

PSY 471H1: Seminar in Cognition – The Visual Brain: Attention, Working Memory, and Awareness

Class Time: Mondays, 4-6pm
Location: Room UC 65

INSTRUCTOR	EMAIL	OFFICE HOURS
Dr. Susanne Ferber (SSH 4053)	ferber@psych.utoronto.ca	Mondays, 3-4pm

COURSE DESCRIPTION:

Visual processing is a fundamental function of the human brain, relying on a cascade of neural processes to transform low level inputs into semantic content. Despite significant advances in characterizing the locus and function of key visual cortical regions and a better understanding of the temporal and spatial dynamics of this processing stream, we still lack a comprehensive framework of how the brain creates our vivid awareness of coherent objects and scenes from simple photons of lights impinging on our retinae. This course delves into some of the most influential studies and theories across psychology subfields to gain insights into how the brain subserves visual attention, working memory, and awareness. Students will gain a firm understanding of the key debates in the field and will leave this course equipped to be both critical consumers and producers of scientific research. This course will combine lectures with student presentations.

This course was designed as an in-person course. As you know, we will start the semester online and will then switch to in-person delivery as soon as the University will approve in-person learning. Currently, the anticipated date to return to in-person learning is January 31, 2022.

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 will be posted on Quercus prior to class under the “Files” section. 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.

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.

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, and by email. If you have extended questions (> 5 min e-mail reply), it's best to see me during office hours or request an appointment.

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 relates to the conclusions researchers made about the mind and visual brain.
- 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 (60%), class participation (verbal, 10%), and oral presentations (30%) in class.

Written assignments (60%): Written assignments consists of weekly reaction papers, self-evaluations, and a research proposal. I consider the reaction papers (10%) and self-evaluations (10%) low stakes: you complete them by the due date, you will be fine. This means that 20% of your total grade will derive from low stake assignments.

- Reaction papers: total of 10%
- Draft of paper (research proposal): 10%
- First student self-evaluation: 5%
- Final paper (research proposal): 30%
- Second self-evaluation: 5%

As you can see, 60% 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 clarification. If your question is of a more personal nature, please come to my office hours or send me an email.

Reaction papers (10%): To foster thoughtful, exciting, and worthwhile discussion, students are asked to prepare reaction papers to the weekly readings. This request 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. Spend some time highlighting 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). The goal should be to demonstrate that you truly understand the material. To this end, students are encouraged to bring in relevant material from other courses (not mandatory). A good way to start would be a very brief (two sentences) summary of each of the assigned papers for the week and then highlighting similarities or differences.

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%),
- papers are due **the day of class at 1pm**; you can submit papers through Quercus or email me a pdf file.

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 write a first draft. As soon as you identify your topic, you can email me stating your research topic, so that together we can decide whether it is appropriate. Your draft proposals 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 pages final paper (not including references). The draft paper will first introduce the topic, then briefly review recent knowledge and advancements in the field, and then discuss future directions/breakthroughs/open questions you identify.

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,
- APA style,
- the due date is **Tuesday, February 15th, 4pm**; you can submit papers through Quercus or email me a pdf file.

Final paper (research proposal, 30%): I 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. I 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.

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 page with the sources you used (i.e., a bibliography); this page does not count towards the page limit of 10 pages,
- APA style,
- the due date is **Tuesday, April 05th, 4pm**; you can submit papers through Quercus or email me a pdf file.

Student self-evaluations (10%): The goals of the self-evaluation assignment are to help you to be a realistic judge of your own expectations and performance and to 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 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 will 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 how you prepare for class and reflect on why you enjoyed some classes more than others.
 - e. Track your progress: Describe your learning strategy as you move forward in this course.
- b) Second student self-evaluation (5%): The overall goal here is the as same 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: **Tuesday, March 1st, 4pm;** you can submit this assignment through Quercus or email me a pdf file,
- due date for the second self-evaluation: **Tuesday, March 29th, 4pm;** you can submit this assignment through Quercus or email me a pdf file,

- each self-evaluation will be worth up to 5% of your total grade; each self-evaluation includes five components (listed above), each worth 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 on the foundational issues that come up in the readings and presentations. The assigned readings are designed to expand your knowledge on the latest advancement in the field and to hone your critical thinking skills. The topics discussed during the seminars 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

presentation, one of the goals of the class 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. Regardless, attendance is mandatory.

