

PSY331H1-F: SOCIAL PSYCHOLOGY OF EMOTIONS

FALL 2021

SEPTEMBER 9– DECEMBER 8

COURSE TIME/LOCATION

T 2-5pm, SS 2127

CONTACT INFORMATION	OFFICE HOURS	OFFICE	EMAIL
Dr. Molly Metz (she/her)	By appt only: https://calendly.com/profmetz/office-hours	Zoom! PW: metz	molly.metz@utoronto.ca
Liza Igoshina, TA (she/her)	Th 830-930am, by appointment, and as scheduled throughout the term	Zoom! PW: Psy331	liza.igoshina@sickkids.ca

PREREQUISITES: PSY201H1/ ECO220Y1/ EEB225H1/ GGR270H1/ POL222H1/ SOC202H1/ STA220H1/ STA238H1/ STA248H1/ STA288H1/ PSY201H5/ STA215H5/ STA220H5/ PSYB07H3/ STAB22H3/ STAB23H3/ STAB57H3, AND PSY220H1/ PSY220H5/ PSYB10H3/ SOC213H1

EXCLUSION: PSYC18H3

COURSE WEBSITE: Quercus, at <https://q.utoronto.ca>

OPTIONAL TEXT: Shiota, M. & Kalat, J. (2018). *Emotion* (3rd Ed.). New York: Oxford University Press. ISBN: 978-0190-63551-0

In addition, many course materials will be posted on the course website, including the syllabus, required readings/handouts, and links to external sources. Therefore, **internet access** is crucial to your performance in the class. Please make sure to check Quercus frequently for important announcements and reminders.

EMAILING YOUR INSTRUCTORS: As your first contact on matters regarding verification of illness, accessibility concerns, comments or concerns about the class, or related matters, you can email your instructor at molly.metz@utoronto.ca. We are also happy to review material and clarify content in office hours. E-mail should **not** be seen as an alternative to attending office hours with your TAs or instructor.

When emailing us (or any instructors), 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; click [here](#) for a great how-to). In addition, please include “PSY331” and the topic of your email in the subject line. We will try to respond to all emails within 2 business days. Finally, I may not respond to emails between the hours of 8pm and 8am, so please keep this in mind when deciding whether to resend the message. All email must come from an official utoronto.ca account.

COURSE DESCRIPTION AND OBJECTIVES

The scientific study of emotion has a long history; psychology’s investigation of emotion has waxed and waned over time (with particular low points during the behavioural and cognitive revolutions), however, for many reasons the study of emotion has grown exponentially in the past 20 years. In this course, we will explore the scientific study of emotion and discuss questions such as: what are emotions, and why do we have them? Are emotions innate or socially constructed? Are thinking and feeling separate processes? and more. At the end of this course, you will have had the opportunity to

1. Define and apply classic theories, current research, and common methods in the field of emotion science.
2. Analyze, report, and interpret results of empirical studies to maintain comprehension of concepts and principles of psychological science.
3. Synthesize a body of empirical findings and communicate the state of the research as well as its real world applicability to a general audience.

COURSE STRUCTURE & ASSESSMENT

A. LECTURE

In order to succeed in this course, you are expected to attend (and pay attention in) lectures. However, if you are not yet comfortable coming to class on campus, OR you feel at all sick in any way shape or form, you can still watch lecture recordings/videos at home and participate fully in online discussions and all assessments.

During lecture, we will introduce and expand on the important concepts of the course, as well as explore real-world applications related to these concepts. Lecture slides will be posted to the course site, but these slides will *not* include all of the information reviewed in lecture, and therefore are not a substitute for viewing the required content.

Finally, I welcome your input, insight, and questions. However, I remind you that this is a semi-professional setting, and you should only share things you are comfortable with complete strangers knowing. This applies to both in-class discussion and writing assignments.

ACTIVE ENGAGEMENT

Coming to lecture (or watching videos) is a great first step toward success, but learning doesn't happen by passively absorbing rogue information from the atmosphere. In order to get the most out of this (or any) class, *active engagement* is key. This may include: participation in learning checks or activities, taking notes on readings and videos, or even just actually thinking about questions that are posed. This definitely does not include: reading blogs, checking social media, doing other work, texting or engaging in side conversations, listening to your headphones, sleeping, etc.

Additional activities will not be assessed for marks, nor will attendance be formally recorded; however, in my experience, deeper engagement with activities is associated with deeper engagement with the material and a more fulfilling class experience

FEEDBACK AND REVIEW

At the end of each unit, you will be asked to submit a brief survey about what the most confusing or muddiest points were for you (as well as what you learned or enjoyed). Then, the week after each lecture, I will review the unclear material in class.

