PSY203H1 F

Psychological Research

Fall 2024 Syllabus

Course Meetings

PSY203H1 F

Section	Day & Time	Delivery Mode & Location
LEC0101	Thursday, 2:00 PM - 5:00 PM	In Person: WB 116

Refer to ACORN for the most up-to-date information about the location of the course meetings.

Course Contacts

Instructor: Molly Metz
Email: molly.metz@utoronto.ca
Office Hours and Location: Office Hours and Location: By appt only:
https://calendly.com/profmetz/office-hours Zoom office: https://utoronto.zoom.us/j/6900330470,
PW: zoom On-campus office: SS 4006
Additional Notes: Course Communication • General inquiries related to course content,
policies, or assessments should first be posted to the relevant Quercus Discussion Board. TAs
and the instructor will monitor the board, but you are welcome to respond to and support your
peers as well! • Scheduling appointments to review content, get study advice, or view tests –
email TAs directly at Psy203.uoft@gmail.com • Personal questions related to illness,
accessibility, accommodations, class concerns – email the instructor directly at
molly.metz@utoronto.ca • EMAILS: Please use a descriptive subject line, a greeting, complete
and grammatically correct sentences, and a signature with your full name (in other words, think
of email as professional communication). Please include "PSY203" in the subject line in addition
to the topic of your email! We will try to respond to all emails within 2 business days. Finally, we
may not respond to emails between the hours of 8pm and 8am. • All course communication
should be sent via email (not Quercus inbox) and from your official UofT account.

Course Overview

This course provides an introduction to conceiving, designing, and conducting research in
psychology. It prepares students to be both consumers and producers of scientific research,
and also addresses basic issues related to the work of psychological scientists such as theory
development, research ethics, and scientific writing. Students in this course will gain insight into
the scientific process as a whole – its advantages, difficulties, and limitations. As such, students
will be able to better evaluate the knowledge that psychological science can provide, and
integrate that knowledge into a broader worldview.

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Course Learning Outcomes

Specifically, the primary goal for this course is to prepare you as a consumer and producer of scientific knowledge by developing your ability to[1]:

Goal 1: Psychological Knowledge

- Understand and explain why psychology is a science
- Distinguish between psychology's contributions to understanding behaviour with those of other related disciplines
- Distinguish between the approaches used in different psychology domains

Goal 2: Scientific Inquiry and Critical Thinking

- Interpret basic psychological research
  - Describe problems operationally to study them empirically
  - Understand the relation between research designs and inference
  - Evaluate studies' validity and generalizability, including sample issues (e.g., WEIRD)
  - Understand basics of measurement validity and reliability and their role in psychological research
- Recognize subjectivity in scientific inquiry
  - Understand how researchers' values and identities and historical and cultural context influence the development and interpretation of psychological knowledge and inquiry
  - Understand when and how biases are introduced into the research process
- Demonstrate psychology information literacy
  - Navigate information databases and other resources to find primary sources
  - Evaluate credibility and informational value of academic and nonacademic sources
  - Read, understand, and critically evaluate primary scientific literature (e.g., journal articles)
  - Interpret and evaluate psychological findings as reported in the media

Goal 3: Scientific Communication

- Write clearly, effectively, and in APA style

- Recognize the purpose of the APA style guide and identify how to correctly paraphrase, cite, and reference primary sources in the development of written work and research ideas.

Goal 4: Professional Development

- Build personal relationships and interact effectively with others
  - Be tolerant of others' viewpoints, and recognize the importance of diversity in the classroom
- Demonstrate self-efficacy, responsibility, and self-regulation
  - Appropriately give, seek, and receive performance feedback from others
  - Display project management skills, including producing deliverables within deadlines
  - Maintain standards of academic and personal integrity

Goal 5: Ethical and Social Responsibility

- Apply ethical standards to evaluate psychological science

[1] These course goals and learning outcomes are consistent with the Department of Psychology's Program Learning Outcomes as well at the learning outcomes suggested by the APA Guidelines for the Undergraduate Psychology Major (APA 2.0)

Prerequisites: PSY100H1/ PSY100Y5/ (PSYA01H3 **and** PSYA02H3)/ COG250Y1
Corequisites: PSY201H1/ ECO220Y1/ EEB225H1/ GGR270H1/ IRW220H1/ POL222H1/ SOC202H1/ STA220H1/ STA238H1/ STA248H1/ STA288H1/ ECO220Y5/ PSY201H5/ STA215H5/ STA220H5/ PSYB07H3/ STAB22H3/ STAB23H3
Exclusions: PSYB70H3

