

University of Toronto, Department of Psychology
PSY220H1 S – *Introduction to Social Psychology*

Course Outline, January - April 2025, LEC0201

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|-----------------------------------|--|
| Lecture Time and Location: | Wednesdays from 2:00 - 5:00pm in MP 103 |
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(For information on how to locate classroom, please see <https://www.classfind.com/toronto/room/MP103>).

Delivery: Students are expected to attend lecture **in-person**. Lectures will be voice recorded. The voice recording and slides will be posted within 2 days after the lecture; I will try to post slides prior to lectures. Slides can be downloaded, but voice recordings cannot be downloaded.

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| Instructor: Dr. Hayley A. Liebenow, PhD |
| Office: Sidney Smith (SS) on the Subground Level (Room 90) |
| Email: hayley.liebenow@utoronto.ca |
| Quercus: Quercus is used as the regular means to communicate with students, make announcements, etc. (not utoronto.ca email). See section on Quercus. |
| Office Hours: Wednesdays 1:00 - 2:00 pm (or by appointment); <i>lecture-weeks only</i> |

Correspondence Rules: Quercus is the preferred way to contact me outside of office hours regarding anything course-related, including accessibility, accommodations, well-being, and class concerns. If you send an email, please ensure it is from a University of Toronto e-mail address and contains **“PSY220” in the subject line or message content**. Please allow up to 2 business days for a response. I do not regularly check Quercus or email during the weekends or holidays. *Emails or messages regarding information in the course outline or posted on Quercus, will NOT be answered.*

Quercus automatically notifies students of new announcements or other updates via email. Please do not reply to these notifications, *as I do not receive these replies.*

Questions pertaining to course content can be asked via the inbox on Quercus, the discussion board on Quercus, office hours, and during lecture.

Teaching Assistants

- Hannah Del Gatto: hannah.delgatto@mail.utoronto.ca
- Joe Hoang: joe.hoang@mail.utoronto.ca
- Nhu Huynh: nhu.huynh@mail.utoronto.ca

Office hours for teaching assistants will be posted on Quercus. Please contact the teaching assistants for questions pertaining to the assignments and grading.

Course Description

In this course, you will learn about important theories, methodology, studies, and applications in the broad field of social psychology. Social psychology is the scientific study of social influence. In other words, social psychologists study how people think about, relate to, and influence one another. Our social interactions can influence our thoughts, identity, attitudes, communication, and group processes. In addition to naming and applying theories in social psychology, by the end of the course you will be able to understand key methods in social psychological research, apply research findings and theories to your life and current events, and think of ways to examine social psychological research questions in scientific studies. You will also improve the following skills: critical thinking, verbal and written communication, time management, and receiving constructive feedback.

Prerequisites

Please ensure that you have met *all* prerequisites listed in the Psychology section of the A&S Calendar (<https://artsci.calendar.utoronto.ca/section/Psychology>) for this course. If you lack any prerequisites, you will be removed. No waivers will be granted.

Prerequisite: PSY100H1/ PSY100Y5/ PSYA02H3/ COG250Y1

Exclusion: PSY220H5/ PSYB10H3/ SOC213H1

Required Readings

Two journal articles will be assigned every week related to that week's topic. These articles and any additional readings/media will be available on Quercus.

Evaluation Scheme

| Item | Date | Weight |
|--------------------------|--------------------------------------|--------|
| Term Test 1 | February 12, 2025, in-class | 25% |
| Written Group Assignment | February 26, 2025, due at 2:10pm | 10% |
| Term Test 2 | March 19, 2025, in-class | 25% |
| Written Solo Assignment | March 26, 2025, due at 2:10pm | 15% |
| In-person Final Exam | TBD, during Final Examination period | 25% |

Last Date for Withdrawal without Academic Penalty: March 10, 2025. Grades from the first term test (February 12, 2025) will be posted on Quercus no later than February 26, 2025.

