

Faculty of Health
Department of Psychology
PSYC 1010 6.0, Section C: INTRODUCTION TO PSYCHOLOGY
Course Director: Dr. Kathleen Fortune
TUESDAY 2:30-5:30pm – Online via Zoom and eClass
Full Year 2023-2024

Welcome to PSYC1010! This section of the course will be offered fully online, but as I hope you've already discovered, there is a date and time attached to the course. I know that might be confusing so let me sort that out right away. All components of the course are done online, and no in-person attendance is required. However, I will hold weekly live lectures on Zoom which I will record and post to eClass. This leaves options open for students with challenging work schedules or care responsibilities. **While attendance in live lectures is not mandatory, I strongly encourage you to participate in these sessions.** Throughout the lecture, I will pose questions to the class to solicit your ideas, incorporate pauses for you to ask questions, and I will take additional questions at the end of the lecture, if needed. You can ask your questions by using the Zoom chat function, or by raising your zoom hand. I will post my PowerPoint lecture slides ahead of time, so that you can review, and use them to follow along and to take notes during the lecture. This is a helpful study strategy. Watching a recording of a lecture is a great option for review, or in the event of illness that forces you to miss class, but for many students, a recording just does not inspire the same engagement and learning that a live lecture can.

IMPORTANT NOTE: The term tests will be held on eClass during the designated class time of Tuesday 2:30-5:30pm. These are the only 4 dates during which you MUST be available online to write your tests. Please put these dates in your calendar now, as they are non-negotiable.

Given that this is the first year for most of you, I will scaffold this learning process for you. That means I'll start off providing a lot more detail on my slides and progressively include less on the slides as we move through the year. Scaffolding also applies to the assessments. I don't believe in having assessments worth 40 or 60%. For me, that's an unnecessary amount of pressure, and it doesn't give you a chance to learn from mistakes and improve. Instead, I break assessment up across the year, with 4 term tests worth 15% each, 4 discussion forum posts worth 2% each, two short written assignments worth 10% each, Connect textbook reading quizzes worth 8% total, and research participation (URPP) worth 4%. This spreads the marks out across the year, and includes multiple-choice, written, research, and reflection components.

Instructor and T.A. Information

Instructor: Dr. Kathleen Fortune

Office Hours: Online via Zoom, by appointment (booked through eClass)

Email: kfortune@yorku.ca

T.A.	Tony Miller	Natasha Baptist-Mohseni	David Olson	Tasfia Ahsan	Kate Lee
Email	tony2017@yorku.ca	baptistn@yorku.ca	dolson@yorku.ca	ahsant@my.yorku.ca	katelee@yorku.ca
Office Hours	TBA	TBA	TBA	TBA	TBA

What are Office Hours For?

Office hours are an opportunity for you to connect with your assigned teaching assistant or with me. They are a chance to ask clarifying questions about course content or assignments. Your assigned teaching assistant will be responsible for grading your work, so they are best positioned to answer your questions. However, be mindful that each TA has many students to assist, so when you book a visit with them, please keep it focused on specific questions or concerns. I know that visiting with your TA or with me can feel intimidating. I felt the same way when I was an undergraduate student. Please know that we all care about you and your success, and we've all been where you are in your academic journey.

Course Prerequisite(s): Course prerequisites are strictly enforced: None

Course Credit Exclusions: Refer to [York Courses Website](#) for listings of course credit exclusions.

Course website: eClass

All course materials will be available on eClass. The site will be your central access point for course materials. PowerPoint slides, video lectures, and additional readings or website links will all be posted on the eClass website in advance of each week's lecture topic/chapter.

Course Description

This course introduces students to psychology, the scientific study of behaviour and cognition, by examining the basic principles of psychology and their application to everyday experience. The course surveys some core areas of psychology including research methods, biological bases of behaviour, sensation and perception, memory, and cognition.

Program Learning Outcomes

Upon completion of this course, students should be able to:

1. Define psychology and explain how it meets the criteria of science.
2. Recognize key concepts, methods, theories, and assumptions in psychology.
3. Describe basic characteristics of the scientific method in psychology.
4. Discern differences between personal views and scientific evidence.

Specific Learning Objectives

Upon completion of this course, students should be able to:

1. Identify basic concepts, research findings, and examples of psychology's integrative themes.
 - a. Psychological science relies on empirical evidence adapting as new data develop.
 - b. Psychology explains general principles that govern behaviour, while recognizing individual differences.
 - c. Psychological, biological, social, and cultural factors influence mental processes and behaviour.
 - d. Our perceptions filter experience of the world through an imperfect personal lens.
 - e. Applying psychological principles can change our lives in positive ways.
2. Apply psychological principles to everyday life.
3. Evaluate misconceptions or flawed claims based on evidence from psychological science.
4. Evaluate basic psychological research.