Generally speaking, effective class preparation and participation could include:

- Asking insightful or clarifying questions.
- Connecting the reading to other reading we have done in the course or reading 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 (30%):

You will be responsible for presenting one or two articles and leading the class discussion for that topic. You will walk us through your assigned article, describing the methods and results, highlighting any strengths or weaknesses of the study design, and giving your thoughts on the meaning and importance of the findings. You will be assessed on your ability to clearly and succinctly present the main objectives of the study and the major results, the thoroughness of your evaluation of the paper including how (or if) the findings extend previous work. Your presentation can be no longer than 15 minutes. You will also be in charge of class discussion about the paper and you will be assessed on your ability to lead the discussion. You are welcome to include other original sources in your presentation. If you feel that the assigned paper does not speak to you at all, please send me an alternate paper addressing a similar question at least one week before your scheduled presentation. While we are still online, if you feel that your circumstances will not allow for a “live” presentation, you can pre-record your presentation and show your recording. You are still expected to lead the class discussion after your presentation. It is actually not as scary as it may sound. I will always be available to guide you through the process.

Course Schedule

Dates and Activities	Deadlines
Unit 1, Jan. 10 – Welcome and Introduction Read: Syllabus	
Unit 2, Jan. 17 – Foundational Issues and Topics Read: #1-3	reaction paper
Unit 3, Jan. 24 – Attention: Basics Read: #4-6 Student Presenter: paper #5 Student Presenter: paper #6	reaction paper
Unit 4, Jan. 31 – Attention: Objects Read: #7-9 Student Presenter: paper #8 Student Presenter: paper #9	reaction paper
Unit 5, Feb. 07 – Emotion and Attention	reaction paper

Read: #10-12 Student Presenter: paper #11 Student Presenter: paper #12	
Unit 6, Feb. 14 – Working Memory and Attention Read: #13-15 Student Presenter: paper #14 Student Presenter: paper #15	reaction paper Feb. 15: draft of research proposal
READING WEEK	
Unit 7, Feb. 28 – Working Memory Read: #16-18 Student Presenter: paper #17 Student Presenter: paper #18	reaction paper March 1: self-evaluation
Unit 8, March 07 – Plasticity and Training Read: #19-21 Student Presenter: paper #20 Student Presenter: paper #21	reaction paper
Unit 9, March 14 – Visual Awareness Read: #22-24 Student Presenter: paper #23 Student Presenter: paper #24	reaction paper
Unit 10, March 21 – Visual Awareness Read: #25-27 Student Presenter: paper #26 Student Presenter: paper #27	reaction paper
Unit 11, March 28 – You choose Read: Student Presenter Student Presenter	reaction paper March 29: self-evaluation
Unit 12, April 04 – Make-up date and synopsis Read: no required reading	April 05th: research proposal
THIS SCHEDULE MAY CHANGE AS WE GO ALONG.	
PLEASE FILL OUT THE COURSE EVALUATION.	

TOPICS AND READINGS:

Unit 1: Welcome and Introduction

Read:

Please read this syllabus.

Unit 2: Foundational Issues and Topics

Read:

#1 Cavanagh, P. (2011) Visual cognition. *Vision Research* 51:1538-1551.

#2 Poldrack, R.A. (2008) The role of fMRI in Cognitive Neuroscience: where do we stand? *Current opinion in Neurobiology*, 18:223-227.

#3 Rowekamp, R.J., Sharpee, T.O. (2017) Cross-orientation suppression in visual area V2. *Nature communications*, 8:15739.

Unit 3: Attention: Basics

Read:

#4 Fiebelkorn, I.C., Kastner, S. (2020) Functional Specialization in the Attention Network. *Annual Reviews of Psychology*, 71:221-249.

#5 Poltoratski, S., et al. (2017) Characterizing the effects of feature salience and top-down attention in the early visual system. *Journal of Neurophysiology*, 118:564-573.

#6 Carter, A.R., et al. (2017) Differential White Matter Involvement Associated with Distinct Visuospatial Deficits after Right Hemisphere Stroke. *Cortex*, 88:81-97.

Unit 4: Attention: Objects

#7 O'Craven, K.M., Downing, P.E., Kanwisher, N. (1999) fMRI evidence for objects as the units of attentional selection. *Nature*, 401:584-587.

#8 Lengyel, G., Nagy, M., Fiser, J. (2021) Statistically defined visual chunks engage object-based attention. *Nature communications*, 12:272.

#9 Zhang, X., Mlynaryk, N., Japee S., Ungerleider, L.G., (2017) Attentional selection of multiple objects in the human visual system. *Neuroimage*, 163:231-243.

