



FOR APPROVAL

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

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DATE: May 23, 2018 for May 30, 2018

AGENDA ITEM: 2

ITEM IDENTIFICATION:

Undergraduate Out-of-cycle Minor Curricular Modifications

JURISDICTIONAL INFORMATION:

Under section 5.6 of its terms of reference, the Committee is responsible for approval of “Major and minor modifications to existing degree programs.” The AAC has responsibility for the approval of Major and Minor modifications to existing programs as defined by the University of Toronto Quality Assurance Process (*UTQAP, Section 3.1*).

GOVERNANCE PATH:

1. **UTSC Academic Affairs Committee [For Approval] (May 30, 2018)**

PREVIOUS ACTION TAKEN:

No previous action in governance has been taken on this item.

HIGHLIGHTS:

This package includes minor modifications to undergraduate curriculum, submitted by the UTSC academic units identified below, which require governance approval. Minor modifications to curriculum are understood as those that do not have a significant impact on program or course learning outcomes. They require governance approval when they modestly change the nature of a program or course.

*UTSC Academic Affairs Committee- Undergraduate Out-of-cycle Minor Curricular
Modifications*

- The Centre for French and Linguistics (Report: Out of Cycle French & Linguistics)
 - 1 new course
 - FREC03H3
- The Department of Philosophy (Report: Out of Cycle Philosophy)
 - 2 new courses
 - PHLC14H3
 - PHLD88Y3
- The Department of Psychology (Report: Out of Cycle Psychology)
 - 3 new courses
 - PSYD23H3
 - PSYD55H3
 - PSYD59H3

FINANCIAL IMPLICATIONS:

There are no net financial implications to the campus operating budget.

RECOMMENDATION:

Be It Resolved,

THAT the minor modifications to undergraduate programs, submitted by UTSC undergraduate academic units, described in Undergraduate Minor Curriculum Modifications for Approval, Report: Out of Cycle French & Linguistics, dated May 9, 2018; Undergraduate Minor Curriculum Modifications for Approval, Report: Out of Cycle Philosophy, dated May 9, 2018; and Undergraduate Minor Curriculum Modifications for Approval, Report: Out of Cycle Psychology, dated May 9, 2018, recommended by the Vice-Principal, Academic and Dean, William Gough, be approved effective for the 2018-19 academic year.

DOCUMENTATION PROVIDED:

1. 2018-19 Curriculum Cycle: Undergraduate Minor Curriculum Modifications for Approval Report: Out of Cycle French & Linguistics, dated May 9, 2018.
2. 2018-19 Curriculum Cycle: Undergraduate Minor Curriculum Modifications for Approval Report: Out of Cycle Philosophy, dated May 9, 2018.
3. 2018-19 Curriculum Cycle: Undergraduate Minor Curriculum Modifications for Approval Report: Out of Cycle Psychology, dated May 9, 2018.



2018-19 Curriculum Cycle
Undergraduate Minor Curriculum Modifications for Approval
Report: Out of Cycle French & Linguistics
May 9, 2018

French and Linguistics (UTSC), Centre for

1 New Course:

FREC03H3: French in Action I: Practical Workshop in Theatre

Contact Hours:

Description:

This is a practical application of French in which students engage in writing and performing their own short play. Students will study French and Québécois plays, participate in acting and improvisation workshops, engage in a collaborative writing assignment, rehearse and produce their play and create a promotional poster. The final project for the course is a performance of the play.

Prerequisites: FREB02H3 and FREB50H3

Corequisites:

Exclusions:

Recommended Preparation:

Enrolment Limits: 15

Note:
Students will meet the professors during the first week of class to have their French oral proficiency assessed. Students who are not at the appropriate level may be removed from the course.

Learning Outcomes:

- Upon completion of the course, students will:
- have improved their ability to communicate in French in a non-academic setting;
 - have honed their oral and written French expression;
 - have learned to write in French in a creative way;
 - have gained a better understanding of Francophone theatre, and of theatre as an art and cultural practice;
 - have learned the rudiments of performance (reading theatre out loud, blocking and body position on stage, improvisation, interacting in front of and/or with an audience); and
 - be able to give and receive critical feedback in workshop situations.