Term Tests and Final Exam

Term tests and the final exam will include the following question types:

- multiple-choice
- fill-in-the-blank
- three short answer q's (definitions, application of course concepts), point form is okay

Most questions are not intended to assess recognition of isolated specific facts. Instead, most questions are intended to directly assess your *understanding* of the course material, and your ability to solve problems related to that material. You will still need to learn factual material

introduced in the course, but to do well on the tests you will also need to understand the meaning and importance of those facts.

Important points about the **two term tests**:

- They will not be cumulative; they cover specific material *since the last test*.
- They will cover material from both the lectures and textbook.
- They are in-person, are **not open-book**, are **not collaborative**, and there is **no use of electronic devices** (e.g., cell/smart phones).
- Further instructions and practice questions will be available on Quercus closer to the test and exam dates.

Term tests 1 and 2 will be held **during class-time** and they will take about 1.5 hours to complete. You will be given the full 2 hours and 50 minutes to complete, if needed. There is no lecture on term test days. If term tests are not written/completed during these times (or during the times arranged by ATS), they will be considered missed and given a grade of 0, *unless I have granted permission for the term test to be missed* (see course policies below). Term test 1 and 2 scores will be posted approximately 2 weeks after the term test date.

The final exam will be held during the Final Examination period and will be scheduled by A&S. The final exam should take about 1.5 hours to complete; more details will be provided once available. Final exams that are not written/completed during the scheduled time (or time arranged by A&S) will be considered missed and given a grade of 0 (see your College Registrar for what to do if you miss the final exam). Final exam scores will be made available according to A&S policy.

Quercus

This course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. The site is dynamic and new information and resources will be posted regularly as we move through the term, so please make it a habit to log in to the site on a regular, even daily, basis.

To access the course website, go to the U of T Quercus log-in page at <https://q.utoronto.ca>. Once you have logged in to Quercus using your UTORid and password, you should see the link or “card” for PSY220. You may need to scroll through other cards to find this. Click on the

PSY220 link to open our course area, view the latest announcements and access your course resources. There are Quercus help guides for students that you can access by clicking on the “?” icon in the left side column.

If you're confused about your UTORid or don't remember your password, please go to <https://www.utorid.utoronto.ca/>.

Special note about grades posted online: Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are

considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact me as soon as possible if you think there is an error in any grade posted on Quercus.

Course Policies

Late or Missed Assignments

Late assignments and late submissions will be deducted at 10% per calendar day (including weekends). Both the hardcopy paper version AND the electronic submission to the plagiarism detection tool are due at the same time, and the late penalty applies to the last piece submitted. No extensions will be possible except under certain circumstances outlined in the course policies below. Missed assignments will result in a grade of 0.

No late papers will be accepted two weeks after the deadline specified, unless arrangements have been made with me.

Missed Term Tests or Final Exam

Students have **no more than one week** from the day that they missed a term test to contact me and provide me with documentation for missing it (see course policies below). If your request is approved, the weight of the missed term test 1 or 2 will be redistributed equally between the written solo assignment and the final exam (i.e., one-half of the weight of the missed term test 1 or 2 will be redistributed to the written solo assignment and the remaining half to the final exam). There are no make-up tests available for term tests 1 or 2. If your request is not approved or not submitted within the time frame indicated above, a missed term test will result in a grade of 0.

Students who miss the final exam should file a petition for a deferred exam with their College Registrar's office.

Specific Medical Circumstances

If you become ill and it affects your ability to do your academic work, consult me right away. For medical circumstances, documentation in support of your specific medical circumstances should be provided. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. If you cannot submit a VOI due to limits on terms of use, you can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI (including dates, academic impact, practitioner's signature, phone and registration number). For more information on the VOI, please see <http://www.illnessverification.utoronto.ca>. For information on Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/absence>. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

If an absence extends beyond 7 consecutive days in the future (from the date declared in ACORN), you should connect with your College Registrar. They can provide advice and assistance reaching out to instructors on your behalf.

