

PSY336H1 F – Positive Psychology L5101

Fall 2025

Thursday, 6:00 PM- 9:00 PM

In Person: SS 1072

Contact Information

Instructor: Carleigh Pace-Tonna

Teaching Assistant: TBA

Office Hours: On Zoom by appointment

Office Hours: On Zoom by appointment

Email: carleigh.pacetonna@mail.utoronto.ca

Email: TBA

Communication

For this course, all email communication must be sent from your mail.utoronto.ca account.

When emailing, please:

- Include the course code (PSY336) in the subject line
- Include your name and student number in all messages
- Be respectful
- Expect a response within 48 hours

Most course-related questions and concerns should be directed to the **discussion boards first**, so that everyone can benefit from the responses. There are a few types of question-related discussion boards. The General Discussion is for questions about general policies and administrative matters. For example, you can ask for clarification on the syllabus, course policies, or class logistics. Content-related questions should be posted in the discussion for the week the topic was covered, and writing-related questions should go in the discussion for the proposal assignment.

Of course, if your message concerns personal matters, such as accessibility or other personal concerns, please send these to the course instructor and/or TA directly.

Quercus Inbox:

Quercus has a built-in communication tool called Inbox, but it is not the same as email. For this course, **messages sent via Quercus Inbox will not be monitored or responded to**. Please also avoid replying to Quercus system-generated notifications with attachments, as these messages will not be delivered to the instructor.

Course Delivery

This is an in-person course. Students are encouraged to attend in person whenever possible, as it is the best way to engage with the material and the class. However, to support accessibility and reduce the spread of illness, **audio recordings synced with lecture slides will be made available after class**. Lectures will not be live streamed. Recordings will be posted within 24 hours on Quercus.

Course materials are for enrolled students only and must not be shared, reposted, or distributed without the instructor's permission. These materials are protected by copyright and belong to the instructor, the University, or other sources. Students violating these policies will be subject to disciplinary actions under the Code of Student Conduct.

Attendance is worth 4% of your final grade, with two absences automatically excused, no documentation needed. **If you are feeling unwell, please stay home.** Keeping each other safe is a shared responsibility. Staying home when sick helps create a classroom environment that is safe, respectful, and comfortable for everyone. You can use the posted recordings and materials to stay caught up. If you miss more than two counted classes (the first two lectures do not count towards attendance) and would like those additional absences excused (in order to still receive the full 4%), you can submit either an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form.

Course Overview

This course is an introduction to positive psychology, the study of happiness, fulfillment, and what it means to live well. Together, we will explore topics such as personal growth, meaning, gratitude, awe, flow states, and mindfulness.

We will also look at how positive psychology can appear differently across neurotypes and life experiences, giving us a more inclusive and well-rounded understanding of well-being. Along the way, we will ask big questions: What does it mean to live well? What makes a life worth living? How do people find meaning, and how do we overcome challenges?

To keep things engaging, I will include philosophical perspectives that show where many of these ideas come from, as well as examples from movies, TV shows, and books that show how positive psychology shows up in everyday life. You might be surprised to discover how much you already know about these ideas.

By the end of the course, I hope you will gain new perspectives on life and find ways to apply what you learn to make your own life more fulfilling.

Prerequisites: PSY201H1/ ECO220Y1/ EEB225H1/ GGR270H1/ IRW220H1/ POL222H1/ SOC202H1/ STA220H1/ STA238H1/ STA248H1/ STA288H1/ ECO220Y5/ PSY201H5/ STA215H5/ STA220H5/ PSYB07H3/ STAB22H3/ STAB23H3/ STAB57H3, **and one of** PSY220H1/ PSY220H5/ PSYB10H3/ SOC213H1, **or** PSY230H1/ PSY230H5/ PSYB30H3, **or** PSY240H1/ PSY240H5/ PSYB32H3

Exclusions: PSY324H5/ PSYC34H3

Credit Value: 0.5

It is your responsibility to ensure that you have met all prerequisites listed in the College Calendar for this course. If you lack any prerequisites for this course, the Department may cancel your registration at any time. Further information about academic regulations, course

withdrawal dates and credits can be found in the University of Toronto Calendar.

<http://www.artsci.utoronto.ca/>

Course Learning Outcomes

By the end of this course, you should be able to:

1. Understand different perspectives on positive psychology across neurotypes, cultures, and philosophies.
2. Identify gaps in the literature, locate relevant research to support your ideas, and design a research project that could be proposed to a funding agency in the form of a grant.
3. Communicate key ideas from positive psychology to a lay audience by connecting research to everyday experiences and familiar examples.
4. Reflect on what it means to live well and apply these insights to create a more fulfilling life for yourself.