Course Materials

Required Course Materials

Jhangiani, R.S., Chiang, I.A., Cuttler, C., Leighton, D. C., & Metz, M.A. (2020). *Research Methods in Psychology* (3rd Canadian Ed.). https://dx.doi.org/10.17605/OSF.IO/HF7DQ ISBN: 978-1-9991981-0-7

Read for free here! https://ecampusontario.pressbooks.pub/psychmethods3ecan/

Additional readings, videos, and podcasts will be posted on the course Perusall page.

Enrol for Perusall here: https://app.perusall.com/join/metz-lmfzl

Make sure to use your name and student number when registering so that I can match student contributions with the roster for the purposes of grading

Marking Scheme

Assessment	Percent	Details	Due Date
Midterm	25%	There will be 1 term test and 1 cumulative final assessment. The tests may be multiple choice, short answer, and integrative essay, and will cover information from lecture and assigned readings, videos, and podcasts. You should be prepared not only to provide definitions but also to construct explanations of concepts, make connections (across concepts, across texts, etc.), and apply the material to new situations.	2024-10-17

Assessment	Percent	Details	Due Date
Multi-Method Literature Review	25%	One of the major goals for this course is to help you be a better consumer of academic psychological research. To support this goal, you will be writing a review paper that requires you to summarize, synthesize, and evaluate multiple methods or perspectives on a single topic. You will also participate in a peer review process. This course is part of the WIT program (http://www.artsci.utoronto.ca/wit/about-us), and based on your topic, you will be assigned a specific TA who will serve as your go-to person and will be marking all components of your assignment. Throughout the semester, we will post online modules/workshops on necessary skills for this assignment, provide feedback on intermediary steps, and support you in the writing of the final paper. Details on this assignment will be posted on the course website and reviewed in class In a 5-7 page paper, you will briefly summarize each reading and detail the relative contributions and limitations of the methods in each, incorporate an additional study on the topic on a non-WEIRD sample, as well as briefly propose an area for future research, explaining what this additional method/perspective will add.	2024-11-27

Assessment	Percent	Details	Due Date
Assignment Worksheet	10%	The purpose of this assignment is to guide you through the process of extracting key information from academic journal articles, putting together an APA-style reference page, and practice paraphrasing. You will receive feedback from your TA regarding any major concerns that they foresee as well as suggestions for improvement. You are also encouraged to meet with your TA at this stage.	2024-09-25
Draft + Constructive Peer Feedback	5%	This should be as complete a draft as possible to allow your peers to provide you with useful feedback. The draft itself is not graded, but it must be submitted in order to participate in the peer review. The peer reviews will be conducted online. You will be graded on the quality of feedback you provide to your peers. Detailed instructions on how to provide effective feedback will be reviewed later in the term.	2024-11-06,2024-11-17
Collaborative Annotations	10%	As in most learning contexts, regular practice, discussion, and engagement with the course material is critical to your success in this class. To support engaging discussions while also providing ample feedback on how to effectively engage in written discussions, we will be using the Perusall social annotation platform. Details of this assignment will be posted to the course website and discussed in class.	No Specific Date
In-Person Final Exam	25%		Final Exam Period

There are no extra credit opportunities, but fear not: there are plenty of regular credit opportunities!

All final grades will be rounded to the nearest tenth of a percent. Your grade will then be determined by the official FAS grading scale. Final grades are non-negotiable. Grade changes will be made *only* to correct for grading errors.

Note: Any grades posted in the Quercus gradebook are posted for your information only, so you can view and track your progress through the course. No grades are considered official, included any posted in Quercus at any point in the term, until they have been formally approved by the Course Instructor at the end of the course.

Late Assessment Submissions Policy

As a rule, late assignments will not be accepted. Late assignments will only be accepted (or extensions provided) in the case of registered accommodations or extraordinary circumstances and may involve point deductions. Please alert me to these extraordinary circumstances by email within 12 hours of the missed deadline (or as soon as you can), and we will discuss these on a case-by-case basis.

Course Schedule

Incomplete draft calendar – additional podcasts/videos/pop readings to be added to Perusall!