Mental Health and Well-Being

As your instructor, your mental health is important to me. Throughout university life and balancing your other classes and obligations, there are many experiences that can impact your mental health and well-being. As a University of Toronto student, you can access free mental health and wellbeing services at Health & Wellness (<https://studentlife.utoronto.ca/department/health-wellness/>) such as same day counselling, brief counselling, medical care, skill-building workshops, and drop-in peer support. You can also meet with a Wellness Navigation Advisor who can connect you with other campus and community services and support. Call the mental health clinic at 416-978-8030 ext. 5 to book an appointment or visit <https://uoft.me/mentalhealthcare> to learn about the services available to you.

You can also visit your College Registrar to learn about the resources and supports available: <https://www.artsci.utoronto.ca/current/academic-advising-and-support/college-registrars-offices>

If you're in distress, you can access immediate support: <https://uoft.me/feelingdistressed>

Accommodation for Personal Reasons

There may be times when you are unable to complete course work on time due to non-medical reasons – I understand this. So, if you have concerns, speak to me or to an advisor in your College Registrar's office; they can help you to decide if you want to request an extension or other forms of academic consideration. They may be able to email your instructors directly to provide a College Registrar's letter of support and connect you with other helpful resources on campus.

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.

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/departments/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.

Academic Integrity

All suspected cases of academic dishonesty will be investigated following procedures outlined in the [Code of Behaviour on Academic Matters](https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019) (<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources. For example, to learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at <http://www.writing.utoronto.ca>. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see [A&S Student Academic Integrity](https://www.artsci.utoronto.ca/current/academic-advising-and-support/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) (<https://www.academicintegrity.utoronto.ca>).

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>).

You must hand in a hardcopy of your assignments at the start of class, as well as submit an identical electronic copy to the plagiarism detection tool (via Quercus) for both assignments. Failure to turn in an **identical** copy automatically results in a grade of 0.

Students who wish to opt-out of using the University's plagiarism detection tool must notify me *no later than 2pm on January 22, 2025*. For those who wish to opt-out, I will request that the student provide *all* rough work (including, but not limited to, call numbers and/or URLs for all cited sources) when submitting their assignments.

Use of Generative Artificial Intelligence (AI) in Course Work

Students may use artificial intelligence (AI) tools for creating an outline for an assignment, but the submitted assignments must be original work produced by the individual student alone, or by a group of students alone (in the case of group assignments). In the final submission of an assignment, representing as one's own an idea, or expression of an idea, that was AI-generated may be considered an academic offense in this course. Students may not use AI tools for taking tests or exams in this course. This course policy is designed to promote your learning and intellectual development and to help you reach course learning outcomes.

In general, be cautious when using generative AI (e.g., to generate practice questions to help you study). The tests, exams, and assignments in this course will test your understanding of the content taught in this course. Sometimes AI tools may generate responses that contain information that is (a) beyond the scope of this course, (b) not relevant to this course, or (c) incorrect/outdated.

Grade Disputes: The 24/14 Policy

You must wait for at least 24 hours following the return of an assignment before bringing a grade concern to me; use this time to reflect upon your performance and grade (and give your instructor and TAs a chance to breathe after posting the grades). If, after review, you are still concerned about the grading of a particular item or assignment, you may request a regrade by emailing the instructor/Dr. Liebenow. Regrade requests must be made within 14 business days of the return of the assignment or test. Regrade requests after this deadline will not be considered. If there is a mistake in the grading, we need to address that in a timely manner. For test regrade requests, you must attend office hours to see your test before requesting a regrade (so you can determine whether there is a mistake to be regraded). Grade disputes are not to be directed to your TA. Only reasonable and well-justified concerns will be considered, and all decisions are final.

Note: in agreeing to resubmit your work for remarking, you are agreeing to a re-evaluation of the entirety of your work; your grade may go up, go down, or stay the same. Regrade requests that are based on proximity to a desired grades will not be considered.

Course Materials, including Lecture Notes

Course materials are provided for the exclusive use of enrolled students. These materials should not be reposted, shared, put in the public domain, or otherwise distributed without the explicit permission of me (the instructor). These materials belong to me (your instructor), the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Students violating these policies will be subject to disciplinary actions under the Code of Student Conduct.

