PSY 455H1:
Psychological Research Now and Then

Class Time: Friday, 10am-1pm
Location: Room MP 118

INSTRUCTOR	EMAIL	OFFICE HOURS
Dr. Susanne Ferber (SSH 4053)	ferber@psych.utoronto.ca	Wednesdays, 2-3pm (SSH 4053)

TA	EMAIL	OFFICE HOURS (ALL IN SSH 4004)
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COURSE DESCRIPTION:

Psychology is the scientific study of the mind, brain, and behaviour. Its history is rich with famous and infamous experiments. Some of these studies have shaped the field for decades, both in terms of its theory and methods. In this course, I will be presenting classic studies from all subdisciplines of the field, combined with classic and contemporary theories, and together we will reflect on the origin, nature, and context of classic experiments, theories, and their current counterparts. Psychology research is frequently covered in the media, so providing students with the opportunity to engage deeply with landmark studies across all areas is critical for a well-rounded education in psychology. Importantly, you will conduct your own literature search to identify current studies on topics related to this course and will present your research in class. We will also work on your writing skills, so that you will leave this course equipped to be both critical consumers and producers of scientific research. This course will combine lectures with student presentations

For those of you who know me already, you will understand that my main goal for you is to learn! Learning comes in different shapes and forms and I will ask you at the beginning of the term to reflect upon your individual learning objectives for this course.

This course was designed as an in-person course. As you know, however, the public health situation may change during the semester and we will then have to react accordingly. This means the mode of delivery may change during the semester if the University closes for in-person teaching (or I get sick). In that case, we will continue over Zoom. Having said that, this is an in-person course and, as such, you are expected to attend class on campus. There is no hybrid option.

PREREQUISITES:

It is your responsibility to ensure that you have met all prerequisites listed in the Psychology section of the A&S Calendar for this course. If you lack any prerequisites you will be removed from the course. No waivers will be granted.

COURSE RESOURCES:

Course Quercus Site. The course Quercus site will be your one-stop resource for all course files, announcements, help, and assignment submissions. Lecture slides, if available, will be posted on Quercus prior to class. All of the course readings are available to you on Quercus as well. If you are unable to open a link or file, please let me know immediately, so I can provide you with the information you need.

Please stay up to date with information about the course through the "Announcements" section. You are solely responsible for staying on top of all course announcements. All your assignments will be posted and submitted through the "Assignments" section.

If you reply to a Quercus system notification you received through email, please do not include an attachment. Messages with attachments included in replies to system notification messages are not sent to the instructor.

Assigned readings. Course readings are peer-reviewed journal articles, newspaper articles, and websites (including links to videos). The selected journal articles may cover the original findings, replication attempts, and new evidence to provide a well-balanced foundation of knowledge for our class discussion. The additional readings will expose you to key theories and different perspectives.

Help with the Course. My goal for you is to learn a lot in this course. A lot. You can approach me in many ways but I will be most readily accessible during office hours (please come!), around class time, on Quercus, and by email. If you have extended questions (> 3 minutes e-mail reply), it's best to see me during office hours or request an appointment. I prefer you use the built-in communication tool on Quercus. If that's not possible, email me from your mail.utoronto.ca email account.

LEARNING OBJECTIVES:

By the end of the course, students should be able to:

- Understand key discoveries and theories within domains and their predictions.
- Understand how prominent experimental approaches have supported (or refuted) theories.
- Critically evaluate knowledge from published studies and theories within the field.
- Evaluate studies' validity and generalizability, including sample issues (e.g., WEIRD).
- Navigate information databases and other resources to find primary sources.
- Understand and evaluate the methodologies employed by the field.
- Describe how the data reported relate to the conclusions researchers made about the mind.
- Provide accurate written descriptions summarizing research findings in the field.
- Independently read, understand, and evaluate relevant literature.
- Present research findings to an informed audience.
- Practice generating new research ideas, including being able to articulate new ideas in the form of an alternative and null hypothesis, key variables to be measured/manipulated, and key features of the appropriate research design.
- Generate a written research proposal.
- Understand core principles of research ethics.