B. READING

a. TEXTBOOK (OPTIONAL)

The textbook is a supplement to the lectures; some chapters will review or expand on what we discuss in class, while others will expose you to important topics that we will *not* be discussing together.

b. PEER-REVIEWED ARTICLES – 10% OF COURSE TOTAL

As this is an upper-level course, you should have exposure to a variety of empirical and review papers related to the topics we will be discussing. Most modules, you will be assigned 2-3 peer-reviewed articles or chapters related to that week's topics, to be read *before* coming to class. Some articles will provide important background, and one article most weeks will be designated a "discussion article." We will discuss these in some detail in class, and you should be prepared to use all assigned articles on exams.

Students have two options for how to participate in discussions and will indicate their preference via a survey made available in Week 1 of the term. The reason for providing these two options is to give students who wish to connect face-to-face with other students the opportunity to do so, but also provide an option for students for whom this would be difficult or impractical for whatever reason. ***You may not switch back and forth between the formats***, so please consider how you will best be able to engage throughout the term; however, you may miss one discussion activity (except for the one you are leading), no questions asked.

Option 1. In-Person Discussion Group. Students who select this option will meet in small groups during class time to discuss the assigned articles.

Option 2. Asynchronous discussion board. Students may alternatively select to discuss in a written discussion board format on Quercus. Students selecting this option will have 5 days to participate in their respective discussion board conversations.

- i. **DISCUSSION LEADING.** Whether participating in person or online, each person will be responsible for leading one discussion. After discussion groups are formed in Week 2, one person per group will sign up for one discussion date (though some weeks may require two leaders).

On the week you lead discussion, you will submit a summary of the article, discussion questions, a related article, and a summary of the discussion; details on this assignment will be posted on the course website and reviewed in class.

The first submission will be due the Sunday night before your discussion at 11:59pm; the summary of your discussion will be due within 48 hours of the end of the discussion (either end of class or close of discussion board).

Discussion leading will entail reading out questions and encouraging and supporting discussion from others (if in person) or responding to at least one comment from every group member before the end of the discussion period (if online). **Discussion leading will comprise 7% of your course total.**

- ii. **ARTICLE DISCUSSIONS.** For discussion groups to serve their purpose (and be fun!) participation of group members is critical. For a good discussion it is essential that you come prepared, having read the assigned articles. **These guides will be worth 3% of your final grade.**
 - i. If you are participating in an *in-person* discussion, participation points are based on attendance and active participation (i.e., discussion of the questions).
 - ii. If you are participating in an *asynchronous* discussion, participation points will be awarded for thoughtful responses to at least 2 of the posted questions and a response to at least one of your group member's posts.

C. RESEARCH

a. WRITING – LONGFORM SCIENCE JOURNALISM

To help you think *scientifically* about emotion, gain practice in dissecting empirical journal articles in our field, dive deeper into one topic of interest, and become comfortable integrating and communicating scientific findings to a general audience, you will complete a 6-8 page longform science journalism assignment. In other words, use peer-reviewed research to tell a story, propose public policy or programs, or explain some social issue, much in the style of the writing in *The Atlantic*, *The New Yorker*, *New York Magazine*, and more. You will choose a topic of interest that emotion research can say something about, find at least five peer-reviewed articles that speak to the topic, and craft a narrative meant to communicate the content and complexity of this topic to an intelligent but non-expert audience. Details on this assignment will be posted on the course website and reviewed in class. **Short exercises and drafts designed to support the development of this paper will be worth 10% of your final grade; this paper will be worth 25% of your final grade.**

b. PRESENTATION – COMMUNICATION PROJECT – 5% OF COURSE TOTAL

At the end of the term, you will share the highlights of your research and a tidbit of inspiration or application in one other format intended for a general audience: this includes (but is not limited to) a meme, a Tiktok, or an infographic. This presentation will be a chance to communicate complex scientific findings with a non-expert audience, but more importantly, a chance to learn about all the cool things your classmates learned about. Part of the assignment will be to view and respond to three peer creations. Details on this assignment will be posted on the course website and reviewed in class following the midterm.

D. TESTS – 25% OF COURSE TOTAL EACH

There will be one midterm and one during the final exam period. The tests may be multiple choice, short answer, short essay, or long essay, and will cover information from lectures, the readings, and videos. These exams will be open-book and open-note (but *not* open-classmate or open-Google!), and completed individually. All writing must be in the students' own words. You will have approximately 3 days to complete each assessment, but they will be written to take about 3 hours, assuming you study ahead of time as you would for an in-class assessment, and you can do the assessment at any time you wish within the testing window. Therefore, accessibility accommodations for extended time on testing and breaks do not apply, as everyone may take the time and breaks you need. The midterm will review content covered up until that time, and the final will primarily review content introduced since the midterm, although you may draw on course material from the entire semester. Please contact the instructor if you have any questions.

FINAL GRADE CALCULATION

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.

Research (40%)

Short Writing – 10%

Final Paper – 25%

Comm Project – 5%

Empirical Articles (10%)

Discussion Leading – 7%

Discussion Guides – 3%

Tests (50%)

Midterm – 25%

Final – 25%

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.

COURSE POLICIES

LATE WORK AND MAKE-UP POLICIES

RELIGIOUS ACCOMMODATION

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 backgrounds, cultural traditions, and spiritual beliefs. 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 assessment 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.