Lecture Recording and Sharing (Download and Re-use Prohibited)

This course, including your participation, will be voice recorded and will be available to students in the course for listening remotely and after each session. Course voice recordings and materials belong to me (your instructor), the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Do not download, copy, or share any course or student materials or recordings without my explicit permission.

For questions about the use of voice recordings, please contact me
(hayley.liebenow@utoronto.ca)

Students who do not wish their voice to be recorded on the lecture recordings can ask questions during the breaks or after class. The discussion board on Quercus and office hours are also options for asking questions.

In-Class Student Recording of Course Content

Students may not create audio recordings of classes except for those students requiring an accommodation for a disability, who should speak to me prior to beginning to record lectures.

Students creating unauthorized audio recording of lectures violate an instructor's intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.

Course videos may not be reproduced or posted or shared anywhere other than the official course Quercus site and should only be used by students currently registered in the course.

Because voice recordings and lecture slides will be provided for all lectures, students may not create additional photo, audio, or video recordings without written permission from me. Permission for such recordings will not be withheld for students with accommodation needs.

Privacy/FIPPA Statement

Personal information is collected pursuant to section 2(14) of the University of Toronto Act, 1971 and at all times it will be protected in accordance with the Freedom of Information and Protection of Privacy Act. Please note that this course requires presentations of one's work to the group. For more information, please refer to <http://www.utoronto.ca/privacy>.

Equity, Diversity, and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Respectful Conduct

Your conduct in the course is expected to follow the Student Code of Conduct (<https://governingcouncil.utoronto.ca/secretariat/policies/code-student-conduct-december-13-2019>) and the Code of Behaviour on Academic Matters (<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>).

This course will discuss and address some topics that are sometimes controversial, including the following: differences between individuals and groups, politics, religion, prejudice, and sexuality. Everyone should expect these topics to be discussed in the lectures and everyone should also be respectful of others in discussing them. Some ideas related to the above topics

may conflict (or appear to conflict) with some of our prior beliefs, but our task in this course is to consider carefully the evidence that can help us to evaluate those ideas. In discussing these topics, however, we must also take care to be respectful of others—including all persons, as well as other members of the course—and especially to avoid using crude or derogatory language.

Miscellaneous

Cell Phones and Laptop Usage

Technology can support student learning, but it can also become a distraction. Research indicates that multi-tasking during class time can have a negative impact on learning. Out of respect for your fellow students in this class, please refrain from using laptops or mobile phones for purposes unrelated to the class. Do not display any material on a laptop which may be distracting or offensive to your fellow students.

I will sometimes ask you to participate in class activities during lecture using a smart phone or laptop via Slido (www.slido.com). Participation is anonymous, voluntary, and will not impact grades. Further instructions will be provided in class.

Course Performance

Some advice for succeeding in this course is to keep up with the work. This means attending the lectures, doing the readings, completing assignments on time, and studying for (and showing up for) the term tests and final exam. The only way to get a good mark in this course is to perform well on the course components; marks will not be based on how much a student wants or “needs” a good mark, or other reasons. Keep in mind that, because your mark in this course is an evaluation of your performance on the course components, it is not an evaluation of your worth as a human being or even of your dedication as a student or necessarily of your intellectual ability.

