

## PSY333H5F - Health Psychology

Tuesday 12:00pm – 3:00pm

ONLINE SYNCHRONOUS

### Course Delivery

#### ONLINE VIA ZOOM:

The course will be taught online via Zoom during class hours (12:00 to 3:00 pm on Tuesdays). Login to Quercus for direct link.

You need to login through your [utoronto.zoom.us](https://utoronto.zoom.us) account (if you do not do this, you will not be able to access the course since the course will only let in authenticated users, e.g., users with [utoronto.ca](mailto:utoronto.ca) or [utoronto.mail.ca](mailto:utoronto.mail.ca) email addresses).

- All lectures, tutorials and tests will be delivered during class time (12-3pm) EST on every Tuesday of the semester. Students are expected to attend lectures, tutorials and tests during class time in the Eastern Standard time zone.
- Tuesdays 12-2pm synchronous lecture immediately followed by the synchronous tutorial from 2-3pm.
- Office hours will be delivered in an online synchronous format on Mondays from 1-2pm EST with Prof Andersen and Wednesdays 10-11 am with the TA (Jennifer Chan). Students are required to do readings and watch course related media before coming to the online synchronous class on Tuesdays, as per the course outline listed at the end of this syllabus.
- Assignments, quizzes and the paper for this course will all be submitted on Quercus.
- Lectures will be recorded and posted. Tutorial sessions **will not** be recorded or posted.

University of Toronto tech [requirements for online learning](#)

#### Learn Anywhere Guide for Students

<https://library.utm.utoronto.ca/students/quercus/learn-anywhere>

### Contact Information

**Professor Judith Andersen**

[judith.andersen@utoronto.ca](mailto:judith.andersen@utoronto.ca)

**Office Hours (Virtual): Wednesdays 4-5PM – Login to Quercus for direct link**

Meet with Prof. Andersen to ask questions about psychology or the course. These are informal meetings and will be held live, via zoom which includes a « virtual waiting room » so that students can each have private meetings. Students can also schedule (via email) individual office hours (also to be held via zoom) with the TA.

Emailing your instructors: As your first contact on matters regarding course logistics, comments or concerns about the class, first email the TA Jennifer Chan at [jenniferf.chan@utoronto.ca](mailto:jenniferf.chan@utoronto.ca)

For confidential matters you can email your instructor at [judith.andersen@utoronto.ca](mailto:judith.andersen@utoronto.ca). Office hours are another opportunity to discuss course material and any related concerns. E-mail should not be seen as an alternative to attending office hours with your TA or instructor, and questions that could benefit others should be asked in class. When emailing us, please include "PSY333" and the topic of your email in the subject line. We will try to respond to all emails within 2 business days (the professor is not available on the weekends). Please note that emails sent through Quercus are sometimes delayed by a day or two before the TA or professor has access to them. All email must come from an official utoronto.ca account.

**Teaching Assistant:**

**Jennifer Chan** [jenniferf.chan@utoronto.ca](mailto:jenniferf.chan@utoronto.ca)

Office hours 10-11 AM Wednesdays

## Course Description

This course provides an overview of health psychology. Students will learn about the biological and psychological mechanisms by which stress, the environment and social experiences get 'under the skin' and influence health across the life span. Students will learn about theoretical and applied topics in health psychology such as: the interaction between mental and physical health; health promotion and disease prevention research; health compromising and enhancing behaviors; stress management and wellness interventions; chronic disease; pain management; social inequality and group disparities in healthcare; the impact of severe stress on health; stigma and discrimination in health policy and healthcare in general; epigenetics, careers in health psychology and the future of health psychology. Students will learn about different types of research study designs used in psychological research and health psychology. Further, students will have the opportunity to read about and discuss a variety of cultural and Indigenous health practices in the context of health psychology.

We will examine how the major theories of health promotion and disease prevention address health disparities and disease incidence. An aim of the course is for you to become an active agent of change to better your own health, examine how to talk to others about health and the healthcare system in Canada. Critical thinking, as well as mastery of the material, are goals of this course.