LATE WORK

As a rule, late assignments will not be accepted. Late assignments will only be accepted in the case of extraordinary circumstances and appropriate documentation, and may involve point deductions. Please alert me to these extraordinary circumstances by email within 12 hours of the missed deadline, and we will set up a time to discuss these on a case-by-case basis. Please note, you are already aware of all of the article deadlines for the term; it is your responsibility to account for any technological mishaps and take this into account when submitting your work.

“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, you have one free pass to miss any article discussion (except for the one you are leading). 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.

MAKE-UP EXAMS

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

As a rule, makeup tests will not be issued. If you miss one term test, your final marking scheme will be reweighted: 35% Final, 30% Paper, 15% Short Writing, 5% Presentation, 10% Discussion Leading, 5% Discussion Participation. 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.

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

GRADE DISPUTE POLICY

24/14 Policy: You must 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. Additionally, grade concerns must be brought to my attention within 14 days of the return of the assignment/assessment (the specific date 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) and submit it to the required form. Grade disputes are not to be directed to your TA. Only reasonable and well-justified concerns will be considered, and all decisions are final. By submitting a request, you are consenting to a full regrade of the assignment, and your grade may go up, down, or stay the same.

USE OF COURSE MATERIALS POLICY

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.

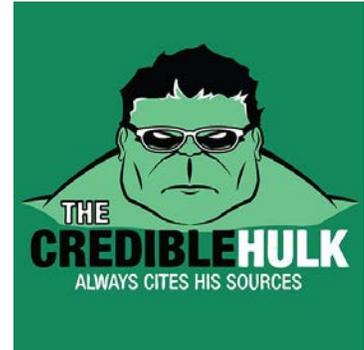
Uploading course materials to the web or shared server is expressly prohibited. Lectures are the intellectual property of the instructor, and the slides and recordings should be respected thus. Specifically, I do not want to discover that a student has put any of my materials into the public domain, 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). The University will support me in asserting and pursuing my rights, and my copyrights, in such matters.

ACADEMIC INTEGRITY

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.
- 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 assignments should represent your own work.** You are, however, encouraged to study and practice with peers.



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*, posted and explained at <https://www.academicintegrity.utoronto.ca>. 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!

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. 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>)

HEALTH & WELLNESS

MASKS & OTHER PROTECTIONS

As of the writing of this policy, the University of Toronto no longer requires ([though recommends](#)) masks, and no longer requires COVID-19 vaccinations [except for students living in residence](#).

That said, 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 flu), 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 is 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 strongly encourage you to do 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).

RESOURCES FOR ACCESSING MASKS, VACCINES, AND TESTS

- On campus
 - [Accessing masks on campus](#)
 - [Vaccine clinics at UofT](#)
 - [UofT Discovery Pharmacy](#) (scroll down and select “Rapid Antigen 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.

OFFICIAL UNIVERSITY RESOURCES ON COVID PLANNING

- <https://www.utoronto.ca/utogether/masks>
- <https://www.artsci.utoronto.ca/covid19-artsci-student-faqs#vaccines-and-masks-accordion-1>
- <https://www.utoronto.ca/utogether/covid-19-planning-update>

STUDENT RESOURCES

Peer Support: Connect with Your Classmates!

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/>

Accessing the Course from Mainland China: <https://isea.utoronto.ca/services/vpn/>

BONUS SECTION ON LEARNING

Check out this Study Skills Inventory – this will help you identify your strong and weak strategies, and offer things to focus on to up your studying game! <https://students.iusb.edu/academic-success-programs/academic-centers-for-excellence/study-skills.html>

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.
 - a. [Note Taking 101](#) from Oregon State University
 - b. [Note taking styles](#)
 - i. One specific note-taking style to try: [Cornell Notes](#)
 - ii. 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.
 - a. <https://getcoldturkey.com/>
 - i. Can block yourself out of certain websites, the entire Internet, apps, etc., during specific time windows (e.g., when you have a class!)
 - b. <http://selfcontrolapp.com/> (for Mac users)
 - c. StayFocusd (Google Chrome extension)
 - i. Limits time spent on distracting websites
 - d. Freedom (available in the app store) – same idea, works on your iPhone, iPad
 - e. 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!
 - f. <https://www.boomerangmail.com/>
 - i. If you use Gmail and email is a major distraction during class/studying – pause your inbox!
4. If you need to take a break or you find you aren't focusing well, don't try to multitask while listening to lecture, just press pause and come back when you can! (Just make sure to come back 😊) This is one of the major benefits of asynchronous online learning, shaping it to fit your patterns and schedule.

More resources here on [studying...](#) On [time management...](#) [On hosting a remote study group...](#) [On prioritizing...](#)

SOME FINAL WORDS

WELLNESS STATEMENT¹

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.

¹ Excerpted from Dr. Nicole Gonzalez Van Cleeve of Brown University, from Twitter (full text [here](#))