Getting Help with Course-Related Matters

If you have questions, please start by posting on the course discussion boards via Quercus:

- **Lecture Discussion Boards (open at 9pm after each class):** For questions about that lecture's material.
- **General Discussion Board:** For questions about the syllabus, assignments, or other administrative/logistical matters.

These discussion boards are also a great resource when studying for the midterm, preparing for your paper, or working on other assignments. You're encouraged to help your classmates by answering questions. Helping others is one of the best ways to learn.

All posts will be regularly monitored and answered by your TA and myself. If your question is personal (e.g., about grades, health, or accommodations), please reach out directly. Both your TA and I hold office hours by appointment. Just email either of us to schedule a time.

Course Conflicts

Students are not permitted to enroll in two courses that have overlapping schedules or conflicting components, such as lectures, tutorials, labs, or assessments. If a student chooses to ignore this policy and enrolls in courses with scheduling conflicts, it is their responsibility to manage any resulting issues. Instructors cannot provide accommodations for missed term tests, quizzes, assignments, or other course requirements due to such conflicts (see <https://psych.utoronto.ca/current-program-students/guidance-undergraduate-students-psychology#enrolment-concerns-accordion-4>). Students are strongly advised to review their course schedules carefully and consult with their College Registrar's Office if needed before finalizing their enrollment.

Course Materials

Required Readings and Media: Required readings consist of primary empirical and review articles. The titles of the assigned papers will be listed within each week's page on Quercus. As this is a 3rd-year course, you are responsible for locating the full articles yourself through the

University of Toronto Library website (<https://onesearch.library.utoronto.ca/>) or using the Library Resources tab on Quercus. There is no required textbook for this course. In addition to readings, you will also be assigned short videos such as TED Talks and other relevant media to supplement course content. All required materials will be clearly listed each week's page on Quercus.

Lecture Slides: Lecture slides will be uploaded to Quercus in PDF format a few hours before class. This allows me to make any last-minute updates, so the content stays as current and relevant as possible. If, for accessibility-reasons, you require another file format, please let me know, and I will do my best to make it available.

Marking Scheme			
Assessment	Percent	Details	Due Date
Attendance	4%		Ongoing
Syllabus Quiz	1%		Sep 11 th
Positivity Discussions	5%		Ongoing
Midterm	25%		October 2 nd
Media Analysis Infographic-Poster	15%		November 6 th
Grant Proposal with Annotated Bibliography	20%		November 20 th
In-Person Final Exam	30%		Final Exam Period

All assignments are due before class starts on the date noted.

Attendance (4% Total)

There are 9 scheduled in-person class sessions that count toward your attendance grade. The first two scheduled classes do not count.

The counted classes are **Lectures 3–11**, and the list of these lectures is available on Quercus within the Assignments tab.

Attendance will be taken by the end of each counted class. You are expected to attend at least 7 of the 9 counted classes to receive the full 4%. In other words, you may miss up to 2/9 counted classes without penalty. No documentation is required, as these two absences are automatically excused. **If you're feeling unwell, please stay home**. Keeping each other safe is a shared responsibility. Staying home when sick helps create a classroom environment that is safe, respectful, and comfortable for everyone. Lecture recordings and materials will be posted to help you stay caught up.

Please note: The September 11th class will be asynchronous, as I will be away. No attendance will be taken, and this class will not count toward the 9 counted attendance-based classes. A recording will be posted on the day of that class.

If you miss more than two counted classes and would like those additional absences excused (in order to still receive the full 4%), you can submit either an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. See the below sections for more information on policies and procedures regarding absences.

Why This Matters:

Attendance will be taken for two main reasons. It offers an easy way for you to earn some marks toward your final grade. More importantly, showing up regularly helps you stay engaged and connected with the material, which can make learning easier and more enjoyable throughout the course.

Positivity Discussions (5%)

Throughout the course, you will take part in a series of short discussion board activities designed to help you apply the theories and ideas we cover in class to your own life.

What You'll Do:

- See a discussion prompt based on a theory or main idea we've explored in class.
- Reflect on that theory or idea by either:
 - a. Describing how you see the theory/ idea at work and/or your opinions on it.
 - b. You'll share a short post in the discussion board and respond to a peer.
 - c. You'll complete these posts regularly (typically within 7 days of the prompt being posted, though for some discussions, you will have more than 7 days). You cannot receive credit for doing them all discussions at the end of the term.