## Learning Objectives

By the end of this course, students should be able to;

1. Identify and distinguish anatomical, cellular, and functional features of the Autonomic Nervous System (ANS), the Hypothalamic-Pituitary-Adrenal (HPA) axis, and parts of the immune system.
2. Describe research demonstrating how inflammation, depression, visceral fat, and pain are related.
3. Describe how inflammation enhances cardiovascular disease, diabetes, and obesity.
4. Explain how social inequality, social rank and economic factors contribute to health and disease
5. Identify and analyze how discrimination, stigma and racism contribute to health risk and inequality.
6. Identify and distinguish between research study designs in health psychology (e.g., Correlation vs Controlled Experiment, Cross-sectional vs Longitudinal).
7. Analyze how health psychology research findings are interpreted and communicated to broad audiences.
8. Use scientific sources to critically evaluate health behavior change interventions. What works and what doesn't?
9. Connect foundational principles of health psychology to modern-day, real-world applications.
10. Describe cultural and Indigenous health practices as reviewed in class.

## Required Course Material

1. Taylor, Sirois & Molnar: Health Psychology Fifth Canadian Edition e-book by McGraw Hill (2020)
2. Articles posted on Quercus by the Professor
3. Suggested (not required) Braiding Sweetgrass by Robin Wall Kimmerer, Tantor Media, 2016

## Course Evaluation

Weekly Tutorial Assignments	10%
Paper	30%
Midterm Test	35%
Final Term Test	25%
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Total	100%

## Tutorial Assignments

Activities and breakout sessions will take place in class each week during our synchronous tutorial sessions on Tuesdays from 2-3pm. Tutorial assignments are due in class and will be marked in order to form your grade. There are no make-up tutorial assignments because the activities are completed during the synchronous course time. There are 12 tutorials. The first week of school the first tutorial does not count towards your final grade. Out of the 11 graded tutorials, you may drop one without penalty. Your final tutorial assignment grade will be calculated on the best 10 assignments.

**Paper:** The paper is a mixed theme 'research and critical thinking essay.' First, you will view the video 'Breaking Boundaries': The Road to a Cleaner, Healthier and More Peaceful World (will be made available to you through class). You will select one theme in the video and write a paper that integrates the information in PSY333: Health Psychology with that theme. You will provide research evidence to support your arguments (at least 2 empirical research papers you use will be uploaded onto Quercus with your assignment). In the second part of the paper you will provide short and long term solutions that you personally, and your immediate community (geographical location) can do to intervene to improve the outcome of the theme you have selected. The paper will be in APA format and between 7-10 pages (double spaced) in length, not including the cover page or references. You must include a cover page and reference page. A rubric with the specific formatting requirements will be available Quercus. The paper is due November 26<sup>th</sup>, 2021 at 5pm.

**Tests (MIDTERM and FINAL TEST):** The midterm and final test may consist of short answer, multiple choice, essay, matching or fill in the blank questions. It is at the professor's discretion to choose the types of questions on each test. The topics covered on the tests are taken from the in-class lecture slides, tutorial sessions, class discussion and assigned readings/videos. The midterm test will cover material from class up to that date. The final test is cumulative and will cover material from all classes and tutorials. Both tests will be accessible on Quercus. <http://q.utoronto.ca>

**\*\*IMPORTANT:** If you believe that one or more of the questions on your tests were graded incorrectly you must do the following procedure. 1). Meet with the TA to review your test. If you still believe, after speaking with the TA that a question was mis-graded, you need to write a paragraph as to why you believe that is the case and support your case with material from the textbook or class material. Once you have written that paragraph you may meet with the professor to review your case. **The professor NEVER changes grades simply by request.**

## Course Webpage

The website associated with this course is accessible via <http://q.utoronto.ca>

**Note:** You don't need to create a new login for Quercus; it already knows who you are. You just need your UTORid and password. This is the same login that gets you onto the wireless network with your laptop, and the same one that you use to check your email. If you're confused about your UTORid or don't remember your password, go to: <https://www.utorid.utoronto.ca/>

In order to access course material, monitor course information, and view your grades you must log into Quercus. If you have any general questions regarding Quercus, please visit the following help site: <https://q.utoronto.ca/courses/46670/pages/student-quercus-guide>

## IMPORTANT COURSE POLICIES **\*\*PLEASE READ\*\***

### Missed Test Special Consideration Request Process

Students who miss a test due to circumstances beyond their control (e.g. illness or an accident) can request that the Department grant them special consideration. Students must present their case to the Department (NOT the Instructor) by submitting a request via the online Special Consideration Request form at: <https://utmapp.utm.utoronto.ca/SpecialRequest>.

