PSYD10. Community and Applied Social Psychology

Course Information

Course name: PSYD10H3S-LEC01. Community and Applied Social Psychology

Prerequisites: PSYB10H3 and [0.5 credit at the C-level from PSY courses in the 10-series or 30-series] and [PSYB70H3 or (PSYB01H3) or (PSYB04H3)] and [PSYB07H3 or STAB22H3 or STAB23H3]. **Exclusions**: PSYD15H3 (if taken in Spring or Fall 2019).

★★ **Important**: This is an **in-person** seminar course. **Weekly attendance is required** ★★
★★★ Please do not take this course if you cannot commit to attending class each week. ★★★

Course instruction: Dr. Kosha Bramesfeld (she/her).

Class: Mondays, 3:10-5:00 PM (see **Quercus**/ACORN for classroom location).

Office hours: See "**contact me**" for office hour dates and times.

Email: kosha.bramesfeld@utoronto.ca

Course Description

This course examines how social psychological theory and research can be applied to understand and address social issues that affect communities. These social issues include (but are not limited to) issues around psychological sense of community, cultural narratives, social identity, intersectionality, poverty, structural inequality, mental health, loss of community, intervention, evaluation, social change, empowerment, and advocacy, among other topics. In doing so, the course bridges knowledge from the areas of social psychology and community psychology. Social psychology is the scientific study of how people think about, influence, and relate to one another. Community psychology is concerned with the application of psychological principles to understand and address the issues that affect communities.

The course encourages students to critically examine how social psychological theory can be applied to empower individuals and motivate social change. We will examine the complex intersection between scientific inquiry and voices of lived experience. In doing so, the course seeks to elevate voices that have not always been historically consulted in the development of social psychological theory and research, including (but not limited to) voices from Indigenous communities, racialized individuals, refugees and immigrants, mental health consumer/ survivors, individuals living with disability, individuals living in poverty, and members of the LGBTQQIA community. To engage students to think deeper about the course content, course readings are complemented with a student-led knowledge mobilization project.

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 <u>at least</u> twice per week.

Learning Objectives

Foundational knowledge

1. Recognize the value of using the theories and research of social psychology to explain everyday life, community issues, and societal needs; and the value of using real-life issues to guide the direction of social psychological theories and research.

2. Integrate and apply theories and research in social psychology to explain how the communities in which we live, attend school, work, travel, and interact shape beliefs, values, identities, relationships, and worldviews.

3. Apply principles of intersectionality theory to understand and examine how Indigenous, racial, cultural, ethnic, gender, sexual, social class, dis/ability, and other identities influence communities and community members, especially with respect to issues of colonization, power, privilege, and discrimination.

Values and ethics

4. Explain how to apply social psychological theory, research, and principles to promote social justice, activism, and empowerment that advances civic, social, and community outcomes that benefit communities and address pressing societal needs.

5. Identify the values of community and applied social psychology and discuss the ethical considerations of community research, intervention, and assessment, especially in relation to the guiding value of "nothing about us without us" and in consideration of the Canadian Psychological Association's response to the Truth and Reconciliation Commission.

Research, Intervention, and Evaluation

6. Explain how social psychology can inform the development of community research, intervention, and evaluation; and provide examples from within our own communities.

7. Critically evaluate the value, applicability, and limitations of various approaches to research, intervention, and evaluation when it comes to applying the theories, research, and principles of social psychology within community contexts.

8. Propose and justify appropriate research, interventions, and/or evaluations that could facilitate social change in applied and community settings.

Personal growth

9. 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.

10. Reflect on how you can pursue personal opportunities to promote civic, social, and global outcomes that benefit the people living within your own communities.

Course Structure and Assessments

This term, you will work on a community-engaged knowledge mobilization project. Project options and potential community partners will be posted on Quercus no later than Monday, September 9. The assignments of the course are designed to help you make progress on the project.

Assignments

Progress on the project will be assessed as follows:
- **Preparation** (weekly assignments, due Mondays by 3pm): Each week starts with a short preparation activity designed to prepare you for our in-class discussions and activities.
- **Participation** (weekly in-person attendance): Class meetings will be used for discussion, activities, and workshops designed to help you make progress on your project.
- **Collaborations** (ongoing): You will be given multiple opportunities to present your ideas, exchange information, collaborate with your peers, and get feedback from your partner.
- **Report 1** (due Oct. 6). Describe the community partner, its mission, context, and goals; your positionality in relation to the partner/project, and your reflections on the project.
- **Report 2** (due Oct. 27). Provide a detailed social issues analysis on the related issue(s) and explore potential solutions and recommendations for addressing those issue.
- **Report 3** (due Nov. 17). Create a dynamic, high-impact partner report that can be submitted to the instructor and community partner for review and feedback.
- **Final documentation report** (DR; due Dec. 3). Use the feedback provided to revise and consolidate your earlier reports to prepare an information-rich final documentation report.
- **Final project** (FP; deadline TBD). Use the feedback provided throughout the term to create a dynamic, effective, and impactful partner report rooted in the partner's goals.