Posts will be graded primarily on completion, but you must also meet all of the specific requirements outlined for each discussion prompt.

Frequency & Credit:

- There will be a total of 7 discussions.
- You must complete 5 discussions (worth 1% each, up to 5% total).
- Your lowest discussion scores will be dropped based on how many you complete: if you complete 5, none are dropped; if 6, your lowest is dropped; if 7, your two lowest are dropped.

Why This Matters:

These discussions are a relatively easy way to earn marks while also practicing positive psychology in your real life. By sharing your insights with classmates, you'll see how the same ideas play out in different contexts, which helps you think more critically and creatively about the material.

Media Analysis Infographic-Poster (15%)

Positive psychology isn't just found in textbooks, it's all around us: in movies, music, games, memes, and art. For this project, you'll create a poster that showcases how a piece of media reflects one or more core positive psychology ideas and use it as a tool to teach or inspire others.

Why This Matters:

This assignment is a (hopefully) fun and creative way to practice and get better at scientific communication. The goal is to help you explain positive psychology clearly and engagingly to people outside of academia. You'll show how these ideas already show up in the world we know.

Optional Grant Proposal Idea (0%)

This is a short (½–1 page) outline of your idea for your Grant Proposal with Annotated Bibliography. Think of it as a casual draft of how you'd explain your idea to a classmate. It doesn't need to be formal or polished. The goal is simply to help you start thinking about your assignment early.

Why This Matters:

It's easier to get started on a big project when it's broken down into smaller pieces. With this optional assignment, I want to encourage you to start thinking about your proposal early so you will have an easier time getting started later, you can get help if you need it, and you won't end up rushing at the last minute.

Grant Proposal with Annotated Bibliography (20%)

Thanks to Martin Seligman's term as president of the American Psychological Association in 1998, positive psychology has grown rapidly over the past few decades. However, many areas remain underexplored, oversimplified, or disconnected from diverse lived experiences. This assignment invites you to think like a researcher by writing a grant proposal for a project that addresses one of these under explored areas. Your proposal should identify a gap, critique what exists, and outline where the field could go next. Alongside your proposal, you will also prepare an annotated bibliography. While this is not a typical component of grant applications, it is included here to help you strengthen your research skills and engage more deeply with the sources that support your ideas.

Why This Matters:

Psychological research often depends on funding, and scientific progress happens when we identify gaps and ask new questions. This assignment offers practice in articulating why a research idea matters, a key skill if you're considering a future in grant writing, grad school, or research. Through developing a grant-style proposal and an annotated bibliography, you'll practice persuasively explaining why a topic deserves attention, funding, and further exploration.

Midterm & Final (25% + 30% = 55%)

There will be two tests in this course: A midterm test and a final exam.

- **Location & Timing:** All tests and exams will take place in person. The midterm will be held during class time in HA-403 (Haultain Building) as our usual room is too small to conduct a midterm in. The final exam will be held over the exam period and scheduled by A&S. They will announce the date, time, and location mid-semester.
- **Structure & Content:** Tests will include a mix of multiple choice and short answer questions. They will draw on lecture material, required readings, and assigned videos so you are expected to engage with and understand content from all sources. In addition to recalling key concepts, you'll be asked to think critically about course themes, make connections between topics, and apply your learning to real-world situations. The final exam will emphasize material covered after the midterm but will build on concepts introduced earlier in the course. Further details will be shared on Quercus and discussed in class.

Course Schedule

Week	Lecture	Date	Lecture Topic	Required Readings	Assignments	Positivity Discussions
1	1 (does not count for attendance)	Sep 4 th	Introduction to Positive Psychology	Syllabus; Gable & Haidt (2005)	Read ALL Assignment Instructions	Start Discussion 1
2	2 (does not count for attendance)	Sep 11 th	Positive Emotions (Asynchronous. No in-person class)	Marmolejo-Ramos et al. (2020)	Read ALL Assignment Instructions Intake Survey Due at 5:59pm Syllabus Quiz Due at 5:59pm	Discussion 1 Due at 5:59pm Start Discussion 2
3	3	Sep 18 th	Happiness & Well-Being	Thomas et al. (2023)	Attendance taken	Discussion 2 Due at 5:59pm Start Discussion 3
4	4	Sep 25 th	Positive Thinking	Wilson & Gilbert (2005)	Attendance taken	
5		Oct 2 nd	MIDTERM in HA-403			