ASSESSMENT:

Your grade for this course will consist of three major components: **written assignments** (45%), **class participation** (mostly verbal, 10%), and **oral presentations** (45%) in class.

Written assignments (total up to 45%): Written assignments consists of reaction papers, self-evaluations, a draft proposal, and a research proposal. I consider the reaction papers (5%) and self-evaluations (10%) low stakes: if you complete them by the due date, you will be fine. This means that up to 15% of your total grade will derive from low stake assignments.

- Reaction papers: total of 5%
- Draft of paper (research proposal): 10%
- First student self-evaluation: 5%
- Final paper (research proposal): 20%
- Second student self-evaluation: 5%

As you can see, up to 45% of your total mark will come from different written assignments. Below, I will explain my expectations for these assignments. If you have any questions, please ask me in class, so all students can benefit from my clarifications. If your question is of a more personal nature, please come to my office hours or send me an email.

Reaction papers (5%): To foster thoughtful, exciting, and worthwhile discussion, students are asked to prepare five reaction papers to the readings. This assignment is designed to get you to think about the readings, while ensuring that everyone has something to contribute during class discussion. You will have some freedom in deciding how to complete this written assignment. You should spend some time introducing the main points of the readings, but most of the paper should do other things: e.g., connect these main points, critique a study or its findings (or the authors' interpretation of the findings), consider/discuss/develop new ideas, and include **two** questions you intend to ask in class (this part is mandatory).

Typically, there will be two or three papers to read for these reaction papers. Your **two** questions should refer to at least two of the papers. In other words, your **two** questions cannot both reference the same paper. The goal is to demonstrate that you truly engaged with the material. To this end, students are encouraged to bring in relevant material from other courses (not mandatory). A good way to start this assignment would be a very brief (two or three sentences) summary of each of the assigned papers and then highlighting similarities or differences and explain what you have learned from these papers (if anything).

Details for the reaction papers are as follows:

- **maximum 2 type-written pages** (including figures and tables),
- double-spaced, 2 cm margins,
- fonts should be set at 12-point,
- add a page with the sources you used (i.e., a bibliography); this page does not count towards the page limit of 2 pages,
- APA style,
- papers will be graded pass/fail (in other words, if you submit a reaction paper that includes **two** relevant questions by the due date/time, you will receive a passing grade for the paper; each passing grade equals 1%; if you don't meet any of the requirements listed above, you will receive 0%),

- papers are due **the day of class at 9 am**; please submit papers through Quercus; email me a pdf file if Quercus is not cooperating.

Draft of paper (research proposal, 10%): The culmination of this course is the creation of a novel research proposal relating to the material of the class. Good writing is good thinking, and a primary goal of this assignment is to help you hone your writing and critical thinking skills. The first step is to write a draft. Identify a topic related to this course and send me a note on Quercus stating your research topic, so that together we can decide whether it is appropriate. Your draft proposal must include a list of at least five (and no more than 10) references you intend to use. This will give me an opportunity to make suggestions regarding focus, potential sources, etc. Generally, you want to choose a topic that is appropriately narrow to address in an 8-10 page final paper (not including references). The draft proposal will first introduce the topic, then briefly review recent knowledge and advancements in the field, and then discuss open questions you identify. You need to include a specific hypothesis and research question.

Details for the draft of your research proposal are as follows:

- **maximum 6 type-written pages** (including figures and tables),
- double-spaced, 2 cm margins,
- fonts should be set at 12-point,
- add a page with the sources you used (i.e., a bibliography); this page does not count towards the page limit of 6 pages,
- follow APA style,
- the due date is **Friday, October 13th, 6 pm**; please submit papers through Quercus.

Final paper (research proposal, 20%): We will provide comments and suggestions on your draft and there is a chance that you will be expected to make substantive changes beyond copyediting. These changes may include, but are not limited to, reworking entire sections, including new sources, providing more details regarding the proposed methods, etc. We will consider your final paper not only as a standalone paper but also with respect to how it demonstrates improvement upon the earlier draft. In this final paper, you are proposing an experiment to study an open question based on your reading of the literature. This means your paper must include the following sections: Title, Abstract, Introduction, Methods, Predicted Results, Discussion. I will post a rubric on Quercus which will provide more information regarding my expectations for this assignment.