SCHEDULE OF LECTURES AND DEADLINES

All lectures are in-person on **TUESDAYS, 2:00-5:00pm (SS 2102)**

| Week | Date | Reading | Topic | What's due? |
|---------------------------------------|---------------|-------------------------------|--|---|
| 1 | Jan 8 | Chapter 1 | Introduction, Methods of Social Psychology | -- |
| 2 | Jan 15 | Chapter 2 | The Self | -- |
| 3 | Jan 22 | Chapter 3 | Social Beliefs and Judgments | -- |
| 4 | Jan 29 | Chapter 4 | Behavior and Attitudes | -- |
| 5 | Feb 5 | Chapter 5 | Persuasion | -- |
| 6 | Feb 12 | TERM TEST 1 | Chapters 1-5 and associated material | -- |
| | <i>Feb 19</i> | <i>No class, reading week</i> | | |
| 7 | Feb 26 | Chapter 6 | Conformity | Group Assignment Due! ...at the start of class (2:00pm) |
| 8 | Mar 5 | Chapters 7 and 8 | Group Influence, Altruism | -- |
| 9 | Mar 12 | Chapter 9 | Aggression | -- |
| 10 | Mar 19 | TERM TEST 2 | Chapters 6-9 and associated material | -- |
| 11 | Mar 26 | Chapters 11 and 12 | Prejudice, Conflict and Peacemaking | Solo Assignment Due! ...at the start of class (2:00pm) |
| 12 | Apr 2 | Chapter 10 | Attraction and Intimacy | -- |
| TBD (during Final Examination period) | | FINAL EXAM | Chapters 6-12 and associated material | -- |

IMPORTANT DATES:

Lectures start for S classes:

Last day to enroll in S courses via ACORN:

Family Day:

Winter Reading Week:

Last day to drop S courses:

Last day of S classes:

Study days:

Good Friday:

Final exams:

Monday, January 6, 2025

Sunday, January 19, 2025

Monday, February 17, 2025

Monday, February 17, 2025 to Friday, February 21, 2025

Monday, March 10, 2025

Friday, April 4, 2025

Tuesday, April 7-8, 2025

Friday, April 18, 2025

Wednesday, April 9, 2025 to Wednesday, April 30, 2025

Written Group Assignment

Objective:

You will be working together in groups of 4-5. Sign up for one of the topics available on Quercus related to the course content. In your group, brainstorm and design a new study to test a hypothesis related to the topic (it can be the broad topic, or a smaller idea or concept related to the topic). “New study” means something that has not been published in the scientific literature on the topic. Write an overview or summary of the study as a group. Group member contribution evaluations will be submitted as well. The study should be practical (i.e., not require a billion dollars and millions of participants engaging in an 8-hour study protocol), feasible, and ethical.

Please include the following: a brief introduction, proposed methods, expected results, and a sentence or two about how it will advance the scientific literature on the topic. The assignment can include these headings, or it can be written without headings.

Where do you begin?

1. Recall the articles/studies and scientific literature related to the topic that we've read thus far
2. Lectures will also provide summaries of studies and scientific literature related to a topic.
3. The library and Google Scholar can be used to find the latest research on a topic, including recent reviews.

From there, here are some questions to think about:

1. What parts of a theory have not been tested or do not have much scientific evidence or have conflicting scientific evidence?
2. Why is there conflicting scientific evidence?
3. What are the gaps in the existing studies?
4. How would addressing the gaps be meaningful?

Please sign up for a group by the end of the day on January 15, 2025, and slowly begin working on the group work from there, including researching and brainstorming. If you do not sign up for a group by the end of the day on January 15, 2025, I will assign you to a group.

You can assign roles to individuals within the group in whatever way you jointly decide represents an equal distribution of the work (e.g., coordination, proofreading, writing separate sections, researching, keeping notes, etc.). You will be graded on creativity, critical thinking, writing style, spelling and grammar, and correct use of APA style.

Although your assignment is submitted as a group, you will submit group member contribution evaluations for each group member, as well as a review of your own contributions. It is expected that each group member contributes equally to the assignment, where equal distribution of work is defined and agreed upon by all group members. If upon reviewing the evaluations, there is a consensus that (a) group member(s) did not contribute fairly and equally to the assignment, their grade on the assignment will be reduced, in accordance with the ratings of the other group members. Otherwise, all members of the group will receive the same grade on the assignment.

Instructions for signing up, group member contribution evaluation submission, and other instructions, as well as the marking scheme will be posted on Quercus. Grades will be posted about two weeks after the assignment due date.