Assessment criteria

Your performance on the project will be assessed based on the following weighted components. You should view Report 1 (**R1**, due Oct. 6), Report 2 (**R2**, due Oct. 27), and Report 3 (**R3**, due Nov. 17) as high-quality drafts of your final project work, as the grades that you earn on these reports will reflect the grade you would earn if that were your "final" draft of that project component. This grade, along with the feedback provided, will give you a sense of how far you are from your desired grade and what you need to work on moving towards your final documentation report (**DR**) and final partner report (**Final**). You are strongly encouraged to take full advantage of these opportunities for high-impact feedback.

Project component:	Draft due by:	Final due by:	Weight:
Preparation, participation, & collaborations	Ongoing; class meetings 1-12		20%
Community context (project, goals, context)	**R1** (Oct. 6)	**DR** (Dec. 3)	10%
Positionality statement, project reflection	**R1** (Oct. 6)	**DR** (Dec. 3)	5%
Social issues analysis	**R2** (Oct. 27)	**DR** (Dec. 3)	20%
Solutions and recommendations	**R2** (Oct. 27)	**DR** (Dec. 3)	10%
Final project: dynamic, impactful partner report	**R3** (Nov. 17)	**Final** (TBD)	35%
		TOTAL	**100%**

Note. Letter grades will be assigned based on the UTSC grading scheme. The bar for "excellent" is set very high in this course. As a general principle, I do not assign A+'s on midterm work. If a student demonstrates consistent excellence across all course elements, a holistic grade of A+ may be awarded at the end of the term.

Engagement: Preparation, participation, and collaboration

The strength of a seminar course like this one is that it provides students with an opportunity to learn through discussion and hands-on activities. To make the most of this learning opportunity, you are expected to prepare for class each week (via the preparation assignments), attend our weekly class meetings prepared for active in-class participation, and participate in collaborative meetings and group work with your community partner and peers. Your engagement grade will be calculated out of **20 points**. Up to 20 points can be earned as follows:

Preparation assignments (12 x 0.5 pts = 6 pts). The preparation assignments are designed to prepare you for our in-class discussions. As such, on-time, high quality completion is to your direct benefit. Preparation assignments are due no later than class time each week (i.e., by Monday at 3 PM). On-time assignments will be assessed as "complete" (0.5 pts) or "incomplete" (0 pts) based on the quality of the response. Preparation assignments are posted in advance. Feel free to work ahead.

In-class participation (12 x 1 pts = 12 pts). Class time will be used for in-class discussions, activities, and workshops designed to help you with your project. It is to your direct benefit to attend class, on time, and ready to engage. Participation will be marked as: on-time and fully engaged (1.0 pt), late or partially engaged (0.50 pts), or absent (0 pts).

Collaboration reports (up to 5 pts). Most of the project options require you to work in consultation with a community partner and to work in collaboration with one or more of your classmates to prepare a collaborative partner report. As the term progresses, you will be expected to meet with your community partner and project members to complete this collaborative work. Your contributions to these efforts will be assessed out of 5 points.

Missed opportunities: As outlined above, I will make available a total of 23 preparation, participation, and collaboration points throughout the term. However, you only need 20 points to earn 'full credit' on the engagement component of the course. As such, there is built-in flexibility if you need to miss or be late to an occasional class or group meeting –and/or– if you miss some of the preparation points due to late submissions or poor performance. Please reach out to me if you have any questions or concerns about the engagement component of this course.

Project reports

The exact guidelines for each of the project reports (Report 1, Report 2, Report 3, Documentation Report, & Final Project) will be posted on Quercus at least 2 weeks in advance of each deadline.

Late project reports: Students who require a one-time extension of up to 3 days on the midterm project reports can request that extension document-free by emailing me to request a no-penalty extension. Students who require an extension of more than 3 days must email me proper documentation (as outlined in the missed term work policy). I will grant up to a 7-day extension for a late project report. Students who require an extension of more than 7-days can roll their prior project report into their next project report.

Deferring the final project report: The Final Project Report is being assigned in lieu of a final exam for the course. Because the Final Project is considered the 'culminating assessment' of the course, its deadline for the report will be scheduled by the registrar's office. Students who require an extension on their final project report must petition the registrar's office for a formal deferment. See Final Exam Deferments.