Topics Covered:

- literary analysis of French and Québécois plays
- theatre history and theory
- the arts of creative writing and performance (reading, improvisation, acting)

Methods of Assessment:

1. The critical analysis of a French-language play: this supports the learning outcomes by ensuring students familiarize themselves with the technical, theoretical and thematic aspects of French and Québécois drama.
2. The writing of a short play/scene; this supports the learning outcomes by focusing on developing students' creative writing abilities.
3. The engagement in multiple theatre workshops; this supports the learning outcomes by ensuring students develop the skills to give and receive critical feedback in French.
4. The final performance; this supports the learning outcomes by encouraging students to engage in a larger, more complex project in French.

Mode of Delivery:

In Class

Breadth Requirements:

Arts, Literature & Language

Rationale:

One of the key strategic directions for undergraduate education identified in the UTSC Academic Plan is experiential education, including service-learning courses, field experience and undergraduate research initiatives. FREC03H3 opens an important and, as yet, unexplored avenue of experiential opportunities for CFL undergraduate students. If this pilot project is successful, we will pursue further practical arts-based French workshops in film and creative writing.

Since this is currently a pilot project, we have not yet integrated it in a specific way into the Major or Specialist program; it would therefore currently fall under Requirement 4 (in the Calendar): 1.0 credits in French courses not already taken.

However, the course can be integrated into our existing curriculum, either under Language Practice (Req 1) or in Literature (Req 4, 1 credit in French Literature). After our external review, and keeping in mind the university's strong push for more experiential education, it might also seem appropriate to add a new Practical French category to the Specialist and Major that would include some other courses.

This course is being proposed out of cycle because funding, which only became available in March 2018, must be used by March of 2019. The course will be offered in the Winter 2019 term.

Consultation:

Experiential Education Committee

FRE and CFL Faculty- April 18, 2018

DCC- April 18, 2018

RO Course Code Confirmation- April 18, 2018

Resources:

The first iteration of this course (Winter 2019) will be team-taught by Professors English and Riendeau. We will bring in a guest lecturer to facilitate three weeks of acting and improvisation workshops; \$1400 from the UTSC Career Ready Fund has been approved to support the course. We will not need TA support.

In terms of space, we will need a classroom with movable desks (on wheels), to accommodate both academic tasks (reading and analysing plays) and creative movement.

This is a pilot project, however, the Dean may continue to fund this proposal in the future based on its success. If the Dean decides not to continue with funding, the department will consider offering a modified version of the course that will not rely on guest lecturers and will be taught by full time faculty in their rotation.



2018-19 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Approval Report: Out of Cycle Philosophy

May 9, 2018

Philosophy (UTSC), Department of

2 New Courses:

PHLC14H3: Topics in Non-Western Philosophy

Contact Hours:

Description:

Contemporary Philosophy, as taught in North America, tends to focus on texts and problematics associated with certain modes of philosophical investigation originating in Greece and developed in Europe and North America. There are rich alternative modes of metaphysical investigation, however, associated with Arabic, Indian, East Asian, and African philosophers and philosophizing. In this course, we will explore one or more topics drawn from metaphysics, epistemology, or value theory, from the points of view of these alternative philosophical traditions.

Prerequisites: Any 4.5 credits and an additional 1.5 credits in PHL courses

Corequisites:

Exclusions:

Recommended Preparation: PHLB99H3

Enrolment Limits:

Note:

Learning Outcomes:

The primary learning outcomes in philosophy are:

- (i) the ability to write clear, focused argumentative essays that develop an extended logical argument for a position as well as criticism of opposing positions
- (ii) the ability to engage in oral argumentation that develops a sustained position clearly.

Topics Covered:

Topics will be drawn from metaphysics (e.g., causation, God, personhood), epistemology (e.g., knowledge, skepticism), and/or value theory (conceptions of the good, justice, ethical questions).

Methods of Assessment:

Assessment will reflect class participation and written submissions, including dialectical outlines on the readings and longer papers.