Tentative schedule; I reserve the right to adjust this timeline based on course progress

Week	Date	Topic	Reading
1	9/5	Welcome Writing Spotlight 1: How to Read a Journal Article	Syllabus How to Read a Journal Article
2	9/12	Psychology as a Science	Ch 1/2 Schwartz, M. A. (2009). The importance of stupidity in s
3	9/19	Ethics in Designing, Analyzing, and Disseminating Research	Ch 3 Excerpt from the Tri-Council Policy Statement on Rese https://theconversation.com/what-is-ethical-animal-rese
4	9/26	Variables & Measurement	Ch 4

			Silberzahn, et al. (2018). Many analysts, one data set: M affect results. *Advances in Methods and Practices in Ps* https://fivethirtyeight.com/features/science-isnt-broken/
5	10/3	Survey/Observational Methods	Ch 6.32, 7 Exemplar: Fraley. R.C., & Shaver, P.R. (1998). Airport s separating couples. *Journal of Personality and Social P*
6	10/10	Sampling and Research Design	Ch 7 Roberts, S. O., Bareket-Shavit, C., Dollins, F. A., Goldie psychological research: Trends of the past and recomm *Science*, 1745691620927709. https://www.sciencemag.org/news/2019/07/western-min **Virtual Class – Professor at Conference****
7	10/17	*Midterm*	
8	10/24	Evaluating Association Claims I	Ch 6.28-6.29, 8 Exemplar: Bouchard, T. J., Lykken, D. T., McGue, M., S psychological differences: The Minnesota study of twins
	10/28-10/31	*No Class – Reading Week*	
9	11/7	Evaluating Association Claims II	Ch 6.28-6.29, 8 Exemplar: Yoo, J., Miyamoto, Y., Rigotti, A., & Ryff, C. D cultural perspective. *Psychological Science, 28*(10), 146
10	11/14	Evaluating Causal Claims	Ch 5 Exemplar: Kornell, N., Hays, M. J., & Bjork, R. A. (2009) learning. *Journal of Experimental Psychology: Learning,*

11	11/21	Complex Research Designs	Ch 6.30, 9 Exemplar: Glick, P., Larsen, S., Johnson, C., & Branstit_ high-status jobs. *Psychology of Women Quarterly, 29(4)*
12	11/28	Discussing Research	Ch 13.6 Nelson, L. D., Simmons, J., & Simonsohn, U. (2018). Ps_ *69,* 511-534 https://sometimesimwrong.typepad.com/wrong/2014/12/
Finals	Dec 6 =23	*Cumulative Final Exam - TBA*	

Policies & Statements

Late/Missed Assignments - Psy 203

As a rule, late assignments will not be accepted. Late assignments will only be accepted in the case of registered accommodations or extraordinary circumstances and may involve point deductions. Please alert me to these extraordinary circumstances by email within 12 hours of the missed deadline (or as soon as you can), and we will set up a time to discuss these on a case-by-case basis.

"Life Happens" Insurance: However, I definitely recognize that sometimes life happens; therefore, I have built some flexibility into the course to allow for illness, other obligations, and terrible, horrible, no good, very bad days, *no questions asked and no documentation necessary*.

First, I will drop the 3 lowest of your Perusall scores at the end of the term. In addition, I will provide ONE late ticket, good for one 48-hr grace period for any assignment during the term, no questions asked. Use it wisely, because once it's gone, it's gone! To use this late ticket, email your TA advance of the time of the original deadline to indicate your intent, and then submit the assignment in the usual way no more than 48 hours later.

Important: Assignment Drafts and Peer Reviews

- You MUST submit a draft of your paper in order to complete your peer reviews. Assignment drafts will be accepted until 11:59pm on *Saturday November 9*. After this point, you will be unable to submit your draft and will therefore be *unable to participate in the peer review activity*.

- Due to the collaborative nature of the peer review assignment, extensions *cannot* be granted for this specific task. If you are unable to participate in the peer review activity due to ongoing mental or physical health challenges, we will reweight your peer review marks to the final paper.
- Your peer feedback should be submitted on time. There is little wiggle room here. Please do not let your classmates down! Make sure that you provide your constructive feedback to your peers by the deadline. **Please** *double-check* **that your feedback has been submitted properly.**

Accommodation for Personal Reasons

There may be times when you are unable to complete course work on time due to non-medical reasons. If your "life happens" situation is larger or more extended than the above policy covers, contact Dr. Metz to discuss your situation. I am here to support you and will help make accommodations where reasonable, possible, and in fairness to other students. It is also a very good idea to speak with an advisor in your College Registrar's office; they can support you in requesting extensions or accommodations, and importantly, connect you with other resources on campus for help with your situation.