Commitment to Diversity and a Safe Classroom

It is my intent that students from all backgrounds and perspectives be well served by this course, and that the diversity that students bring to the class will be treated as a critical resource and benefit. I intend to present course materials that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. I will also acknowledge the limitations in finding such material, within a broader conversation about the lack of diversity in the literature and the discipline itself. The topics that we're covering in this class are often difficult, not just intellectually but emotionally. I expect there to be discussion and disagreement during our class discussions, but it is crucial that there be an atmosphere of trust and safety in the classroom. I will attempt to create a classroom environment in which each of us is able to hear and respect one another. It is critical that we all show respect for the lived experiences and worldviews expressed in the class and that we engage in discussion with care and empathy. We can disagree without becoming disagreeable or disrespectful. In this class, we will not shy away from the uncomfortable because critically examining our most basic assumptions and values is a vital part of living an authentic life. I urge you to have the courage to sit with the uncomfortable in this class and I will do my best to create a classroom environment that supports you in doing so. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something I consider to be important and deserving of attention.

Required Textbook

Feldman, R. S., & Cavanaugh, L. (2021). *Essentials of Understanding Psychology* (Seventh Canadian Edition). McGraw Hill Ryerson Limited.

Note: You must use the Seventh Canadian Edition with Connect. Connect are the additional electronic resources that come along with the textbook from **which I will be assigning reading assignment (Smartbook) quizzes for marks**. You should purchase your textbook through the York Bookstore, and you can select between the eBook (just Connect) or the eBook and print copy (Connect plus print) option. **Do not purchase a print only copy without Connect.**

https://www.bookstore.yorku.ca/buy_textbooks.asp

Course Requirements and Assessment:

Assessment	Date of Evaluation	Weighting
Test 1	October 17, 2023	15%
Test 2	December 5, 2023	15%
Test 3	February 13, 2024	15%
Test 4	April 2, 2024	15%
Written Assignment 1	Oct 31, 2023	10%
Written Assignment 2	March 5, 2024	10%
Discussion Board Participation	Throughout the year (4 x 2%)	8%
Connect Textbook Reading Quizzes	Throughout the year	8%
Research Participation (URPP)	Throughout the year	4%
Total		100%

Description of Assignments

I know this looks like a lot of assessments, but keep in mind this is a full year course and that I've done my best to spread the assessment out evenly across the year. Each assessment is worth a relatively small percentage of your overall grade, and tests are not cumulative. I hope this keeps you engaged with the course, without feeling like one weaker assignment or test will be your undoing. I've given you all these dates, so put them into your calendars now with reminders a week or two before, so that you are never feeling surprised by a due date!

Connect Smartbook Quizzes: One of the reasons I chose this textbook was the McGraw-Hill Smartbook technology. Your textbook provides you access to the ebook version of the text and access to the Smartbook chapter quizzes/assignments. These are textbook chapter reading quizzes that test your learning as you read the textbook. They adapt to your answers, so if you get a question wrong on a concept, it will give you more questions on that concept. If you get those wrong, it will prompt you to revisit that concept in the textbook before being able to continue. In essence, you are being rewarded for doing the reading and mastering the key concepts. If you complete all the Smartbook assignment questions by the deadline, you will receive full marks. If you have completed some, but not all the questions, you will receive a mark reflective of the percentage you have completed. **Reminder: you cannot complete the Smartbook assignment for marks after the deadline, but you can do what is called a "recharge" and review the concepts for your own learning.** Not only does this strongly

encourage you to keep up with the readings each week, but it also gives you marks for doing so! You can read more about this technology here: [Smartbook](#)

Term Tests: You will complete 4 online multiple-choice tests (see dates in course requirements and assessments table). These tests **are not cumulative**, and they will be comprised of approx. 70 multiple-choice questions, with each test covering 3-4 textbook chapters and the accompanying lectures. **NOTE: You will have approx. 90 minutes to complete each test and they will be held during our regular class time, so you must be available to complete them. There are no exceptions to this, and you cannot schedule overlapping courses for this reason.**