Mode of Delivery: In Class

Breadth Requirements:

Rationale:

UTSC has an extremely demographically diverse student body, yet the usual paradigms of philosophers and philosophizing tend to be drawn primarily from Western persons and topics. This course will attend to existing rich alternative traditions which is valuable both from a philosophical point of view and from the point of view of diversifying the curriculum in ways that respond to the global outlook of our student body.

The course is being proposed out-of-cycle so that it may be offered in the Winter 2019 term, largely in response to growing student interest in non-western philosophy.

Consultation:

Approved by the departmental curriculum committee on March 21, 2018. Course code approved by the Registrar on April 23, 2018.

Resources:

None. The course will be taught by regular faculty (Jessica Wilson). No TA support will be required.

PHLD88Y3: Advanced Seminar in Philosophy: Socrates Project

Contact Hours:

Description:

The Socrates Project Seminar is a full-year seminar course that provides experiential learning in philosophy in conjunction with a teaching assignment to lead tutorials and mark assignments in PHLA10H3 and PHLA11H3. Roughly 75% of the seminar will be devoted to more in-depth study of the topics taken up in PHLA10H3 and PHLA11H3. Students will write a seminar paper on one of these topics under the supervision of a UTSC Philosophy faculty member working in the relevant area, and they will give an oral presentation on their research topic each semester. The remaining 25% of the seminar will focus on the methods and challenges of teaching philosophy, benchmark grading, and grading generally.

Prerequisites: Permission of the instructor and Department.

Corequisites:

Exclusions: PHL489Y1, PHL489Y5

Recommended Preparation:

Enrolment Limits:10

Note:

Learning Outcomes:

The primary learning outcomes in philosophy are:

1. the ability to write clear, focused argumentative essays that develop an extended logical argument for a position as well as criticism of opposing positions.
2. the ability to engage in oral argumentation that develops a sustained position clearly.

This course will develop both learning outcomes through the independent research project that students will carry out; and through the extensive training they will receive to explain course materials and lead discussion in tutorials for PHLA10H3 and PHLA11H3.

Topics Covered:

- The academic topics will vary with the materials taught each year in PHLA10H3 and PHLA11H3 – these range over selections from canonical works such as Descartes' Meditations or Plato's Republic.
- Each student will put together an individual research topic that may vary across any of the subject areas of philosophy.
- Pedagogical skills pertaining to leading tutorials, presenting material effectively, leading discussion, marking assignments, providing constructive comments on written work.

Methods of Assessment:

Seminar participation; major research paper; 2 oral presentations of research project.

These relate to the primary learning outcomes in philosophy which are (i) the ability to write clear, focused argumentative

essays that develop an extended logical argument for a position as well as criticism of opposing positions; and (ii) the ability to engage in oral argumentation that develops a sustained position.

Mode of Delivery: In Class

Breadth Requirements:

History, Philosophy & Cultural Studies

Rationale:

The course will add an experiential learning component to students' final year of study in philosophy. It will provide (i) in-depth study of core topics and canonical texts in philosophy and (ii) pedagogical instruction that will enable students to teach tutorials and mark assignments for the two introductory first year courses in philosophy. It will also provide the opportunity for students to carry out one major research and writing assignment.

The course is being proposed out-of-cycle so that it can be offered in the Fall 2018 term.

Consultation:

The course proposal was approved by the departmental curriculum committee on March 21, 2018. The course code was approved by the Registrar on April 23, 2018.

Resources:

The Socrates Project Seminar will be taught by a part-time lecturer. Funding to cover the costs associated with the course have been provided by the Experiential Learning Fund for 2018-19 and by the Dean's office for the following year, 2019-20. At the end of the two years we will assess the project and decide whether it will continue.

The course does not require TA support and it does not require space or infrastructure support that is not covered by the philosophy department budget.