Details for the final proposal are as follows:

- **maximum 10 type-written pages** (including figures and tables),
- double-spaced, 2 cm margins,
- fonts should be set at 12-point,
- add a title page and a page with your abstract; these pages do not count towards the page limit of 10 pages,
- add a page with the sources you used (i.e., a bibliography); this page does not count towards the page limit of 10 pages,
- follow APA style,
- the due date is **Friday, December 1st, 6 pm**; please submit papers through.

Student self-evaluations (10%): The goal of the self-evaluation assignments is to help you to be a realistic judge of your own expectations and performance, so that you can improve your work. I believe that we cannot be experts in evaluating others' work without refining our own skills of self-monitoring and reflection. I expect that can you identify your own individual areas of strengths and weaknesses to guide future study, reflect on your preparation time and study strategies, and characterize recurring patterns that could be addressed. There will be two steps:

a) First student self-evaluation (5%): Chances are that you are already implicitly or informally evaluating your own work and possibly giving yourself feedback. By intentionally including a self-evaluation assignment into the syllabus, I hope to encourage and empower you to assess yourself more effectively. For the first student self-evaluation, I expect you to not only reflect on the end product or outcome of your learning (e.g., the specific knowledge you will have gained, the final paper, etc.) but also on the process of learning (e.g., your approach, strategy, strengths, areas for improvement, etc). Your first self-evaluation should include the following sections:

   a. Goal setting: Define what success in this course means to you. How will you achieve it?
   b. Areas of strengths: Describe how your current strengths will help you to contribute to this course.
   c. Areas for improvement: Describe a possible challenge for you in this course and how you plan to address it.
   d. Experience: Describe why you enjoyed some courses more than others and what that could mean for this course.
   e. Track your progress: Describe your learning strategy as you move forward in this course and how you will keep track of your progress.

b) Second student self-evaluation (5%): The overall goal here is the same as before: be a realistic judge of your own expectations. Your second self-evaluation should include the following sections:

   a. Goal setting: Describe whether or not your definition of success in this course has changed and if so how.
   b. Strengths and weaknesses: Describe how your perception of your strengths and weaknesses has changed.
   c. Insight: Describe an "aha" moment related to the course; reflect on how your understanding of a concept has developed or changed; explain an idiosyncratic example or heuristic you used to understand something; describe connections you made to other classes or experiences.
   d. Reflect on progress: Describe how your initial learning strategy worked out for you.
   e. Feedback: Describe which assignment, task, or class contributed the most to furthering your understanding or interest in the topic.

Details for the student self-evaluation are as follows:

- **maximum 2 type-written pages**,
- double-spaced, 2 cm margins,
- fonts should be set at 12-point,
- due date for the first self-evaluation: **Friday, September 29th, 10 am**; please submit this assignment through Quercus,

- due date for the second self-evaluation: **Friday, November 24th, 10 am**; please submit this assignment through Quercus,

- each self-evaluation will be worth up to 5% of your total grade; each self-evaluation includes five components (listed above under a-e), each worth up to 1%.

Class participation (10%):
Students are expected to participate in all class activities. This course will be structured, as much as possible, to foster high level, intellectual, respectful dialogue among the students to expand your knowledge on advancement in the field and to hone your critical thinking skills. The topics discussed throughout the course are complex, leaving plenty of space to discuss and debate. Strong preparation and participation will enable us to have high-level, thought-provoking discussion.

Thorough reading enables thoughtful discussion. It is important to engage with the material during class discussions, since your active participation in these discussions will contribute to your final grade. Discussions rely on an informed and interested audience. Although it is easier to passively listen to each class, one of the goals of this course is for students to develop their critical thinking skills and ability to debate issues arising from scientific research. If you feel that regularly contributing to class discussions is difficult for you, you should raise this issue with me as soon as possible. In such cases, we might be able to work out a way for you to participate thoughtfully through other means. Having said that, in-person attendance is mandatory. This is not a hybrid course. There will be no online option.