Missed Term Work Policy

Missed preparation, participation, and collaboration activities: I will make available a total of 23 preparation, participation, and collaboration points throughout the term. However, you only need 20 points to earn 'full credit' on the engagement component of the course. As such, there is built-in flexibility if you need to miss or be late to an occasional class or group meeting – and/or– if you miss some of the preparation points due to late submissions or poor performance (see the information about the Engagement Activities).

Deferring the deadline for the final project: Students who require an extension on their final project report must petition the registrar's office for a formal deferment.

Late midterm project reports: The purpose of the project reports is so that I can provide you with detailed feedback on your efforts prior to advancing on to the next part of the project. As such, late submissions jeopardize your ability to get timely high-quality feedback on your work. With that said, students who require a one-time extension of up to 3 days on the project reports (for any reason) can request that extension document-free by emailing me to request a no-penalty extension. Students who require an extension of more than 3 days must email me proper documentation with their request (as outlined on the next page; see the missed term work policy). I will grant up to a 7-day extension for a late project report. Students who require an extension of more than 7-days can roll their prior project report into their next project report. For example, if you need more than a 7-day extension on Project Report 1, you can submit Project Report 1 on Oct. 27 at the same time that you submit Project Report 2. I will then grade and provide feedback on both reports at the same time. **NOTE**: Students who miss the Nov. 17 deadline to submit their partner report for community feedback may lose out on the opportunity to receive feedback from their community partner. This could hurt the quality of your final report.

Supporting documentation: If documentation is required (as outlined above), please email me (kosha.bramesfeld@utoronto.ca) one of the following documents, as appropriate:

- **ACORN**: A screenshot of an ACORN **Absence Declaration** submitted to me (typically within **2 business days** of the missed work). Students may use the Absence Declaration tool to declare an absence **once per term** for a maximum of seven consecutive days.

- **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 (typically within **2 business days** of the missed work). Examples include:
    - A UofT Verification of Illness Form.
    - A death certificate or funeral announcement or similar document.
    - An Accommodation Letter or note from an AccessAbility consultant.
    - An email to me explaining why compassionate consideration is warranted.

- **CONFLICTS**: Because students can work on their reports in advance of deadlines (and/or around various scheduled events), academic conflicts, religious observances, and university-sponsored activities are typically not considered valid reasons for requesting an extension on a project report. With that said, in some cases, I might approve an extension request if there are extenuating circumstances that warrant unique consideration. This is especially true if I am notified in advance of the report deadline (and certainly no later than within **2 business days** of the missed work).

Course Schedule

Pasted below is a tentative course schedule. This schedule is subject to changes to best meet students' learning needs. The dates in parentheses reflect our course meeting dates. A detailed list of weekly readings, preparation assignments, project guidelines, and resources are available on Quercus. Preparation assignments are due by 3pm on Monday (prior to the start of class).

Unit 1 (Sept. 9): Community and applied social psychology
- **Readings**: Syllabus; Intro CommPsy; & Intro CommDev; Bramesfeld et al. (2022)
- **Preparation**: Introductions (see Quercus)
- **In-class activities**: Community and applied social psychology in context
- **Project work**: Read the project guidelines

Unit 2 (Sept. 16): Understanding and describing communities
- **Readings**: Project Guidelines; Finding and Citing Sources; Describing Communities
- **Preparation**: Review project options and submit the Welcome Survey (see Quercus)
- **In-class activities**: Describing communities; finding information sources
- **Project work**: Chose a project option and start learning about the community partner

Unit 3 (Sept. 23): Positionality and connection to community
- **Readings:** Project Guidelines; Kearny (2022); & Daly et al. (2023)
- **Preparation**: Submit the project preferences survey (see Quercus)
- **In-class activities**: Project reflections; Q&A for Project Report 1.
- **Project work**: Work on project report 1

Unit 4 (Sept. 30): Social issues analysis
- **Readings:** Finding and Citing Sources; Analyzing Community Problems
- **Recommended resources:** Theories in Psychology; Qualitative research
- **Preparation**: Research partner; submit project questions (see Quercus for details)
- **In-class activities**: Social issues analysis; finding theoretical and research articles
- **Project Work**: Start finding resources for your social issues analysis

Project Report 1 is due no later than Sunday, October 6 at 11:59 PM

Unit 5 (Oct. 7): Searching for solutions
- **Readings:** Finding and Citing Sources; Choosing Promising Practices and Interventions
- **Recommended resources:** Experimentation and Validity
- **Preparation**: Submit Project Report 1 (see Quercus for details)
- **In-class activities**: Searching for solutions; project meetings
- **Project Work**: Start finding potential interventions, practices, and solutions