2018-19 Curriculum Cycle
Undergraduate Minor Curriculum Modifications for Approval
Report: Out of Cycle Psychology

May 09, 2018

Psychology (UTSC), Department of

3 New Courses:

PSYD23H3: Dyadic Processes in Psychological Development

Contact Hours:

Description:

Mutual recognition is one of the hallmarks of human consciousness and psychological development. This course explores mutual recognition as a dyadic and regulatory process in development, drawing on diverse theories from developmental science, social psychology, neuroscience, philosophy, literature, psychoanalysis, and gender studies.

Prerequisites: [PSYB01H3 or PSYB04H3] and [PSYB07H3 or STAB22H3 or STAB23H3] and [PSYB10H3 or PSYB20H3] and [PSYC13H3 or PSYC18H3 or PSYC23H3]

Corequisites:

Exclusions:

Recommended Preparation:

Enrolment Limits: 24

Note:

Learning Outcomes:

After completing the seminar, the students will have achieved the following learning outcomes with respect to the specific goals that have been embraced by UTSC Psychology Department:

- 1) Students will respect and engage in critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solving problems related to behaviour and mental processes (Goal 3) by critically discussing the assigned materials and using text-based arguments to support possible interpretations.
- 2) Students will be able to communicate effectively in a variety of formats (Goal 7) by writing critical comments about the assigned materials in both weekly assignments and in the final exam, and by giving individual and group presentations and by regularly participating (speaking) during the seminar.
- 3) Students will develop insight into their own and others' behaviour and mental processes (Goal 9) by learning about the dyadic mechanisms that contribute to the capacity for mutual recognition.
- 4) Students will emerge from their programs with realistic ideas about how to implement their knowledge, skills, and values (Goal 10) in society by proposing a research-based intervention.

Topics Covered:

- 1) Attachment theory and the development of the reflective function
 - Attachment as regulation

- Recognition, regulation, and representation of dyadic interactions
- 2) Mutual regulation and consciousness in dyads
 - Mutual regulation of affect and stress
 - Self vs. other regulation
 - 3) Neuroscience of intersubjectivity
 - Theory of Mind and Simulation Theory
 - Mirror neuron theory
 - 4) Philosophical assumptions about the isolated mind
 - Mind vs Nature
 - Shared experience
 - Intersubjectivity vs. subjectivity
 - 5) Development of mutual regulation
 - Attachment and synchrony
 - Hidden regulators of attachment
 - 6) Neurochemical basis of dyadic interactions
 - Bonding, mate selection, and reproduction
 - Failures of dyadic interactions and drug addiction as compensation
 - 7) Gender differences in emotion and gender identity development
 - Biological mechanisms
 - Social mechanisms
 - 8) Psychoanalysis of mutual recognition
 - Negation of the other
 - Recognition of the other as subject
 - Intra- vs inter-psycho development of the self
 - 9) Obstacles to mutual recognition and development of intersubjectivity
 - Trauma
 - Oppression and subjectivity of women and mothers
 - 10) Case studies and myths of childhood trauma and misogyny
 - Dora (Sigmund Freud)
 - Electra (Euripedes)

Methods of Assessment:

1. Lead a class session: During each class meeting, a group of students will lead a class discussion by first presenting the weekly material to provide insight into the topics covered and then to facilitate class discussion. The students leading the class discussion will meet in advance with the instructor to strategize how best to achieve these goals. The tutorial should include a 30- to 40-minute presentation at the start of the seminar followed by 60 to 80 minutes of discussion.
2. Class participation: This is an advanced undergraduate seminar in which enthusiastic class participation is critical. Participation includes attendance, facilitating discussion, paying careful attention to classmates' presentations, showing respect for others' contributions, and offering constructive feedback, critical questions, and comments after each group presentation.
3. Discussion questions - to stimulate critical thinking about the reading material and to help students prepares for the seminar discussion.
4. Group Project: The goal of the group project is to translate what students know about dyadic relationships into ideas that can be used to improve society (parenting, education, therapy, etc.). Accordingly, the group project will choose a major social problem. The goal of the project is to propose a way to address the problem in a research study, an intervention, or a new public policy.
5. Final Essay Exam: During the semester there will will be a written take-home exam based on the readings and discussion.

