accessability-services>
- ❖ **Health and Wellness:** <http://www.utsc.utoronto.ca/hwc/>
- ❖ **Mental health resources for UTSC students:** <https://www.utsc.utoronto.ca/hwc/mental-health-services-and-resources-utsc-students>
- ❖ **Skill building, future planning, Academic Advising, Career Centre:** <http://www.utsc.utoronto.ca/aacc/>
- ❖ **UofT Quercus course focused on academic success and wellness:** <https://q.utoronto.ca/enroll/ALEYMP>
- ❖ **Psychology and Neuroscience Departmental Student Association (PNDA):** <https://www.utsc.utoronto.ca/groups/pnda/>