Please do not feel like you need to perform or share your trauma in order to get the support you need. I *do* need to know when you are struggling and need some extra help, but you do *not* need to share private details of your life in order to qualify for a discussion of alternative arrangements that can be made.

Make-Up Quizzes/Tests - Psy 203

If you miss a term test, you should submit documentation that demonstrates your inability to complete that assessment (i.e., a VOI, the ACORN illness self-declaration tool, or an email from your college registrar or accessibility counselor). Documentation should be submitted to me via email within 7 calendar days of the missed test. If you do not contact the instructor or provide the requested documentation, you will receive a 0 for the missed test.

As a rule, makeup tests will not be issued. If you miss the term test, your final marking scheme will be reweighted: 30% Final, 40% Paper, 15% Assignment Worksheet, 5% Peer Review, 10% Discussion.

If you miss the final assessment, you will need to contact your College Registrar to file a petition for late term work (https://www.artsci.utoronto.ca/current/faculty-registrar/petitions) or work out an alternative plan.

Specific Medical Circumstances

If you become ill and it affects your ability to do your academic work, please contact me right away. Normally, I will ask you for some kind of documentation in support of your specific medical circumstances such as the Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. I do not need to know details of your situation, but I do need to know the extent of the issue, how long it is expected to last, and what

type of support you are requesting. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Academic Integrity - Psy 203

Academic Integrity is at the heart of the mission and values of University of Toronto and is an expectation of all students. Maintaining academic integrity is a means to ensuring that you are achieving the outcomes of this course and that your grades accurately reflect your learning and understanding of the course material. In addition, your performance in the next course in this series depends heavily on your ability to truly learn this material and apply it in future contexts. Ensure that the work you submit for grading represents your own honest efforts.

Academic misconduct will not be tolerated in any form. Academic misconduct includes, but is not limited to:

- Submitting the work of another (whether in part or in whole) as your own. This includes putting your name on group work that you did not contribute to.
- Possessing prohibited materials while writing tests and exams.
- Providing or receiving assistance from another student unless explicitly permitted to do so by the instructor. **In this class, this means that unless explicitly stated, all Perusall activity, written work, and test submissions should reflect your own intellectual labour and be a reasonably valid reflection of your understanding of course material.**
- GenAI will be allowed in a limited capacity; see GenAI policy for details.

Plagiarism occurs when someone misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgement, but it also includes employing or allowing another person to write or alter work that a student then submits as his or her own.

I strongly recommend you familiarize yourself with the Code of Behaviour on Academic Matters (https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019). Ignorance of the policy is not a defense for violating it. If you are at all uncertain about what constitutes academic dishonesty, please see your TA or the instructor – do not risk your grade or integrity! For more information, please see A&S Student Academic Integrity (https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity) and the University of Toronto Website on Academic Integrity (https://www.academicintegrity.utoronto.ca).

Video Recording and Sharing (Download Permissible; Re-use Prohibited)

This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session.

Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. In this course, you are permitted to download session videos and materials for your own academic use, but

you should not copy, share, or use them for any other purpose without the explicit permission of the instructor.

For questions about the recording and use of videos in which you appear, please contact your instructor.

Course Materials, including lecture notes

Students are free to use all lecture video, slides, and other materials for their own use. Students are, however, NOT permitted to share lecture slides or recordings with others not enrolled in this course. ONLY the instructor has permission to record and post the live student hour.

Uploading course materials to the web or shared server is expressly prohibited. Lectures are the intellectual property of the instructor, and the slides and recordings should be respected thus. Specifically, I do not want to discover that a student has put any of my materials into the public domain, has sold my materials, or has given my materials to a person or company that is using them to earn money (this is a real thing that has happened). Students violating these policies will be subject to disciplinary actions under the Code of Student Conduct.

Land Acknowledgment, Equity, Diversity and Inclusion

In this course, I wish to acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land. Learn more about the acknowledgement of traditional land in the University of Toronto.

As well, I am committed to creating a learning environment for my students, where your diverse perspectives and identities are respected and represented. I intend for this course to respect and promote diversity, equity, and human rights, so you will gain a more comprehensive understanding of psychology beyond historical biases. Your suggestions are encouraged and appreciated. Please let me know how I could improve the effectiveness of this course for you or for other students or student groups.