**Important note:** Once the test/exam is available online and you're unable to write or have an approved request to miss, **DO NOT** at any point attempt to access the test/exam. If at any time you access the test/exam, you will **NOT** be able to submit a special consideration and/or your request will be refused.

**If your request is approved by the department, the weight of the missed test will be redistributed to the final cumulative test. If you miss the final test and your request is approved, a make-up test will be scheduled in early January.**

### Extension of Time Special Consideration Request Process

Students who seek to be granted more time to complete their term work beyond the due date without penalty, owing to circumstances beyond their control (e.g., illness, or an accident), must do so by submitting a request **directly to the Instructor** for the period up to and including the last day of the term. The decision as to whether or not to apply a penalty for the specified period rests with the Instructor.

Students who seek to be granted more time to complete term work beyond the last day of the term must submit their request directly to the Department. This request covers the period following the last day of classes and ends the last day of the exam period. This is done by submitting a request via the online Special Consideration Request form at <https://utmapp.utm.utoronto.ca/SpecialRequest>. You are advised to seek advising by the departmental Undergraduate Counsellor prior to the deadline.

### Supporting Documentation

The University is temporarily suspending the need for a doctor's note or medical certificate for any absence from academic participation. However, you are required to use the Absence Declaration tool on ACORN found in the Profile and Settings menu to formally declare an absence from academic participation. The tool is to be used if you require consideration for missed academic work based on the procedures specific to our campus/department.

### **Missed Final Exam or Extension of Time beyond exam period**

Missed final exams or for extensions of time beyond the examination period you must submit a petition through the Office of the Registrar. <http://www.utm.utoronto.ca/registrar/current-students/petitions> and follow their procedures.

### **Penalties for Lateness**

A penalty of 10% per calendar day (i.e., including week-ends and holidays, during which students are not able to submit term work) up to and including the last day of classes, will be applied by the Instructor. After the last day of classes, the penalty of 10% per calendar day will be applied by the Undergraduate Counsellor on behalf of the Department. No penalty will be assigned if request for special consideration, described above, was successful.

### **Academic Guidelines**

It is your responsibility to ensure that you have met all prerequisites listed in the UTM Calendar for this course. If you lack any prerequisites you WILL BE REMOVED from the course up until the last day to add a course. Further information about academic regulations, course withdrawal dates and credits can be found in the University of Toronto Mississauga Calendar at: <http://www.erin.utoronto.ca/regcal/>.

You are encouraged to read this material. If you run into trouble and need advice about studying, preparing for exams, note taking or time management, free workshops and advice are available from the Robert Gillespie Academic Skills Centre at 905-828-5406.

### **AccessAbility Services**

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs. Students requiring academic accommodations for learning, physical, sensory, or mental health disabilities or medical conditions should contact the AccessAbility Office (2037B Davis Building), 905-828-3847.

<http://www.utm.utoronto.ca/accessability/>

### **Privacy and Copyright Disclaimer**

#### ***Option 1: Notice of video recording and sharing (Download and re-use prohibited)***

This course, including your participation, may be recorded on video and 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 written permission of the instructor. For questions about recording and use of videos in which you appear please contact your instructor.

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Copyright Act, RSC 1985, c C-42. Course materials such as PowerPoint slides and lecture recordings are made available to you for your own study purposes. These materials cannot be shared outside of the class or "published" in any way. Posting recordings or slides to other websites without the express written permission of the instructor will constitute copyright infringement.