Mode of Delivery: In Class

Breadth Requirements: Social & Behavioural Sciences

Rationale:

The study of dyadic and regulatory processes of mutual recognition contributes to a growing foundation for several areas of psychology: social development, human development, and developmental psychopathology. The proposed course considers work from multiple disciplines outside of psychology and is focused on dyadic processes that include but expand beyond the romantically attached couple: for example, in the parent-offspring, friend-friend, and psychotherapist-client relationships, which influence the developing capacity for mutual recognition.

The proposed course topic fills a content gap in the curriculum. Students in a psychology or mental health studies specialist

or major will be able to use this course towards the completion of their D-level program requirement.

This course is being proposed out-of-cycle so that it can be offered in the Fall 2018 term.

Consultation:

Approved by the Departmental Curriculum Committee on April 20, 2018.

Course code approved by the RO on September 14, 2016.

Resources:

This course will be taught by David Haley, who is a full-time regular faculty member in the Department of Psychology at the University of Toronto Scarborough. The course will count as one of the three undergraduate courses that he is required to teach each year.

No TA support is required for this course.

PSYD55H3: Functional Magnetic Resonance Imaging Laboratory

Contact Hours:

Description:

An in-depth study of functional magnetic resonance imaging (fMRI) as used in cognitive neuroscience, including an overview of MR physics, experimental design, and statistics, as well as hands-on experience of data processing and analysis.

Prerequisites: [PSYB55H3 or (PSYB65H3) or PSYC55H3] and [PSYB07H3 or STAB22H3 or STAB23H3]

Corequisites:

Exclusions:

Recommended Preparation: PSYC04H3 or PSYC51H3 or PSYC52H3 or PSYC57H3 or PSYC59H3

Enrolment Limits: 24

Note: Priority will be given to students who have completed PSYC04H3.

Learning Outcomes:

Upon completion of the course, students will be able to:

- 1) Appreciate the importance of functional magnetic resonance imaging (fMRI) to cognitive neuroscience and how it complements other research approaches in cognitive neuroscience such as patient neuropsychology and electroencephalography.
- 2) Understand the core physical and statistical principles behind fMRI, which allow researchers to make inferences about neural activity and cognition from 'blobs on brains'.
- 3) Identify the strengths and weaknesses associated with fMRI, including different experimental designs and statistical approaches.
- 4) Design an effective fMRI paradigm (e.g. using an event-related or blocked design) to address an appropriate research question of interest.
- 5) Apply basic knowledge of specialist fMRI software (i.e. FMRIB software library) and statistics (i.e. univariate approach) to preprocess and analyse individual subject and group fMRI data.
- 6) Communicate fMRI research ideas and findings via oral presentations and written reports.
- 7) Critically evaluate univariate fMRI findings reported in the primary research literature in order to judge the validity of the conclusions that have been made.

These outcomes will support program learning outcomes of developing a knowledge of research designs in psychology, developing and applying statistical knowledge to evaluate data, communicating thoughts and ideas clearly and effectively, translating learned skills and acquired knowledge into research projects, and consuming primary literature in psychology.

Topics Covered:

- 1) The use of fMRI in cognitive neuroscience.
 - fMRI compared to other research tools.
 - Strengths and weaknesses of fMRI.
- 2) An introduction to magnetic resonance physics.
 - How a scan is acquired.
 - T1, T2 and T2* signal.

- Scanning parameters.
- 3) Experimental design.
- Subtraction approach.
 - Different behavioural paradigms (e.g. parametric, factorial, naturalistic).
 - Event-related vs. blocked designs.
- 4) Principles of data pre-processing.
- Theoretical and practical knowledge of motion correction, spatial smoothing, temporal filtering, co-registration and normalisation.
- 5) Principles of univariate statistical analysis.
- Theoretical and practical knowledge of the general linear model, basis functions, individual and group statistics, statistical thresholding, and whole brain vs. region of interest approaches.
- 6) Writing up an fMRI study.
- Effective communication of experimental design, analyses, and results.
 - Use of figures.
 - Making justified conclusions.