Wellness Statement

As your professor, I value your health and well-being. In order to succeed in my class, in [university], and beyond, you must work hard AND balance the work with rest… and attention to your mental and physical health. Yes, I plan to challenge you… By the end of this class, I hope you will feel proud of your growth and learning much like the marathoner feels accomplished by their triumphs across the finish line.

However, this work cannot be at the expense of your well-being. **Working until exhaustion is NOT a badge of honour; it shows you are out of balance.**

Audre Lorde once said, "Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare." Please see your wellness as an act of power and perseverance. The core to your success. Hold each other accountable. Hold me accountable. I [want] to… change this "achievement-oriented" culture into one that embraces well-being and growth. Let's start a revolution together.

In addition to the many resources and supports available to you at UofT , you might find this self-care packet (with a self-assessment, advice, and worksheets) helpful in reaching your self-care goals

24/14 Grade Dispute Policy

You need to wait for at least 24 hours following the return of an assignment/assessment before bringing a grade concern to me; use this time to reflect upon your performance and grade and to review all of the feedback, rubrics, and comments available to you. If available, please visit office hours or viewing sessions to discuss your concerns with the instructor or TA. If you have remaining concerns or would like to request a regrade, please bring them to my attention within 14 days of the return of the assignment/assessment (the specific date and format will be provided upon release of the grades in question).

Please write a short paragraph detailing your grade concern (including a) the question(s) in question; b) why you provided the answer you did and where in the course materials you learned this content, and c) why you think the key is incorrect or incomplete and what in the course materials would support your request). Grade disputes are not to be directed to your TAs. Only reasonable and well-justified concerns will be considered, and all decisions are final. By submitting a request, please note that the Imay need to review the entirety of the assignment to understand your concerns in context, and thus your grade may go up, down, or stay the same

Departmental Guidance for Undergraduate Students in Psychology

The Department of Psychology recognizes that, as a student, you may experience disruptions to your learning that are out of your control, and that there may be circumstances when you need extra support. Accordingly, the department has provided a helpful guide to clarify your and your instructor's responsibilities when navigating these situations. This guide consolidates Arts & Science Policies for undergraduate students in one place for your convenience. As an instructor in the department, I will frequently consult with these recommendations when providing you with support, and I recommend that you also consult it to learn more about your rights and responsibilities before reaching out to me.

GenAI - Limited and Documented Use

Gen AI tools (such as ChatGPT) should not be used to generate your entire assignment submissions, though they can be helpful tools for organizing your thinking or extracting themes from confusing texts. If you choose to use generative artificial intelligence tools to assist you in the assignments in this course, this use MUST be documented in an appendix for each assignment, including what you used and how (see the official form posted to the course site).These tools can be most helpful in improving your writing and the clear expression of your ideas (rather than trying to generate complete content, which is unlikely to meet the standards of the assignments).

Health & Wellness

Masks & Other Protections

As of the writing of this policy, the University of Toronto no longer requires masks or other COVID-related mitigation measures. Wastewater analyses (https://health-infobase.canada.ca/wastewater/) continue to document fluctuating levels of viral activity, not just the coronovirus but other respiratory illnesses as well, and historical trends show that levels tend to spike at back-to-school and again when the weather gets colder and social gatherings move inside.

Medical masks (ideally N95, KN95, or KN94) and vaccinations remain incredibly important public health tools which, when used widely, help to keep viral transmission lower and protect those we are in community with. Because of the contagious nature of the still-circulating coronavirus (and other illnesses, like seasonal colds and flus), decisions to mask are not simply individual choices but instead have consequences for others. In large group settings with high turnover (like lecture halls, dining halls, and public transportation, to name but a few), the odds are very high that someone in a carrier of a contagious virus, even if they are not currently experiencing symptoms.