Generally speaking, effective class preparation and participation could include:

- Asking insightful or clarifying questions.
- Connecting the reading to other readings we have done in the course or readings you have done on your own, drawing parallels and/or contrasts among findings.
- Actively listening to fellow classmates and responding to their ideas.
- Offering thoughtful critiques of the research methodology and providing suggestions for how it might be improved.
- Always be respectful and encouraging.

Oral presentations (total up to 45%):
You will be responsible for giving two different presentations. Effective presentation skills are essential to communicate your ideas in a meaningful and convincing manner. Speaking with confidence and relaying information clearly and concisely is a trainable skill. Accordingly, we will practice it in this course.

Breaking news presentation (20%): Find a popular news article from the last 5 years (published between 2018 and 2023) that reports the results of a psychology study. Choose a published article from a reputable news source (e.g., CBC, The Star, The New York Times, etc.), a blog entry will not qualify. The APA keeps a running record of some published articles at https://www.apa.org/news/psycport if you need inspiration. Read the news article to make sure it includes sufficient information for you to create a coherent summary. Next, find the original psychology study this news article is referring to and ensure it is from a reputable, peer-reviewed journal. Read the study. Now you are ready to prepare your presentation. Your task is to summarize the news article (key points, purpose, message) and contrast it with the actual study. Examine (compare and contrast) whether or not the report in the news article accurately reflects the original study, the conclusions, and the consensus in the field. You will also share your thoughts on the meaning and importance of the findings, including the strengths and weaknesses

of the study design. Lastly, include a brief reflection on how the field of psychology was depicted in the news article and a statement on whether or not the news article, in your opinion, was helpful to the field. You will be assessed on your ability to clearly and succinctly present the news article, the main objectives of the actual study and the major results, the thoroughness of your evaluation and comparison of the news article and the original study, and the justification of your arguments. Your presentation can be no longer than **15 minutes**. You will also be in charge of a brief class discussion about the topic and paper, and you will be assessed on your ability to lead the discussion. You are welcome to include other original sources in your presentation. You can pre-record your presentation and show your recording in class, if you feel that your circumstances will not allow for a "live" presentation. You are still expected to lead the class discussion after your presentation. It is actually not as scary at it may sound. I will always be available to guide you through the process.

Importantly, you cannot choose the same news article and/or original research study as someone who has presented earlier in this course. In other words, the earlier you present, the better your chances of finding a novel article/study. Lastly, any original sources included in this syllabus cannot be used as the main original source for your presentation.

Research proposal presentation (25%): As you know, you will be writing a research proposal as the final assignment of this course. This presentation gives you an opportunity to present your proposal to the class and receive feedback. You need to introduce the topic, explain how it is relevant, what the current state of knowledge is, and what the open question is. Include a specific hypothesis. Describe your Methods, predicted Results, and include a brief Discussion explaining how your specific methods and/or results will move the field forward. Importantly, you cannot choose the same research questions as someone who has presented earlier in this course. In other words, the earlier you present, the better your chances of presenting a novel idea. The rubric will provide more details regarding my expectations for this presentation. Your presentation can be no longer than **20 minutes**. You will also be in charge of class discussion and you will be assessed on your ability to lead the discussion.

Course Schedule

Dates and Activities	Deadlines
Unit 1, Sept. 08 – Welcome and Introduction; Ethics in Science **Read**: Syllabus	
Unit 2, Sept. 15 – A Brief History of the Replication Crisis; Primer on Presentation Skills **Read:** #1, 2	reaction paper
Unit 3, Sept. 22 – A Brief History of Diversity in Psychology; Primer on Writing Skills **Read:** #3, 4	reaction paper
Unit 4, Sept. 29 – A Brief History of Mind Reading **Read:** #5, 6	reaction paper; self-evaluation
Unit 5, Oct. 06 – A Brief History of Delay of Gratification **Read:** #7, 8, 9	reaction paper
Unit 6, Oct. 13 – Breaking News Student Presentations	draft of research proposal
Unit 7, Oct. 20 – Breaking News Student Presentations	
Unit 8, Oct. 27 – A Brief History of Social Priming **Read:** #10, 11, 12	reaction paper

Unit 9, Nov. 03 – Research Proposal Presentations	
READING WEEK – Nov. 10	
Unit 10, Nov. 17 – Research Proposal Presentations	
Unit 11, Nov. 24 – Research Proposal Presentations	self-evaluation
Unit 12, Dec. 01 – Make-up date and synopsis	research proposal
THIS SCHEDULE MAY CHANGE AS WE GO ALONG.	