6	5	Oct 9 th	Resilience and Recovery: How We Bounce Back	Fredrickson et al. (2003)	Attendance taken	Discussion 3 Due at 5:59pm Start Discussion 4	
7	6	Oct 16 th	Motivation and Peak Experiences: Flow, Mindfulness, and Meaning	Ryan & Deci (2000) Buckle et al. (2021)	Attendance taken Mid-Semester Survey Due at 5:59pm Optional Grant Proposal Idea Due at 5:59pm	Discussion 4 Due at 5:59pm Start Discussion 5	
8	7	Oct 23 rd	The Dark Side of Flow	Dixon et al. (2018) Zimanyi & Schüler (2021)	Attendance taken	Discussion 5 Due at 5:59pm Start Discussion 6	
9		Oct 30 th	READING WEEK				
10	8	Nov 6 th	Guest Lecture		Attendance taken Media Analysis Infographic-Poster Due November 6th at 5:59 PM EST		
Nov 11: DROP DATE							
11	9	Nov 13 th	The Self: Compassion,	Ghanouni & Seaker (2023)	Attendance taken	Discussion 6 Due at 5:59pm	

			Authenticity, and Meaning			Start Discussion 7
12	10	Nov 20 th	Prosociality: Connection, Gratitude, and Giving	McCullough, Kimeldorf & Cohen (2008)	Attendance taken Grant Proposal with Annotated Bibliography Due November 20th at 5:59 PM EST	
13	11	Nov 27 th	The Art of Living Well	Veenhoven (2003)	Attendance taken	Discussion 7 Due at 5:59pm
			FINAL ASSESSMENT TBA. The final will be during the final assessment period (which is Friday, Dec 05, 2025 - Tuesday, Dec 23, 2025)			

It is the student's responsibility to be available for the entire term and final exam period.

Land Acknowledgement

I wish to acknowledge and honour the history of 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 I am grateful to have the opportunity to work on this land.

To learn more, you can visit:

<https://indigenous.utoronto.ca/initiatives-protocols/>

<https://native-land.ca/>

<https://mncfn.ca/>

<https://wendake.ca/>

<https://sni.org/>

Equity, Diversity and Inclusion

I am committed to creating a learning environment where all students' identities, perspectives, and experiences are valued. This course will actively engage with multiple viewpoints and include critical discussions of classic research and theory, with attention to diversity, equity, and human rights. I also strive to continually improve my teaching and course design in line with

these principles. Discrimination, harassment and hate speech will not be tolerated. Your feedback and suggestions are always welcome and appreciated.

Missed Tests

Students who are absent from academic participation for any reason (e.g., COVID, cold, flu and other illness or injury, family situation) and who require consideration for missed academic work have been asked to record their absence through the ACORN (<https://www.acorn.utoronto.ca/>) online absence declaration **OR** provide a U of T Verification of Illness or Injury Form (VOI) (<https://www.registrar.utoronto.ca/records-academics/verification-of-illness-or-injury/>) **OR** a Letter from your College Registrar's Office **OR** a letter from your Accessibility Advisor. Students should also advise their instructor of their absence **within seven calendar days of the missed test**. If your request is approved, the value of the test will be redistributed to the Media Analysis Infographic-Poster, Grant Proposal with Annotated Bibliography, and final exam.

Students who miss the **final exam** should file a petition for a deferred exam with their College Registrar's Office. Medical notes alone do not automatically grant extensions for late assignments. Students are expected to request extensions ahead of the due date. However, if a student experiences an unexpected medical event at the time an assignment is due, they should contact the instructor as soon as possible to discuss accommodations.

Late/Missed Assignments

A late penalty of 5% per day (including weekends and holidays) will be applied to all overdue assignments. Accommodations for extenuating circumstances, including illness, personal or family emergencies, accessibility considerations, and religious observances, are outlined in the sections below. Failure to submit an assignment will result in a grade of zero.

Life happens and university can be stressful, so for this course, each student gets one late ticket per term. This gives you an extra 24 hours to submit any* assignment without penalty. Use it carefully, because once it's used, it's gone. To use your late ticket, just write "Late ticket" in the comments when you submit the assignment. You don't need to ask me or the TA for permission. We'll keep track of it, and even if Quercus marks the assignment as late, no points will be taken off. It will count as on time.

*Note: You cannot use a late ticket for the positivity discussions, midterm, or final exam.

Regrade Requests & Grading Concerns

General Guidelines:

A&S policy specifies that students have **14 business days** from when term work is returned to submit a regrade request. Students must first **wait at least 24 hours** after receiving their grade to reflect on their performance and cool down before contacting their TA. Regrade requests must be based on **pedagogical reasons** (e.g., grading errors, unclear feedback, or misapplied grading criteria). Requests based on proximity to a desired grade will not be considered.