I will be continuing to wear my medical mask indoors in public spaces, and I encourage you to consider doing the same if you are able. Not just for me, or for you, but for all of those in our community who have compromised immune systems or other vulnerabilities; who have vulnerable family members who may or may not be able to get vaccinated; who come into contact with vulnerable populations and want to avoid transmitting the virus to them; who have been infected with COVID previously and do not want to compound the probability of future long-COVID-related complications; and everyone who wants to avoid infection. Masks will be *especially* beneficial in tightly-packed spaces, spaces with poor circulation (i.e., no open windows, older buildings), and spaces where many people are talking or singing at once (like classrooms during discussions). **To support you in making this decision, I will keep surgical masks with me and will gladly share them with whomever asks.**

Resources for Accessing Masks, Vaccines, and Tests

- Off-campus
    - Canada Strong Masks
        - *I have no commercial affiliation with this company and am simply offering it as one suggestion for accessing medical masks.
    - Ontario Vaccine Booking
    - Rapid Antigen Tests in Ontario
    - Molecular (PCR) Tests in Ontario

What happens if the professor gets sick?

Specific actions will depend on just how sick I get! Out of respect for you, I will not come to class if I am concerned that I have been exposed to the coronavirus or if I am sick. If I am able to teach synchronously online, we will have a Zoom class. If I am too sick to facilitate a class session, I will post recorded lectures from previous online semesters, if I have one available. If all else fails, I may need to cancel class, because I am only human. I will give you as much notice as I can, and will provide you an updated class plan as soon as I am able – please attend to all Quercus announcements for the most updated information about the course.

What happens if a student gets sick?

If you believe you may have been exposed to COVID-19 or believe you are infected, please exercise caution when deciding whether to come to class or otherwise go in public. Rapid antigen tests are still available and useful tools in tracking your infection status.

I understand it may be different in other courses, but please remember that there is sufficient flexibility built into this course to allow you to make choices prioritizing your health and safety and that of others. I do not take attendance; lecture slides and recordings will be posted; all small assignments allow for some missed submissions with no penalty; some (though not all) in-class opportunities have alternative options; and some classes allow for late submissions for some assessments. Make sure to read the specific policies for the course in which you are enrolled.

Use the Absence Declaration Tool on ACORN anytime you are absent from academic work. Please note, however, that your declaration is NOT automatically sent to your instructors, so you should still follow their preferred procedures for contacting them in case of missed classes, work, or deadlines.

Thank you for making considered and considerate choices.

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).

Religious Accommodations

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of cultural and religious traditions. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity (such as 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.

Students with Disabilities or Accommodation Requirements

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting https://studentlife.utoronto.ca/department/accessibility-services/. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the

process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

Additional Content

Peer Support: Connect with Your Classmates!

Recognized Study Groups: I encourage everyone to strongly consider joining or leading a study group. The Faculty of Arts and Science has a Recognized Study Groups (now fully online!) program that can help you facilitate this (particularly useful if you don't know anyone else in the class!). If you become a study group leader, you can also receive co-curricular credit. To learn more about the program and join or start a study group visit: https://sidneysmithcommons.artsci.utoronto.ca/recognized-study-groups/

Meet To Complete (MTC) Program: New this year, Meet to Complete drop-in sessions allow students across academic disciplines to work alongside peers to support motivation and community, set goals with the support of a student staff member, and earn a CCR credit after participating in 6 MTC sessions. Learn more by visiting: https://sidneysmithcommons.artsci.utoronto.ca/meet-to-complete/

Quercus Discussion Board: You are encouraged to both ask AND answer questions about course content and administration on the course discussion board. The TAs and course instructor will also monitor this board and provide answers or input when needed. For example, if you have any questions about the content presented in this syllabus, the discussion board is a perfect place to ask for clarification - that way everyone can benefit from the response. Before posting a question, please check to see whether it has already been answered/discussed.

Other Campus Resources

Accessibility Services (AS): Students with diverse learning and needs are welcome in this course. If you have an ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) (http://accessibility.utoronto.ca) at the beginning of the academic year. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will then assess your medical situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your condition with any instructor, and your instructors will not reveal that you are registered with AS. **Note:** Please submit your letter of accessibility accommodation to the instructor as soon as you can in the term, even if you hope to not request any extensions or accommodations.

Mental Health and Well-Being: As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. All of us benefit from support and guidance during times of struggle. There are many helpful resources available through your college Registrar or through Student Life (for example,

http://www.studentlife.utoronto.ca/hwc or https://www.studentlife.utoronto.ca/feeling-distressed).
An important part of the University experience is learning how and when to ask for help. Please take the time as early as possible to inform yourself of available resources and do not hesitate to seek assistance from your Teaching Assistant or the Course Instructor to help learn what supports are available.