Additional Requirements:

1. Assignment must be written in essay format, typed, double-spaced, using 12-point Times New Roman font, 1-inch (2.54-cm) margins, and must follow APA style.
 - a. APA style must be used for citations, references, and page numbering (see the Publication Manual of the American Psychological Association, 7th edition, which is available at the library at https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991106122457606196)
 - b. You can also visit the following for help: <https://apastyle.apa.org>
2. Assignment structure and components: page 1 (title page), pages 2 and 3 (assignment text), page 4 (reference page).
 - a. On the title page (see sample) include: names, student IDs, and emails for all group members, course title and section, assignment title, my (Instructor) name, and due date.
3. Length of assignment text must be no longer than 2 pages (about 550-600 words; not including title page or reference page). Aim to be concise and clear. Content beyond 1 page will not be graded.
 - a. Note: the ENTIRE submission will be 4 pages (see bullet point #2).
4. One hard copy and an *identical* electronic copy must be submitted on the due date at the start of class (2:10pm) for each group. That is, only one assignment is submitted per group, both in a hard copy format (submitted in-person at the start of class) and an electronic format (submitted on Quercus at the start of class). Both identical versions must be submitted by 5:10pm, otherwise the late penalty applies (10% per calendar day).
 - a. Submit a .doc, .docx, or .pdf file on Quercus (no exceptions).
 - b. You have 3 attempts to ensure the correct file is submitted on Quercus and the last attempt will be used. Quercus allows students to preview submissions, thus the following will be given a grade of 0 automatically: blank files, corrupted/unreadable files, files without an extension specified in the previous point, and papers for a different course.
 - c. Emailed papers will not be accepted unless approved by me beforehand.
 - d. Assignment deadlines are provided on the first day of class, so plan accordingly.
 - e. Do not submit an assignment under my door or a TA's door—we do not know when it was submitted.
 - f. When the assignment is submitted on Quercus, it is submitted to the University's plagiarism detection tool (see course policies section for more information).
5. Proofread your assignment for spelling, punctuation, and grammar before submission. Reading it out loud can help. Your paper will be graded on style and content, so it must be grammatical and coherently organized.
6. Save all work in several locations (e.g., computer, USB drive, send it to yourself via e-mail, work on Google docs). This is a good professional practice.
7. Please follow the course policy on the use of generative artificial intelligence (AI) in course work (see course policies section).

8. Do not use quotations; everything must be in your words.

Submission of Late Assignments

If your assignment is late, please first ensure a copy is submitted on Quercus (see instructions above). Contact me for instructions to submit the hard copy.

No late papers will be accepted after March 26, 2025, at 2:10pm, unless arrangements have been made with me.

Written Solo Assignment

Objective:

Summarize one of three journal articles in *your own words*. The goal is to let you find your own voice and get practice using it. Then, critique the article, incorporating other papers (2 minimum, peer reviewed, original research articles) to the discussion. Include a statement or two about future research directions in the conclusion.

You will have three journal articles to choose from (as the main paper for the summary and critique) and they will be posted on Quercus.

The summary should be about 0.5 to 1 page, and the critique should be about 1 to 1.5 pages, for a total of no more than 2 pages (approximately 700 words). You can use headings or write the assignment without headings.

For the summary, think about:

- a) What was the journal article *about*?
- b) What are the hypotheses? What type of study/studies did the researchers conduct, what were the methods, and what did they find?
- c) What are the main points or arguments made? What conclusions were reached?
- c) Do not simply shorten the original article. Do not copy its structure or format. Rather, think of it as a whole, and write a summary. Imagine yourself explaining the original article to a first-year psychology student *in your own words*.

For the critique, think about:

- a) What do you consider to be the strengths and weaknesses of the research approach and/or conclusions reached by the target article author(s)?
- b) What are the issues that were raised in the journal article? How do the additional articles you found address these issues? Do they support the target article, or do they oppose, challenge, or qualify the target article?
- c) What conclusions can I reach about the overall topic (i.e., the target article and additional readings)? What kind of brief suggestions can I make regarding future research? Note that you do not have to plan a new study; rather, suggest avenues (i.e., topics, themes, ideas) that would be interesting to pursue.

You will be graded on the content of the summary, content of the critique, selection and use of additional journal articles, future research and conclusions, writing style, spelling and grammar, and correct use of APA style.