Students should understand that after a regrade, their grade may **stay the same, increase, or decrease**, and that the outcome is final and must be accepted.

All regrade requests must be submitted in a formal email to the TA, following proper email etiquette, and must clearly outline the pedagogical reason for the request; simply wanting a higher mark is not sufficient.

Assignments:

1. Students should review their assignment and meet 1:1 with the TA to discuss any concerns.
2. All regrade requests must be submitted within **14 business days** of the return of the assignment. Requests after this deadline will **not** be considered.
3. The TA may make a grade adjustment if deemed necessary, but this will not be done in real time during the 1:1, and students should not pressure the TA to change their grade.
4. If concerns remain after meeting with the TA, students may email the course instructor to request a further review.

Midterm Test:

1. Students must attend a **midterm test viewing session** before submitting a regrade request to verify whether a grading mistake has occurred.
2. After the group session, students should take 24 hours to reflect on their performance before formally emailing the TA to request a regrade.
3. Regrade requests must be submitted within **14 business days** of the viewing session. Requests after this deadline will **not** be considered.
4. The TA may make a grade adjustment if warranted, but this will not be done in real time during the viewing session, and students should not pressure the TA to change their grade.
5. If concerns remain after meeting with the TA, students may email the course instructor for further review.

Turnitin (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>).

Students are permitted to opt out of this tool if they wish. If you plan to opt out, please let me know as early as possible (ideally during the first week of class) so we can arrange an alternative method for reviewing your work with the same level of rigor. You will not be penalized for opting out, and any alternative process will be designed to respect your time and effort.

AI and Large Language Learning Models

Using programs like ChatGPT to write your paper for you is an academic offence. That being said, doing research, writing the assignment, and getting someone to help you with edits (a friend in the class or ChatGPT) is okay, as long as it's an edit, and they are not writing the paper for you.

AI may **only** be used for proofreading, feedback on your own writing, suggesting counterarguments, flagging unsupported claims, or reducing word count. It **cannot** write your paper, generate drafts or outlines, or create thesis ideas. You do not need to cite AI use for the permitted purposes.

AI tools can be useful for some things, but they should not take the place of your own thinking, learning, and responsibilities as a student. ChatGPT works as a probability-based system that generates answers by drawing on the most common patterns. AI generated papers tend to repeat poorly cited common information rather than making a true argument. Often, AI generated papers do not follow assignment instructions, and instead provide filler information that sounds good, but doesn't make sense. From a learning and ethical standpoint, it is always better to write your own work. To be fair to the other students in the class, all suspected cases of academic dishonesty will be investigated.

U of T's stance on using GenAI for marked assignments:

<https://www.academicintegrity.utoronto.ca/perils-and-pitfalls/using-chatgpt-or-other-ai-tool-on-a-marked-assessment/>

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

If you have accommodations, please use them, that's why they're there!

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.

Accommodation for Personal Reasons

There may be times when you are unable to complete course work on time due to non-medical reasons. 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.

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>). 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>) and the University of Toronto Website on Academic Integrity (<https://www.academicintegrity.utoronto.ca>).

Specific Medical Circumstances

If you become ill and it affects your ability to do your academic work, consult me right away. Normally, I will ask you for documentation in support of your specific medical circumstances. 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 you miss a test or quiz, you have one week from the date of the assessment to provide documentation to the instructor (medical or any of the others listed above).

Mental Health and Well-Being

Your mental health is important. Throughout university life, 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>

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.

Sharing Quercus 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 the instructor. These materials belong to 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.

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

This course, including your participation, will be recorded on audio and will be available to students in the course for viewing remotely and after each lecture. Course recordings 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. Do not download, copy, or share any lecture recordings without the explicit permission of the instructor. For questions about the recording and use of videos in which you appear, please contact your instructor.

The unauthorized use of any form of device to audiotape, photograph, video-record or otherwise reproduce lectures, course notes or teaching materials provided by instructors is covered by the Canadian Copyright Act and is prohibited. Students must obtain prior written consent to such recording. In the case of private use by students with disabilities, the instructor's consent must not be unreasonably withheld.

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 at [Guidance for Undergraduate Students in Psychology | Department of Psychology](#) 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.

Quercus Info

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. New information and resources will be posted regularly as we move through the term. To access the course website, go to the U of T Quercus log-in page at <https://q.utoronto.ca/>.

SPECIAL NOTE ABOUT GRADES POSTED ONLINE: 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.