Methods of Assessment:

Students will be assessed as follows:

1) Class participation - Learning Outcomes 2 and 5.

Students will receive a grade for their in-class participation, which includes contributions to group discussions, active engagement in class practical exercises and quality of peer feedback during the oral presentations.

2) Critique paper - Learning Outcomes 1, 2, 3 and 7.

This critique paper will be composed of two components. For the first, each student will be asked near the start of the course to write a summary and short critique of an instructor-selected primary research article. For the second component, students will revisit their summaries and critiques towards the end of the course and update their papers based on the fMRI knowledge they have acquired throughout the duration of the course.

3) Group oral presentation – Learning Outcomes 4 and 6.

Students will be placed in groups of 3-4 and asked to design an fMRI study. Each group will then present their design to the rest of the class in a 10- to 15-minute presentation, using a PowerPoint (or equivalent) slideshow. This presentation will describe the motivation behind the study, details of the behavioural paradigm to be used, and recommended scanning parameters.

4) Written study proposal – Learning Outcomes 4 and 6.

Each student will submit an individual written description of their group's fMRI study design. This proposal will mimic components of a primary research article and include a short introduction section, and a detailed methods section providing sufficient detail for a reader to collect data for the proposed experiment.

5) Final paper – Learning Outcomes 1, 2, 3, 5 and 6.

Following the successful completion of all practical exercises (i.e. fMRI data preprocessing and statistical analyses), each student will submit a practical report. Similar to the written study proposal, this report will mimic components of a primary research article and include a results section and a discussion section.

Mode of Delivery: In Class

Breadth Requirements: Natural Sciences

Rationale:

fMRI is a core methodological approach in psychology and neuroscience. It is essential, therefore, that there is adequate instruction on this technique in order to facilitate and enrich all students' understanding of course content, as well as equip those who wish to pursue further training in research. The proposed course meets this need by teaching students some of the fundamentals of fMRI over 12 weeks in a class laboratory setting. A key defining feature is that students receive hands-on experience with fMRI data, learning how to take data through a complete analysis pipeline from pre-processing to statistical inference. This is consistent with the University of Toronto's mandate to create and expand our experiential learning opportunities wherever possible.

Moreover, the proposed course will also be a critical component of the Department of Psychology's ongoing goal to create and propose an undergraduate specialization in cognitive neuroscience in the near future.

The proposed course does not make any existing courses redundant. In the Psychology program, students currently have the opportunity to learn about fMRI in two different contexts:

(1) As part of content-related courses that cover areas of psychology/neuroscience for which fMRI is a predominant research tool (e.g. PSYB55 Introduction to Cognitive Neuroscience, PSYC50 Cognitive Neuroscience series)

(2) As a short 3-4 week module in the PSYC04 Brain Imaging Lab, in which students are introduced to the basics of fMRI. There is, however, no course that provides students with an in-depth understanding of fMRI and teaches fMRI-related skills

that are not only necessary for fMRI research but are also relevant to other fields (e.g. other neuroimaging approaches, data science).

This course is being proposed out-of-cycle so that it can be offered in the Fall 2018 term.

Consultation:

Proposal approved by the Departmental Curriculum Committee on March 29, 2018.

Course code approved by the RO on August 22, 2016

Resources:

This course will be taught by Andy Lee, who is a full-time regular faculty member at the University of Toronto Scarborough. The course will be taught at least once every two academic years and will count as one of the three undergraduate courses that he is required to teach each year.

No TA support is required for this course. Since students will need access to individual computer workstations and specialist software during class (i.e. to analyse fMRI data), this course must be taught in SW316.

PSYD59H3: Psychology of Gambling

Contact Hours:

Description:

This course takes a cognitive approach to understanding the initiation and perpetuation of gambling behaviours, with a particular interest in making links to relevant work in neuroscience, social psychology, and clinical psychology.