Further assignment instructions, the target articles, and the marking scheme will be posted on Quercus. Grades will be posted about two weeks after the assignment due date.

Additional Requirements:

1. Assignment must be written in essay format, typed, double-spaced, using 12-point Times New Roman font, 1-inch (2.54-cm) margins, and must follow APA style.
 - a. APA style must be used for citations, references, and page numbering (see the Publication Manual of the American Psychological Association, 7th edition, which is available at the library at https://librarysearch.library.utoronto.ca/permalink/01UTORONTO_INST/14bjeso/alma991106122457606196)
 - b. You can also visit the following for help: <https://apastyle.apa.org>
2. No collaboration is authorized for this solo writing assignment.
3. Length must be no longer than 2 pages (minimum is 1 page; 2 pages is about 700 words; not including title page or reference page). Aim to be concise and clear. Content beyond 2 pages will not be graded.
4. Assignment structure and components: page 1 (title page), pages 2-3 (assignment text), page 4 (reference page).
 - a. On the title page (see sample) include: your name, student ID, your email, course title and section, assignment title, my (Instructor) name, and due date.
5. One hard copy and an *identical* electronic copy must be submitted on the due date at the start of class (5:10pm). That is, you must submit a hard copy format (submitted in-person at the start of class) and an electronic format (submitted on Quercus at the start of class). Both identical versions must be submitted by 2:10pm, otherwise the late penalty applies (10% per calendar day).
 - a. Submit a .doc, .docx, or .pdf file on Quercus (no exceptions).
 - b. You have 3 attempts to ensure the correct file is submitted on Quercus and the last attempt will be used. Quercus allows students to preview submissions, thus the following will be given a grade of 0 automatically: blank files, corrupted/unreadable files, files without an extension specified in the previous point, and papers for a different course.
 - c. Emailed papers will not be accepted unless approved by me beforehand.
 - d. Assignment deadlines are provided on the first day of class, so plan accordingly.
 - e. Do not submit an assignment under my door or a TA's door—we do not know when it was submitted.
 - f. When the assignment is submitted on Quercus, it is submitted to the University's plagiarism detection tool (see course policies section for more information).
6. Proofread your assignment for spelling, punctuation, and grammar before submission. Reading it out loud can help. Your paper will be graded on style and content, so it must be grammatical and coherently organized.
7. Save all work in several locations (e.g., computer, USB drive, send it to yourself via e-mail, work on Google docs). This is a good professional practice.

8. Please follow the course policy on the use of generative artificial intelligence (AI) in course work (see course policies section).
9. Do not use quotations; everything must be in your words.
10. You will need to find and use two additional research articles (minimum) that help with the critique.
 - a. You can use your course readings as starting points, but do not include the course readings as the additional references for this assignment. Thus, the 2 additional readings must be journal articles.
 - b. Journal articles must be peer reviewed and published in academic journals within the last 10 years.

Submission of Late Assignments

If your assignment is late, please first ensure a copy is submitted on Quercus (see instructions above). Contact me for instructions to submit the hard copy.

No late papers will be accepted after April 9, 2025, at 2:10pm, unless arrangements have been made with me.

Resources

Mental Health and Well-being

As a student, you may experience challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation, financial concerns, family worries and so forth. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. Everyone feels stressed now and then – it is a normal part of university life. Some days are better than others, and there is no wrong time to reach out. There are resources for every situation and every level of stress.

There are many helpful resources available through your College Registrar or through Student Life (<http://studentlife.utoronto.ca> and <http://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 to inform yourself of available resources.

Writing

As a student 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 visit <http://www.writing.utoronto.ca/>.

Additional Resources

For resources related to safety, including experiences of sexual assault or sexual harassment, visit <https://safety.utoronto.ca/#ui-id-7>.

For resources related to physical wellbeing, visit <https://kpe.utoronto.ca/welcome-sport-rec-u-t>.

For resources offered by the library, which include writing, citing, workshops, and research, visit <https://onesearch.library.utoronto.ca/studying-and-learning>.