TOPICS AND READINGS:
Unit 1: Welcome and Introduction
Read: Please read this syllabus. It is riveting!

Unit 2: A Brief History of the Replication Crisis
#1 Open Science Collaboration, Science 349, aac4716 (2015). DOI: 10.1126/science.aac4716.
#2 Rajtmajer et al. (2022) How Failure to Falsify in High-Volume Science contributes to the replication crisis. eLife, 11:e78830. DOI: https://doi.org/10.7554/eLife.78830.

Unit 3: A Brief History of Diversity in Psychology
#3 Roberts S.O. et al. (2020) Racial Inequality in Psychological Research: Trends of the Past and Recommendations for the Future. Perspectives on Psychological Science, 15:1295-1309. DOI: 10.11771745691620927709
#4 Hommel B. (2022) Dealing with Diversity in Psychology: Science or Ideology? Preprint DOI: 10.31234/osf.io/hvgrm

Unit 4: A Brief History of Mind Reading
#5: Lorusso et al. (2022) Jose Delgado: A controversial trailblazer in neuromodulation. Artificial Organs, 46: 531-540.
#6: Taschereau-Dumouchel V., Roy M. (2020) Could Brain Decoding Machines Change our Minds? Trends in Cognitive Sciences, 24, 856-858.

Unit 5: A Brief History of Delay of Gratification
#7 Mischel W. et al, 1972, Cognitive and Attentional Mechanisms in Delay of Gratification. J Pers Soc Psychol, 21:204-18. doi: 10.1037/h0032198.
#8 Mischel W. et al, 1989, Delay of Gratification in Children. Science, 244:4907.
#9 Benjamin D.J. et al. (2020) Predicting mid-life capital formation with pre-school delay of gratification and life-course measures of self-regulation. Journal of Economic Behavior & Organization, 179:743-756.

Unit 8: A Brief History of Social Priming
#10 Bargh, J. (2006) What have we been priming all these years? On the development, mechanisms, and ecology of nonconscious social behavior. Eur J Soc Psychol. 2006; 36: 147–168. doi:10.1002/ejsp.336.
#11 Pashler H, Coburn N, Harris CR (2012) Priming of Social Distance? Failure to Replicate Effects on Social and Food Judgments. PLoS ONE 7: e42510. doi:10.1371/journal.pone.0042510.
#12 Jeffrey W. Sherman & Andrew M. Rivers (2021) There's Nothing Social about Social Priming: Derailing the "Train Wreck," Psychological Inquiry, 32:1-11, DOI: 10.1080/1047840X.2021.1889312.

DIVERSITY STATEMENT

I view the diversity that students bring to this class as a resource, strength, and benefit. I will present materials and activities that are respectful of diversity, including, but not limited to, diversity related to culture, race, ethnicity, country of origin, gender, sexuality, dis/ability, age, religion, and socioeconomic status. Your contributions to the course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. Importantly, if you anticipate needing accommodations in this course for any reason (including, but not limited to, disability/health considerations, religious/cultural accommodation, and/or economic, work, or family realities), please contact me as soon as possible, so that we can work together to determine the best course of action.

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.

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 http://www.studentlife.utoronto.ca/as/new-registration. 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.

COURSE COMMUNICATION

I will be offering office hours and I highly recommend you drop by! Outside of office hours, the best way to reach me is through Quercus. If you send me an email, please do so from your mail.utoronto.ca account and include the course number in your subject line. I will hold my office hours in-person in my office on the 4th floor of Sidney Smith Hall. I will keep my door open to allow for more air flow and will wear a mask. I ask that you do the same. If your circumstances will not allow for you to attend office hours in person, send me a note on Quercus, and we will schedule a Zoom meeting.