## **Academic Honesty and Plagiarism**

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto Mississauga is a strong signal of each student's individual academic achievement. As a result, UTM treats cases of cheating and plagiarism very seriously.

### **Use of the University's plagiarism detection tool**

Normally, students will be required to submit their course assignments to the University's plagiarism detection tool website for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their material to be included as source documents in the University's plagiarism detection tool reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the University's plagiarism detection tool service are described on the company web site.

The University of Toronto's Code of Behaviour on Academic Matters outlines behaviours that constitute academic dishonesty and the process for addressing academic offences. Potential offences include, but are not limited to:

### **In papers and assignments:**

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

### **On tests and exams:**

1. Using or possessing unauthorized aids.
2. Looking at someone else's answers during an exam or test.
3. Misrepresenting your identity.

### **In academic work:**

1. Falsifying institutional documents or grades.
2. Falsifying or altering any documentation required, including (but not limited to) doctor's notes.

With regard to remote learning and online courses, UTM wishes to remind students that they are expected to adhere to **the Code of Behaviour on Academic Matters** regardless of the course delivery method. By offering students the opportunity to learn remotely, UTM expects that students will maintain the same academic honesty and integrity that they would in a classroom setting. Potential academic offences in a digital context include, but are not limited to:

### **Remote assessments:**

1. Accessing unauthorized resources (search engines, chat rooms, Reddit, etc.) for assessments.
2. Using technological aids (e.g. software) beyond what is listed as permitted in an assessment.
3. Posting test, essay, or exam questions to message boards or social media.
4. Creating, accessing, and sharing assessment questions and answers in virtual "course groups."
5. Working collaboratively, in-person or online, with others on assessments that are expected to be completed individually.

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 behavior or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

### **Academic Rights**

You, as a student at UTM, have the right to:

- Receive a syllabus by the first day of class.
- Rely upon a syllabus once a course is started. An instructor may only change marks' assignments by following the University Assessment and Grading Practices Policy provision 1.3.
- Refuse to use 7ehavior.com (you must be offered an alternative form of submission).
- Have access to your instructor for consultation during a course or follow up with the department chair if the instructor is unavailable.
- Ask the person who marked your term work for a re-evaluation if you feel it was not fairly graded. You have up to one month from the date of return of the item to inquire about the mark. If you are not satisfied with a re-evaluation, you may appeal to the instructor in charge of the course if the instructor did not mark the work. If your work is remarked, you must accept the resulting mark. You may only appeal a mark beyond the instructor if the term work was worth at least 20% of the course mark.
- Receive at least one significant mark (15% for H courses, 25% for Y courses) before the last day you can drop a course for H courses, and the last day of classes in the first week of January for Y courses taught in the Fall/Winter terms.
- Submit handwritten essays so long as they are neatly written.
- Have no assignment worth 100% of your final grade.
- Not have a term test worth more than 25% in the last two weeks of class.
- Retain intellectual property rights to your research.
- Receive all your assignments once graded.
- View your final exams. To see a final exam, you must submit an online Exam Reproduction Request within 6 months of the exam. There is a small non-refundable fee.
- Privacy of your final grades.
- Arrange for representation from Downtown Legal Services (DLS), a representative from the UTM Students' Union (UTMSU), and/or other forms of support if you are charged with an academic offence.

### **Equity Statement**

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated. If you have any questions, comments, or concerns you may contact the UTM Equity and Diversity officer at [edo.utm@utoronto.ca](mailto:edo.utm@utoronto.ca) or the University of Toronto Mississauga Students' Union Vice President Equity at [vpequity@utmsu.ca](mailto:vpequity@utmsu.ca).