Prerequisites:

[PSYB01H3 or PSYB04H3] and [PSYB07H3 or STAB22H3 or STAB23H3] and [PSYB32H3 or PSYB45H3] and [PSYB55H3 or (PSYB65H3 if taken in Fall 2017 or Summer 2018) or PSYB57H3] and [PSYC10H3 or PSYC19H3 or PSYC50H3 or PSYC57H3]

Corequisites:

Exclusions: PSYD50H3 if taken in any of the following sessions: Winter 2017, Summer 2017, Winter 2018, Summer 2018

Recommended Preparation:

Enrolment Limits: 24

Note:

Learning Outcomes:

After successful completion of this course, students will be able to:

- (1) describe a core set of cognitive mechanisms that may facilitate the initiation and/or perpetuation of gambling behaviours (e.g., illusion of control, gambler's fallacy);
- (2) analyze the contribution of social and clinical factors to the above-mentioned cognitive mechanisms that may further incentivize gambling behaviors and in some, result in an escalation to problem gambling;
- (3) demonstrate an improved ability to understand and critique original research in psychological science related to gambling, and to generate productive ways to build on their critiques in an innovative manner;
- (4) illustrate evidence of having practiced public speaking in a scientific context in multiple formats;
- (5) create and translate a carefully-designed research plan into an effective presentation;
- (6) demonstrate evidence of working effectively with others to produce a clear and coherent product;
- (7) critically reflect on their growth and progress in the spirit of promoting lifelong learning.

Topics Covered:

Week 1: Introduction to the course, ice-breakers (to promote engagement, collaboration). Brief primer on cognitive elements in gambling

Week 2: Class discussion about how to read a journal article effectively, and how to create effective discussion questions. Brief primer on select social and clinical elements in gambling.

Week 3: Constructing effective presentations and leading inclusive discussions; co-construction of a rubric that Prof. Souza will use to evaluate paper presentations.

Weeks 4-9: Pairs of students briefly review an assigned paper (~10 min) and then lead a class discussion building on the paper that was presented (~30 min).

Week 6: topic proposal for major research project due; Week 9 – revised proposal due)

Week 10: In-class discussion and synthesis of the content discussed to this point; discussion of strategies for maximizing success on the major research presentation.

Weeks 11-12: Group presentations on their major research project (12-13 min); peers generate open-ended feedback on the presentation to complement the instructor's rubric and feedback (12-13 min). Eight groups of three □ four presentations per class session.

Paper topics will vary from term to term but will start out with cognitive papers, and will then evolve to papers drawing on neuroscience, social psychology, and cognitive psychology. Such topics may include (a) how the illusion of control is measured and manifested in gambling, (b) the phenomenon of the "near miss" and its neural correlates, (c) the effectiveness of multi-line slot machines compared to single-line machines, (d) the effectiveness of anti-gambling adverts, (e) the influence of substance use on gambling behaviors (e.g., alcohol or cannabis), etc.

Methods of Assessment:

Paper presentation (30% of course grade). [Learning outcome(s): 1,2,3,4,6] Students will form groups of two (2) and will be assigned a group number. Through a number lottery, students will pick one of the twelve (12) pre-assigned papers to present to the class, with only one group per paper. Students will lead a 10-minute review of the article, and then will facilitate a 30-minute class discussion that extends beyond the article (i.e., critiques, extensions and applications). The latter may be partly inspired by the set of discussion questions submitted by their peers that week (see below)

Participation during the 30-minute discussions led by student presenters (11% of course grade).

[Learning outcome(s): 1,2,3,4,7] Students will be asked to contribute to each and every class discussion in a substantive way. A rubric will be used to take note of who contributes during these discussions, and whether the contribution is more basic (i.e., "I think 'x' because in my life...") versus more thought-provoking (i.e., informed by theory 'x', I might predict that...). Students will serve as an audience member in 11 discussions and given the low stakes valuation, it allows weekly critical feedback in a way that empowers students to improve over time.

Written discussion questions (11% of course grade). [Learning outcome(s): 1,2,3,7] For each assigned paper, students will need to produce two thoughtful discussion questions (avg: four questions/presentation week). Students will be asked to generate a thoughtful idea/critique, to substantiate its academic importance/relevance, and to try to innovate to articulate how we might get at the issue in the future. Students will create discussion questions for 11 papers (does not include their own) and given the low stakes valuation, it allows weekly critical feedback in a way that empowers students to improve over time.