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 this course. You may need to scroll through other cards to find this. Click on the course 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.

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.

RELIGIOUS ACCOMMODATION

At the University of Toronto, we are part of a diverse community that welcomes and includes students and faculty from a wide range of backgrounds, cultural traditions, and spiritual beliefs. 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. Assignments cannot be made up if prior notification is not made.

LATE WORK

As a general rule, late assignments will not be accepted. Late assignments will only be accepted in the case of registered accommodations with appropriate documentation. In case of some extraordinary circumstances, please alert me through Quercus as early as possible and no later than 12 hours past the missed deadline, and we will set up a time to discuss these on a case-by-case basis.

You have one "I can't believe this happened" ticket to be used for any written assignment. Use it wisely. What is it? Good question. Sometimes, weird and unexpected things happen. Sometimes those things are good, or terrible, or neutral but time consuming. You may have a bad day, your computer did actually die before you could save your assignment, or a Ninja did steal your homework. You will have **ONE** late ticket, good for one 48-hr grace period for any written assignment during the term, no questions asked, no documentation required. Once it is gone, it is gone! To use this late ticket, simply email me **before** the original deadline to let me know of your intent, and then submit the assignment in the usual way no later than 48hours later.

For anything outside of this policy, a late penalty of 10% per day will apply.

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. 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. 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.

GRADE DISPUTE POLICY

You must wait for at least 24 hours following the return of an assignment/assessment before bringing a grade concern to me or your TA; use this time to reflect upon your performance and grade. If the assignment was marked by your TA, you need to discuss your concerns with them first! In other words, I will not engage in a discussion about your graded assignment with you unless you have met with your TA. Additionally, grade concerns must be brought to my attention within 14 days of the return of the assignment/assessment. Please write a short paragraph detailing your grade concern, including details about the part of the assessment you are concerned about, and email it to me. Only reasonable and well-justified concerns will be considered; grades may go up, down, or stay the same, and all decisions are final.

TECHNOLOGY POLICIES

Cell-phone policy. Out of respect for me and your classmates, your phones should be off (or on silent) and put away at all times. In particular, please refrain from texting during class – the view from the front of the room is excellent, and no matter how sneaky you think you are being, I assure you, you are not. That being said: You are adults and know your priorities better than I possibly could. As such, if you have a call or text that is *important enough to miss class for*, by all means, please step outside to take care of it. HOWEVER – if the call or text is *not* important enough to miss class for, then please be respectful and save it for after class. Otherwise, I may answer your phone.

Laptop policy. Research indicates that taking notes by hand results in significantly better retention of conceptual information than taking notes on a laptop (see Mueller & Oppenheimer, 2014), even when students are engaged in the material (i.e., are not also checking their email or Instagram or whatever you youngens do these days). Further, laptop use can be distracting in various ways to the entire class. Finally, it is not just learning that is affected by the presence of technological devices; just having a phone *visible* is associated with less closeness and satisfaction with a social interaction (Przybylski & Weinstein, 2012). You can interpret this information as you see fit but my recommendation is that if you use a laptop, please use it only for legitimate classroom purposes. Please note that checking social media, email, texting, games, and surfing the Web are not considered legitimate classroom purposes.

AUDIO RECORDING & USE OF COURSE MATERIALS POLICIES

Students may create audio-recordings of the lectures for their personal use. Recordings are intended to permit lecture content review so as to enhance understanding of the topics presented. Audio-recordings are not substitutes for attending class.

Students should note that since audio recordings are to be permitted, their voice may be recorded by others during the class. Please speak to me if this is a concern for you. In accordance with the Accessibility for Ontarians with Disabilities Act, 2005, persons who have special needs will be accommodated.

Students agree to the following terms when creating audio recordings of lectures:

- Recordings are not to be distributed without the permission of the instructor via the Internet, using social media such as Facebook, peer-to-peer file sharing such as One Drive or Dropbox, or other distribution channels.
- Recordings are not to be shared with other classmates without the express permission of the instructor.