Written Assignments: You will complete two written assignments, one in each term. Details about these assignments will be posted to eClass well in advance of their respective due dates. Each assignment will focus on the application of core concepts to your own life because that's one of the key learning objectives of this course. I want you to leave the course with skillsets that serve you well in your personal lives, as well as a broader understanding of psychology. Each assignment will be approximate 2-3 double-spaced pages in length, and you will submit these written assignments through Turnitin on eClass, which is plagiarism detection software. **Thus, these are independent assignments, and are not to be completed in pairs or groups. Moreover, you are not permitted to use any form of artificial intelligence (AI) to help you brainstorm or complete this assignment. This is about YOUR thoughts and your hard work.**

Discussion Board Participation: Every other week or so, I will post a video, podcast, or short reading on eClass and ask you to answer a couple of questions about your thoughts, feelings, and reactions to that material. You will also be asked to post responses to your classmates. The purpose of the discussion boards is to give you an opportunity to interact with your classmates, to expand and apply your understanding of core concepts from the course, **and to assign marks for effort, rather than just correct answers.** This is important to me as an instructor. I want you to feel free to share your perspectives, albeit with due consideration and respect for your classmates. The TA's will assign marks for responses that show a significant level of effort and thoughtful consideration. It's important that you read/watch the required piece and then refer to specific ideas in your answers, rather than just making generic statements. You must also answer all the questions asked, and for clarity, you should include question numbers to indicate what part of your response is answering which question. **You will have 2 weeks to post your responses to each forum**, but once the next forum opens, you will no longer be able to submit, so put those dates in your calendar early!

Research Participation: The final part of your grade in PSYC1010 comes from participating in research studies that are conducted by faculty and students from the psychology department. This is known as the **Undergraduate Research Participation Pool (URPP)**. You must complete a certain number of studies each term to receive your full 4% for research participation. If you feel strongly about NOT participating, you will be provided with an alternative written assignment. **Please note that this is NOT OPTIONAL.** Each year, several students fail to complete these studies and miss out on a relatively easy 4% of their course grade because they didn't think the URPP was required. All of this is done under the direction of the URPP coordinator, not the TA's or myself. You will receive an email that explains all aspects of the URPP and your participation in it. You can contact URPP at urpp@yorku.ca. **If you have any**

concerns regarding URPP participation, email them, not your instructor or TA. The TA's and I will not return any emails asking questions about the URPP.

Class Format and Attendance Policy

As already outlined in this course outline, I will deliver weekly live lectures on Zoom Tuesdays from 2:30-5:30pm. These lectures will also be recorded and posted to eClass, but again, I strongly encourage you to participate live and use the recordings for review purposes only. These are valuable opportunities for you to ask questions for clarification on concepts that you're finding more challenging, and to engage with myself, one of your TA's, and your fellow classmates. Last year, students who regularly attended the live sessions performed significantly better in the course than those who did not. There is a strong correlation between actively participating in the course, asking questions, hearing your classmates' response, and your overall success in the course.

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar:

[Grading Scheme for 2023-24](#)

Missed Tests and Late Assignments

For any missed test or late assignment, **students MUST complete the following online form within 48 hours of the missed test or assessment:**

[HH PSYC: Missed Tests/Exams Form](#)

This form is received and reviewed in the Psychology undergraduate office. Failure to complete the form **within 48 hours of the original deadline will result in a grade of zero for the missed test or assignment.** Due to COVID-19, an Attending Physician's Statement (APS) is not required. However, a reason for missing a test or deadline must be provided. If you miss a test and have notified the instructor within the 48-hour deadline, using the missed test form linked above, you will be eligible to write a make-up test, but that this test may differ from the original test written by the class.

Late Assignments: Both written assignments have a 2-day grace period where students can submit after the deadline at no penalty. Assignments submitted beyond this 2-day grace period will receive a 10% per day penalty up to a total of 3 days (i.e., up to 5 days after original deadline). No assignments will be accepted 5 days beyond their due date; assignments more than 5 days late will receive a grade of 0. Note that submitting assignments late may delay the teaching team's ability to provide feedback on your work.

Add/Drop Deadlines

For a list of all important dates please refer to [Undergraduate Fall/Winter 2023-2024 Important Dates](#)

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	September 20	September 20	January 22
Last date to add a course with permission of instructor (also see Financial Deadlines)	September 28	September 28	January 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	November 8	February 8	March 11
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	November 9 – December 5	February 9- April 8	March 12- April 8

Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may [withdraw from a course](#) using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your GPA nor count towards the credits required for your degree.