No class on October 14: Thanksgiving holiday

Unit 6 (Oct. 21): Knowledge mobilization; synthesizing information
- **Readings:** Strategies for outlining a scholarly paper; 3M. *Scientists as storytellers guide*
- **Preparation**: Submit project questions (see Quercus for details)
- **In-class activities**: Workshop on synthesizing information; project meetings
- **Project work**: Write Project Report 2

Project Report 2 is due no later than Sunday, Oct. 27 at 11:59 PM

No class on October 28: Reading Week (October 28 - November 1)

Unit 7 (Nov. 4): Addressing stakeholder goals; seeking feedback
- **Readings:** Adapting community interventions; Planning Community Initiatives
- **Resources:** Community assets
- **Preparation**: Outline your Partner Report (submit on Quercus & bring a copy to class).
- **In-class activities**: Addressing stakeholder goals; peer-review presentations and feedback.
- **Project work**: Use feedback from the project reports and peers to prepare Partner Report.

Unit 8 (Nov. 11): Strategies for impactful writing, storytelling
- **Readings:** 3M. *Scientists as storytellers guide*;
- **Preparation**: Submit a draft of Partner Report (on Quercus & bring a copy to class).
- **In-class activities**: Designing documents for impact; document design workshop.
- **Project work**: Use feedback from project reports and peers to finalize Partner Report.

Project Report 3 is due no later than Sunday, Nov. 17 at 11:59 PM

Nov. 18: is the deadline to drop courses without academic penalty

Unit 9 (Nov. 18): Responding to feedback; writing for impact
- **Readings:** Project Guidelines; Finding and Citing Sources
- **Preparation**: Post questions about social issues analysis & solutions (see Quercus)
- **In-class activities**: Writing for impact; final project Q&A
- **Project work**: Finalize your social issues analysis & solutions document.

Unit 10 (Nov. 25): Reflecting on process, impact, and outcomes
- **Readings:** Kearny (2022); & Daly et al. (2023)
- **Preparation**: Post questions about community context & reflections (see Quercus)
- **In-class activities**: Reflecting on process, impact, and outcomes
- **Project work**: Finalize your community context & reflections document.

Units 11 & 12 (Dec. 2 & Dec. 3): Project presentations
- **Preparation:** Submit project presentation slides / outline.
- **In-class activities:** Project presentations.
- **Course evaluations: Do not forget to complete the course evaluations**!
- **Project work:** Submit .

The revised Project Report 1 is due no later than Tues., Dec. 3 at 11:59 PM.
The revised Project Report 2 is due no later than Tues., Dec. 3 at 11:59 PM.

The exact deadline for the Final Partner Report and Documentation will be announced later in the term.

Diversity 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[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. https://www.utsc.utoronto.ca/~ability/

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.

Writing Support

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/

Note on academic integrity and paper writing services:
You may see advertisements for services offering grammar help, essay editing, and proof-reading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the Code of Behaviour on Academic Matters.

It is much better and safer to take your draft to the Writing Centre as early as you can. They will give you guidance you can trust. Students for whom English is not their first language should go to the English Language Development Centre.

If you decide to use a writing service 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. (These are wise steps to take to document your work in any course, even if you do not plan on using a writing service).

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.

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.

Citing and referencing sources: This course includes a required reading titled *Finding, Citing, and Referencing Community and Scholarly Resources* (see Quercus to access this document). This document outlines tips and strategies for finding sources for your Knowledge-Mobilization Project. It also outlines my expectations when it comes to citing and referencing sources. You will be held accountable for properly citing and referencing your sources throughout the term. Please also remember: 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 papers 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 papers 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 strongly discouraged** in the preparation of your work for this course. Using generative AI tools 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 include in your work for this course.
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 course work.

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, or resources – without (a) prior approval of all involved and (b) written approval from the instructor is not permitted. This includes (but is not limited to) entering assignment prompts or paper guidelines into generative artificial intelligence tools (such as ChatGPT) or other questionable "studying" services (such as CourseHero). For your own protection, you should also avoid entering your own written work into generative artificial intelligence tools (such as ChatGPT) because once you give a generative AI tool information, that information becomes part of the training/information database. Down the line, this could result in someone else passing off your work as their own (which could implicate you in an act of plagiarism/cheating without you even knowing it).

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.

Social Psychology

UTSC Psychology Department Website: https://www.utsc.utoronto.ca/psych

University of Toronto's Social and Personality Research Group: http://www.sprgtoronto.org/

Psychology research laboratory opportunities: http://tinyurl.com/jjq25t7

Canadian Psychological Association, Social and Personality Section: https://www.cpa.ca/aboutcpa/cpasections/socialandpersonality/

Social Psychology Network: https://www.socialpsychology.org/

Society for Personality and Social Psychology: http://www.spsp.org/

Academics[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/

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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.