[Research Project] Topic Proposal (6% of course grade). [Learning outcome(s): 3,5,6] After forming groups of three, students will be asked to create a one-page document that articulates (a) the working title of their research project, (b) the academic motivation/rationale studying this topic, (c) how the work will be divided in the group in a manner that is fair and equitable, and (d) the learning outcomes for the audience. Detailed feedback will be provided for the groups.

[Research Project] Revised Topic Proposal and Annotated Bibliography (9% of course grade). [Learning outcome(s): 3,5,6] Students will be asked to thoughtfully reflect on the feedback that they received from their original submission, and will need to carefully revise their proposal based on that feedback. In addition, students will be asked to submit an annotated bibliography of at least nine (9) peer-reviewed references, with a special emphasis on clarifying how each source will be used to craft and support their narrative.

[Research Project] PowerPoint presentation (30% of course grade). [Learning outcome(s): 3,4,5,6] At the end of the course, the groups will present their work to the class in a 12-13 minute presentation using Microsoft PowerPoint. A rubric will be used to assess their effectiveness across multiple domains, including "hooking" their audience, providing sufficient background, creating a coherent and compelling narrative, etc.

[Research Project] PowerPoint presentation peer review (2% of course grade). [Learning outcome(s): 7] During each presentation that a student is not presenting, they will be asked to complete a peer evaluation form. After the presentation concludes and the presenters leave the room, students will have ~12 minutes to provide positive and constructive feedback on a form that will be made available at the same time as the instructor's assessment (after the course has concluded).

Pre-course and post-course reflection (1% of course grade). [Learning outcome(s): 7] Students will be asked to complete answer seven Likert-scale questions designed to query their comfort with reading journal articles, creating thoughtful discussion questions, thinking on their feet scientifically, public speaking, receiving and responding to academic feedback for self-improvement, working in groups on academic projects, and reflecting on their academic growth. Students will then be asked to briefly discuss the two elements they are most comfortable with from above, and the ones they are least comfortable with (and how they plan to work on getting better at them productively in this course). The full 1% is awarded for students who complete both the pre- and post-course reflection.

Mode of Delivery: In Class

Breadth Requirements: Social & Behavioural Sciences

Rationale:

The Responsible Gaming Council reports that total revenue from gambling in Ontario alone neared \$4.7 billion in 2013-14, highlighting just how common – and lucrative – gambling is in our province. Given how common gambling opportunities are in other parts of Canada and the world, it makes sense to use psychological science to better understand what motivates players to engage in a practice where most people lose most of the time. This improved understanding could have important implications at multiple levels (i.e., governmental policies that could potentially reduce the future incidence of problem gambling).

A cognitive approach to understanding gambling provides a useful window into how thinking may get hijacked or distorted in a variety of ways. An analysis of this perspective alone would prove quite interesting but would miss an important opportunity to integrate contributions from other areas of psychology that have much to add to the topic (e.g., social psychology, clinical psychology, neuroscience). As such, this course aims to draw on and integrate foundations from multiple sub-domains of psychology to help students develop a more complex, more nuanced understanding of a complex behavior like gambling.

Consistent with the importance of developing critical transferable skills, this course offers important opportunities for students to more effectively consume primary literature, speak publically, plan a cohesive, effective project, work with others, and to reflect on their continued development as scholars and as people.

There is no course on “Psychology of Gambling” at the other UofT campuses.

Students in a psychology or mental health studies specialist or major can use this course towards the completion of their D-level program requirement.

This course is being proposed out-of-cycle so that it can be offered in the Fall 2018 term.

Consultation:

Approved by the Departmental Curriculum Committee on April 20, 2018.

Course code verified by Registrar's Office on May 1st, 2018.

Resources:

Prof. Souza is currently teaching two sections of PSYD50 (Topics in Memory and Cognition) annually. If this course is approved, he will swap out these courses for two sections of this course, making this move revenue neutral.

No T.A. support is required.