Information on Plagiarism Detection

To promote academic integrity in this course, students will be normally required to submit their written assignments to Turnitin (via the course eClass page). Turnitin is a plagiarism and detection tool to assist faculty members in determining the similarity between student work and the work of others. This includes published work in books and journals, Internet sources, and papers submitted by other students at York and other universities, among others. **Turnitin conducts a review of textual similarity between the work you submit, and others work. However, no decisions about plagiarism are made by the service. Rather, it generates an "originality report" which is evaluated by TA's and faculty members, to determine the probability that a piece of work has been plagiarized.** By submitting work to Turnitin on eClass,

you allow your material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website.

As noted above in the assignment section of this course outline, students must NOT use any form of artificial intelligence (AI) to complete their assignments. I design these assignments to be short and applied specifically to your own individual lives/experiences. Use of AI to complete these assignments undermines your learning experiences and the integrity of this course. Please refer to York University's recent communication on the use of artificial intelligence as it pertains to academic integrity: [Artificial Intelligence and Academic Integrity](#)

Electronic Device Policy

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. **It is expected that you complete the four term tests on eClass in a manner that does not involve consulting an unauthorised source during an examination. To be very clear: these tests are NOT open-book tests. They must be completed independently and without the use of any outside sources (e.g., internet search engines, your notes, your lecture slides, other students, etc.).**

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

Test Banks

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. **Buying and attempting to sell banks of test questions and/or answers may be considered as "Cheating in an attempt to gain an improper advantage in an academic evaluation" (article 2.1.1 from the Senate Policy) and/or "encouraging, enabling or causing others" (article 2.1.10 from the Senate Policy) to cheat.**

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. **Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the course.**

<https://accessibility.students.yorku.ca/>

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses.

Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy](#).

Course Materials Copyright Information

These course materials are designed for use as part of the PSYC1010 course at York University and are the property of the instructor unless otherwise stated. This includes my video recordings, PowerPoint slides, and assignments. These cannot be shared on websites like Course Hero, as this is a violation of my intellectual property rights. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a violation of Copyright law.

[Intellectual Property Rights Statement](#).

Email Policy

Writing an email to your professor or your teaching assistant is not the same as writing an email to a friend. It's important to be mindful of the impression that you wish to make and to be respectful of your professor and/or TA's time. I know that sending a more formal email may be new to you, so below are some helpful tips to review before sending an email.

1. Any emails sent to the professor or teaching assistant **MUST** indicate the course number and section in the subject line of the email. Our course and section are **PSYC1010, SEC C**.
2. Make sure to include your full name and student number in the body of the email. If your preferred name differs from the name listed on the course roster, please let your professor and TA know that early in the term so that we make that change right away.
3. Before sending an email, make sure you've done a thorough job of trying to find the answer to your question in the course materials posted on eClass. That means carefully reading through the course syllabus and other pieces of information posted on eClass to see if the answer is already provided. **The professor and TAs receive a high volume of email and will not respond to emails asking questions that are clearly addressed in the posted course materials.**

4. A proper email begins by properly addressing the recipient by their name and/or title. You can refer to me as either **Dr. Fortune or Professor Fortune, not Kathleen, Ms. or Mrs.** You can address your emails to your TAs by their first names. The body of your email message should be written in a polite tone. Respect goes both ways, and you should treat your professor and TAs with the same respect with which you would like to be treated.

5. Send your emails well in advance of when a response is required. While the volume of emails received will vary over the year, you should expect to **receive a response with 2-3 days**. If you have not received a response within that time, you can follow-up politely.

Discussion Board Etiquette

One of the aspects of this course that I'm most excited about are the discussion board posts, which will allow you to share your thoughts, feelings, and questions about interesting aspects of the course with one another. However, this only works when everyone understands some general rules around appropriate behaviour on these boards. They must be a safe space for everyone, and the TA's and myself will ensure that they remain so. Read through the guidelines below, to familiarize yourself with our expectations around discussion board behaviour.