**Please note that this outline is subject to change depending on the needs of the class (we may need additional time to cover a topic). Any changes to the syllabus will be announced in class one week before. However, the assignment and test dates are fixed. COME TO CLASS HAVING READ THE CHAPTER(S) ASSIGNED THAT WEEK.**

## Course Outline

Dates: 2021	Topic	Readings and Assignments
Week 1: Sept 14 <sup>th</sup>	<p><b>What is Health Psychology?</b></p> <p>Does stress get ‘under our skin’ and impact our health?</p> <p>Familiarity check: Syllabus, Quercus, Zoom</p>	<p><b>In Class</b> Taylor Chapter 1: What is Health Psychology (material reviewed in class that you will need to know for the mid-term)</p> <p><b>Tutorial:</b> WATCH: Stress: Portrait of a Killer <a href="https://www.youtube.com/watch?v=eYG0ZuTv5rs">https://www.youtube.com/watch?v=eYG0ZuTv5rs</a></p> <p style="text-align: center;"><u>To prepare for week 2</u></p> <p>READ Taylor Chapter 2: The Systems of the Body</p>
Week 2: Sept 21 <sup>st</sup>	<p><b>The Systems of the Body</b></p> <p><i>Application topic:</i> How inflammation is linked to depression, cardiovascular disease and diabetes. Exploring COVID-19</p> <p><i>Research Methods Discussed:</i> Longitudinal Studies; Naturalistic Experiments</p>	<p><b>In Class</b> Taylor Chapter 2: The Systems of the Body</p> <p><b>Tutorial:</b> Social Rank, Hierarchy and Health (make SURE to watch the ‘Stress: Portrait of a Killer’ video listed above before coming to class this week)</p> <p style="text-align: center;"><u>To prepare for week 3</u></p> <p>READ: Taylor Chapter 6 &amp; 7: Stress; Moderators of the Stress Experience</p>
Week 3: Sept 28 <sup>th</sup>	<p><b>Stress and Stress Management</b></p> <p><i>Application topic:</i> Tangible techniques to manage stress and maximize health during stress in university and beyond</p> <p><i>Research Methods Discussed:</i> Correlational studies; Quasi Experiments</p>	<p><b>In Class</b> Taylor Chapter 6 &amp; 7: Stress; Moderators of the Stress Experience</p> <p><b>Tutorial:</b> The Brain-Gut Axis and the gut microbiome</p> <p style="text-align: center;"><u>To prepare for week 4</u></p> <p>READ: Taylor Chapter 4: Preventive and Health-Promoting Behaviours</p>



<p>Week 4: Oct 5<sup>th</sup></p>	<p><b>Preventive and Health-Promoting Behaviours: Diet, exercise, and health behaviours</b></p> <p><i>Application topic:</i> Teasing apart the social, psychological and biological factors in the 'obesity epidemic'</p> <p><i>Research Methods Discussed:</i> Pre-test/post-test within-subjects, repeated measures experiment and a controlled field experiment.</p>	<p><b>In Class</b> Taylor Chapter 4: Preventive and Health-Promoting Behaviours</p> <p><b>Tutorial:</b> Exercise and Health</p> <p><u>To prepare for week 5</u></p> <p>No assignments – next week is reading week</p>
<p>Week 5: Oct 12<sup>th</sup></p>	<p><b>READING WEEK</b></p>	<p>NO CLASS</p> <p><u>To prepare for week 6</u></p> <p>WATCH: Inequality for All. Movie link is provided in Week 6 on Quercus</p>
<p>Week 6: Oct 19<sup>th</sup></p>	<p><b>Inequality for all:</b> How economic and social forces of inequality and social injustice impact health and well-being.</p> <p><i>Application topic:</i> What can we do in the real-world to bring about social change?</p> <p><i>Research Methods Discussed:</i> Direct observation</p>	<p><b>In Class</b> Economic and social forces in Canada have and continue to impact health and well-being across cultures and within Indigenous communities</p> <p><b>Tutorial:</b> Bias and Neutrality in Scientific Research</p> <p><u>To prepare for week 7</u></p> <p><b>Study all material covered in class and tutorials so far for the midterm test next week</b></p>
<p>Week 7: Oct 26<sup>th</sup></p>	<p><b>MIDTERM TEST</b></p>	<p><b>You have 3 hours to complete the test beginning at 12:01 pm online on Quercus.</b></p> <p><u>To prepare for week 8</u></p> <p>READ: Taylor Chapter 5 &amp; 13: Health-compromising behaviors and Heart disease, hypertension, stroke and diabetes</p>