Unit 5: Emotion and Attention

#10 Vuilleumier, P. (2005) How brains beware: neural mechanisms of emotional attention. *Trends in Cognitive Sciences*, 9:585-594.

#11 Vetter, P. et al. (2019) Emotional faces guide the eyes in the absence of awareness. *eLife*, 8:e43467.

#12 Anderson, N.E., et al. (2018) Psychopathic traits associated with abnormal hemodynamic activity in salience and default mode networks during auditory oddball task. *Cognitive, Affective, and Behavioral Neuroscience*, 18:564-580.

Unit 6: Working Memory and Attention

#13 Awh, E., Jonides, J. (2001) Overlapping mechanisms of attention and spatial working memory. *Trends in Cognitive Sciences*, 5:119-126.

#14 Fang, M.W.H., et al. (2019) Attention induces surround suppression in visual working memory. *Psychonomic Bulletin and Review*, 26:1925-1932.

#15 Thigpen, N., et al. (2019) Selection of Visual Objects in Perception and Working Memory One at a Time. *Psychological Science*, 30:1259-1272.

Unit 7: Working Memory

#16 Lorenc, E.S. et al. (2021) Distraction in Visual Working Memory: Resistance is Not Futile. *Trends in Cognitive Sciences*, 25:228-239.

#17 Hallenbeck, G.E., et al. (2021) Working memory representations in visual cortex mediate distraction effects. *Nature communications*, 12:4714.

#18 Lorenc, E.S., et al. (2020) Dissociable neural mechanisms underlie currently-relevant, future-relevant, and discarded working memory representations. *Scientific Reports*, 10:11195.

Unit 8: Plasticity and Training

#19 Von Bastian, C.C., Oberauer, K. (2014) Effects and mechanisms of working memory training: a review. *Psychological Research*, 78:803-820.

#20 Jones, K.T., Johnson, E.L., Berryhill, M.E. (2020) Frontoparietal theta-gamma interactions track working memory enhancement with training and tDCS. *Neuroimage*, 211:116615.

#21 Kowalczyk, N., et al. (2018) Real-time strategy video game experience and structural connectivity – A diffusion tensor imaging study. *Human Brain Mapping*, 39:3742-3758.

Unit 9: Visual Awareness

#22 Koch, C., et al. (2016) Neural correlates of consciousness: progress and problems. *Nature reviews neuroscience*, 17:307-322.

#23 Herman, W.X., et al. (2019) A Switch and Wave of Neuronal Activity in the Cerebral Cortex During the First Second of Conscious Perception. *Cerebral Cortex*, 29:461-474.

#24 Levinson, M., et al. (2021) Cortical and subcortical signatures of conscious object recognition. *Nature communications*, 12:2930.

Unit 10: Visual Awareness

#25 Baars, B.J., et al. (2013) Global workspace dynamics: cortical “binding and propagation” enables conscious contents. *Frontiers in Psychology*, 4:200.

#26 Raccach, O., et al. (2021) Does the Prefrontal Cortex Play an Essential Role in Consciousness? Insights from Intracranial Electrical Stimulation of the Human Brain. *The Journal of Neuroscience*, 41:2076-2087.

#27 Haugg, A., et al. (2018) Do Patients Thought to Lack Consciousness Retain the Capacity for Internal as Well as External Awareness? *Frontiers in Neurology*, 9:492.

Unit 11: Topic(s) of your choice

#28 TDB

#29 TDB

DIVERSITY STATEMENT

I will 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 by email. When you send me an email, please do so from your mail.utoronto.ca account and include the course number in your subject line. For the time being, I will hold my office hours online. As soon as the University approves in-person learning on campus, I will return to my office on the 4th floor of Sidney Smith Hall and will hold office hours in person. I will keep my door open to allow for more air flow and will wear a mask. I ask that you do the same.

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 rule, late assignments will not be accepted. Late assignments will only be accepted in the case of registered accommodations or extraordinary circumstances and appropriate documentation. 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.

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 eat your homework. You will have **ONE** late ticket, good for one 24-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 24 hours later.

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; 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. 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 Facebook feed or whatever you youngsters 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. Having said that, all of the above needs to be taken with a grain of salt in the context of a global pandemic and online course delivery.

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, 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.

For as long as we will be meeting online (and possibly thereafter), this course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. 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 [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>
<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. 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 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. 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. 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>).

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.
- 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.
- Use the resources available to you – that includes your course materials (especially this syllabus), me, 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 anyone questions. ASK QUESTIONS.

“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.”