- **Respect others.** It is important to remember that you, your peers, and the teaching team are real people who are affected by what you write. It is important to be mindful of the feelings and opinions of others, even if they differ from your own. **As a rule of thumb: If you wouldn't say it to someone's face, don't say it online either.**
- **Proofread.** Before sending an email, sending a message to a chat, or responding to a discussion, review your response to ensure that it is clear, concise, and respectful.
- **Avoid strong language, all caps, and excessive exclamation points.** It is very easy for written text to be misread and misunderstood. Have you ever sent a text or email message with good intent, but the recipient thought you were being rude or condescending? If so, then you have experienced this firsthand.
- **Pick the right tone, be careful with humour or sarcasm.** Since your communication will be in a written format then it is very important to choose the right words when you are trying to get your meaning across. Be cautious when using humour or sarcasm as tone is often lost in an email or discussion post and your message might be taken seriously.
- **Personal information and confidentiality.** Do not post confidential information about yourself or others in the discussion boards. You are, of course, free to share some personal anecdotes about your life if they are relevant to the question being posed, but keep in mind that the board is viewed by your classmates and potentially others.
- **Don't post or share, publicly or privately, inappropriate material.** Posting or sharing this type of information will go against the code of conduct expected of students at York.

Course Schedule

DATE	TOPIC	REQUIRED READINGS
SEPT 12	Introduction, history of psychology, pseudoscience, research methods	Chapter 1: Introduction to Psychology
SEPT 19	Neuronal communication, structure & function of the brain, neuroplasticity	Chapter 2: Neuroscience and Behaviour
SEPT 26	Processes of sensation & perception, vision, perceptual organization.	Chapter 3: Sensation & Perception
Oct 3	Sleep, dreams, and drugs	Chapter 4: States of Consciousness
OCT 10	READING WEEK	No assigned reading
OCT 17	Test #1	Covers chapters 1-4 & accompanying lectures
OCT 24	Classical & operant conditioning, latent learning, observational learning	Chapter 5: Learning
Oct 31	Memory Part 1: what are memories? Foundations of memory (sensory, short-term, and long-term) Written Assignment 1 Due!	Chapter 6: Memory
NOV 7	Memory Part 2: Levels of processing, retrieval cues, why we forget & why we remember things inaccurately	Chapter 6: Memory
NOV 14	Thinking and reasoning processes, language development	Chapter 7: Thinking, Language, and Intelligence
NOV 21	What is intelligence? How do we measure it? What helps and what hinders intellectual development?	Chapter 7: Thinking, Language, and Intelligence
NOV 28	Catch-up and review class	No new readings assigned
Dec 5	TEST #2	Covers Chapter 5-7 & accompanying lectures

JAN 9	What is motivation? Theories of what motivates us. Need for affiliation.	Chapter 8: Motivation and Emotion
JAN 16	What are emotions? Do we control them, or do they control us? What functions do they serve?	Chapter 8: Motivation and Emotion
JAN 23	Nature & Nurture – what makes us who we are? From prenatal development to older adulthood!	Chapter 9: Lifespan Development
Jan 30	What makes you – you! Theories of personality development. Personality science/measurement of personality.	Chapter 10: Personality
FEB 6	What causes us stress? How does stress impact our body & brain? Coping strategies. The science of happiness.	Chapter 11: Health Psychology: Stress, Coping, and Well-Being
FEB 13	Test #3	Covers chapters 8-11 & accompanying lectures
FEB 20	READING WEEK BREAK	NO ASSIGNED READING
Feb 27	Social Psych Part 1: Attitudes & behaviour, social influence, group dynamics, conformity	Chapter 14: Social Psychology
MAR 5	Social Psych Part 2: Altruism & aggression, stereotypes, prejudice, and discrimination. Written Assignment 2 Due!	Chapter 14: Social Psychology
MAR 12	Normal as on a continuum, history of mental illness & the stigma around it, categories of psychological disorders.	Chapter 12: Psychological Disorders
MAR 19	Psychotherapy, biomedical therapies & social prescribing.	Chapter 13: Treatment of Psychological Disorders
March 26	Catch-up and review class	No new readings
APR 2	Test 4	Covers chapters 12-14 & accompanying lectures

Calumet and Stong Colleges' Student Success Programming:

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) aims to build the leadership skills of its Course Reps while contributing to the academic success and resourcefulness of students in core program classes.
- [Peer-Assisted Study Session \(P.A.S.S.\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by trained Peer Tutors.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [career exploration](#), [Indigenous Circle](#), [awards and recognition](#), and [provide opportunities to students to work or volunteer](#).
- Please connect with your Course Director about any specific academic resources for this class.
- For additional resources/information about our student success programs, please consult our websites ([Calumet College](#); [Stong College](#)), email scchelp@yorku.ca, and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#)
- Are you receiving our weekly email (Calumet and Stong Colleges - Upcoming evens)? If not, please check your Inbox and Junk folders. If you do not find our weekly emails, then please add your 'preferred email' to your Passport York personal profile. If you need support, please contact ccscadm@yorku.ca, and request to be added to the listerv.