Materials provided to you by your instructor (including the syllabus, ppt files, slides, rubrics, writing tips, etc.) are for the use of you and your classmates only. **They are not to be posted in any public access forum or otherwise distributed without explicit permission from your instructor.** Non-compliance with these terms violates 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. Do not share any provided course materials with others. I do not want to discover that a student has put any of my materials in the public domain, has sold my materials, or has given my materials to a person or company that is using them to earn money. The University will support me in asserting and pursuing my rights, and my copyrights, in such matters.

Some classes, including your participation, may be recorded on video and will then be made available

to students in the course for viewing remotely and after each session. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. For questions about the recording and use of videos in which you appear, please contact me.

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.

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.

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 College Registrar 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 staff will look at the whole picture and take an individualized approach to supporting you. They know there is no one '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 https://advice.writing.utoronto.ca. Your registrar will also be able to direct you to other resources.

ACADEMIC INTEGRITY

Academic Integrity is at the heart of the mission and values of University of Toronto and is an expectation of all students, faculty, and staff. 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. For students, this means following the standards of academic honesty when writing assignments, collaborating with fellow students, and writing tests and exams. Ensure that the work you submit for grading represents your own honest efforts. Your performance in a future course may depend heavily on your ability to truly learn this material and apply it in future contexts. I strongly recommend you familiarize yourself with the *Code of Behaviour on Academic Matters,* posted and explained at:
https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity

Ignorance of the policy is not a defense for violating it. Plagiarism and cheating are serious offences that can result in sanctions. If you are at all uncertain about what constitutes academic dishonesty, please ask me – do not risk your grade or integrity! The University treats cases of cheating and plagiarism very seriously. Potential offences include, but are not limited to:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor in all relevant courses.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the *Code of Behaviour on Academic Matters.* 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, the University of Toronto website on Academic Integrity).

The University's plagiarism detection tool is a tool that will assist in detecting textual similarities between compared works. University's plagiarism detection tool is an efficient way to identify common writing issues and deter plagiarism in course assignments. Note that the tool does not identify plagiarism; it is up to the individual instructor to determine if passages highlighted by the tool represent plagiarism. 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).

Representing as one's own an idea, or expression of an idea, that was Artificial Intelligence-generated may be considered an academic offense in this course. I understand that generative Artificial Intelligence (AI), and specifically foundational models that can create writing, computer code, and /or images using minimal human prompting, are proliferating and becoming ubiquitous. This includes not only GPT-4 (and its siblings ChatGPT and Bing), but many writing assistants that are built on this or similar AI technologies. Students may not copy or paraphrase from any generative artificial intelligence applications, including ChatGPT and other AI writing and coding assistants, for the purpose of completing assignments in this course. The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of assignments or any other form of academic assessment, may be considered an academic offense in this course. This course policy is designed to promote your learning and intellectual development and to help you reach course learning outcomes. Given that generative AI systems are trained on materials that are available online, it is possible that they will repeat biases present online.

ADVICE FOR COURSE SUCCESS

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

- Attend every class, and take good notes. While attendance will not be graded per se, the ability to truly learn and use the material in this class is strongly related to attendance. Class participation will be graded and it will be challenging to participate in class when you are not in attendance.
- Review lecture notes on the day of the lecture (before you go to bed). If you need clarification on anything, ask in the next class or come to office hours.
- Manage your time wisely. Familiarize yourself with the syllabus, put important dates in your calendars now, and space out your work – there is just too much going on to do it at the last minute. Remember there is no penalty for submitting work early.
- Use the resources available to you – that includes your course materials (especially this syllabus), me, your TA, and the many amazing services offered on campus.
- Discuss the material with another student. Form a study group. Go to office hours. Ask questions in class. Ask me questions. Ask your TA. Ask anyone questions. ASK QUESTIONS.
- Talk to me. Talk to your TA. I want you to do well in this course and enjoy the process. Tell me how I can help you or just let me know that you need some help.

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