Academic Success Centre: "Academic Success professional staff are dedicated to helping you reach your highest learning potential. Every student is capable of achieving academic excellence, but not all learning takes place in the classroom, and not everyone learns in the same way. Your life is more complex than your academic responsibilities, so [they] look at the whole picture and take an individualized approach to supporting you. [They] know there is no 'right' way to get through university, and [they] welcome the opportunity to explore strategies that might help you find greater balance between life and learning." Check out their study spaces, attend a workshop or meet with a learning strategist here:
https://www.studentlife.utoronto.ca/asc/about-us

English Language Resources: For anyone who would like to advance their understanding and command of English, there are many supports available at UofT. Two examples are: https://www.artsci.utoronto.ca/current/academic-advising-and-support/english-language-learning and https://writing.utoronto.ca/support/english-language-support/. Your College Registrar will also be able to direct you to other resources.

Writing: As a student here at the University of Toronto, you are expected to write well. The university provides its students with a number of resources to help them achieve this. For more information on campus writing centres and writing courses, please check in with your College Registrar or visit http://www.writing.utoronto.ca/

Advice for Course Success

It is important for all students to realize that there will be a distribution of grades in this class that reflects your mastery of some very technical and often-challenging concepts. Remember that your grade in this course is not a reflection of your general ability or your character.

This is a difficult, but not impossible course; it is my hope that you will find this class challenging but rewarding in terms of the knowledge you will walk away with. If you anticipate having difficulty (or when you are), I strongly urge you to do the following:

- "Attend" every lecture and take good notes. While attendance will not be graded, per se, the ability to truly learn and use the material in this class is strongly related to regular encounters with it, through lectures, videos, and readings.
- Review lecture notes shortly after writing them for the first time; compare these to the slides. If you need clarification on anything, ask in the weekly survey or post on the discussion board. Don't wait until right before the exams! Reorganizing and combining this information can help you consolidate and remember it.
- Manage your time wisely. Familiarize yourself with the syllabus, put important dates in your calendars now, and space out your work – there is just too much to do it at the last minute! This is especially important now, with many classes moved online.

- Use the resources available to you – that includes your course materials (especially this syllabus), the TAs, me, and the many amazing services offered on campus.
- Discuss the material with another student. Form a study group. Go to office hours. Ask the TA questions. Ask me questions. ASK QUESTIONS.

More resources here on studying… On time management… On hosting a remote study group…On prioritizing…

An assignment calculator to help you break down projects into smaller, more manageable chunks: https://ctl.utsc.utoronto.ca/assignmentcal/

A Note on Taking Notes

Research indicates that taking notes by hand results in significantly better retention of conceptual information than taking notes on a laptop, and this is partially explained by the necessity of summarizing and paraphrasing in order to take notes by hand and keep up with the lecture (see Mueller & Oppenheimer, 2014). However, a recent study indicates that even more important than the note-taking method is the presence of *digital distractions* (off-task texting or browsing) – digital distractions were a meaningful predictor of both note quality and learning, and were especially disruptive to laptop note takers (Flanigan & Titsworth, 2020). So, what does this mean?

1. Well, I recommend trying to take notes longhand (i.e., on paper), especially if you haven't tried it in awhile.
2. Whether you take notes on paper or on a laptop, be mindful of process. In other words, as tempting as it can be (especially now that you can pause the lecture video), don't write everything down word-for-word! Be careful to select key points, write things in your own words, and to organize your notes – all of these things will help you better learn the material and be able to retrieve it more effectively on later tests.
   1. Note Taking 101 from Oregon State University
   2. Note taking styles
      1. One specific note-taking style to try: Cornell Notes
      2. Not sure which to try? Here are a bunch of templates!
   3. Regardless of method, minimize distraction as much as possible. Close all other browser windows and turn off notifications on your phone, if possible.
      1. https://getcoldturkey.com/
         1. Can block yourself out of certain websites, the entire Internet, apps, etc., during specific time windows (e.g., when you have a class!)
      2. http://selfcontrolapp.com/ (for Mac users)
      3. StayFocusd (Google Chrome extension)
         1. Limits time spent on distracting websites
      4. Freedom (available in the app store) – same idea, works on your iPhone, iPad
      5. Forest (https://forestapp.cc/, available for Android and Apple and as a Chrome extension) – While the app is open and you're focusing on your work, a tree grows!

6. https://www.boomeranggmail.com/