<p>Week 8: Nov 2<sup>nd</sup></p>	<p><b>Health Compromising Behaviors and Disease</b></p> <p><i>Application topic:</i> The normalization of alcohol and substances to cope with stress. What are the health, social and economic ramifications?</p> <p><i>Research Methods Discussed:</i> randomized controlled trial</p>	<p><b>In Class</b> Taylor Chapter 5 &amp; 13: Health-compromising behaviors and Heart disease, hypertension, stroke and diabetes</p> <p><b>Tutorial:</b> Movie: ‘Breaking Boundaries’ will be made available to students. Introduction to the paper assignment.</p> <p style="text-align: center;"><u>To prepare for week 9</u></p> <p>READ: Taylor Chapter 3: Health behaviour and primary prevention</p>
<p>Week 9: Nov 9<sup>th</sup></p>	<p><b>Health Promotion: How do we get people to change their health behaviour?</b></p> <p><i>Application topic:</i> Evaluating health promotion campaigns and designing effective health messages. How do you change your own behaviour, those in your community and the world beyond?</p> <p><i>Research Methods Discussed:</i> Varied</p>	<p><b>In Class</b> Taylor Chapter 3: Health behaviours</p> <p>Discussion of Braiding Sweetgrass (optional reading listed on textbooks for class on syllabus)</p> <p><b>Tutorial:</b> How we communicate science to improve trust in science and scientists. Paper feedback and review.</p> <p style="text-align: center;"><u>To prepare for week 10</u></p> <p>READ: Taylor Chapter 10: Pain and its management</p>
<p>Week 10: Nov 16<sup>th</sup></p>	<p><b>Pain and Pain Control</b></p> <p><i>Application topic:</i> Is pain subjective or objective? How do we measure pain? Is everyone treated equally when it comes to pain management?</p> <p><i>Research Methods Discussed:</i> Controlled Laboratory Experiments</p>	<p><b>In Class</b> Taylor Chapter 10: Pain and its management</p> <p><b>Tutorial:</b> Writing skills: Integrating effective communication strategies to improve your writing and demonstrate critical thinking. Peer review on your paper draft.</p> <p style="text-align: center;"><u>To prepare for week 11</u></p> <p>READ: Taylor Chapter 9: Patient-Provider relations</p>
<p>Week 11: Nov 23<sup>th</sup></p>	<p><b>The Health-care in Canada: Win or fail?</b></p> <p><i>Application topic:</i> How does current health care theory and delivery in Canada assist or create barriers for citizens, non-citizens and Indigenous persons.</p> <p><i>Research Methods Discussed:</i> Longitudinal Cohort Studies</p>	<p><b>In Class</b> Taylor Chapter 9: Patient-Provider relations</p> <p><b>Tutorial:</b> Guest lecture – Integration of non-Western Medicine and Indigenous Health to address the themes in ‘Breaking Boundaries’ and your paper.</p>

		<p style="text-align: center;"><u>To prepare for week 12</u></p> <p>READ: Taylor Chapter 15: Health Psychology: challenges for the future</p>
Week 12: Nov 30 <sup>th</sup>	<p><b>Epigenetics and the future of health psychology</b></p> <p><i>Application topic:</i> Why is it so important to make healthy choices now and not wait until we are sick?</p> <p><i>Research Methods Discussed:</i> Looking for epigenetic markers – lab experiments and correlational studies</p>	<p><b>In Class</b> Taylor Chapter 15: Health Psychology</p> <p><b>Tutorial:</b> Epigenetics and application.</p> <p style="text-align: center;"><u>To prepare for week 13</u></p> <p>Study for the final test – cumulative over all material covered in class and the tutorials</p>
<b>November 26th</b>	<b>PAPER DUE</b>	Upload your paper and 2 research articles onto Quercus by 5pm today.
<b>Week 13: Dec 7<sup>th</sup></b>	<b>Final Term Test</b>	<b>You have the entire class period to complete this test. The final test is cumulative.</b>