

University of Toronto, Scarborough
PSYC02H3, Lecture 30
Winter, 2010
Scientific Communication in Psychology

Instructor: Connie Boudens, PhD.

Office: PO103, room 101

Phone: TBA

email: connie.boudens@utoronto.ca

Office Hours: Wednesdays 12:00 -13:00, Thursdays 15:30- 16:30

Teaching Assistants:

Anthony Naimi: anthony.naimi@utoronto.ca

Alexa Tullett: alexa.tullett@utoronto.ca

Sarah Uzzaman: sarah.uzzaman@utoronto.ca

Lectures: Thursdays 17:00 – 19:00 in HW308

Tutorials: 3001: Mondays 19:00 – 21:00 in AA208

3002: Mondays 19:00 – 21:00 in AA206

3003: Mondays 19:00 – 21:00 in AA209

3004: Mondays 19:00 – 21:00 in AA205

Course description: This course will cover the conventions of communication in scientific writing generally, and in the discipline of psychology specifically. The focus of the course will be the process of producing a research report, but this will be located within the broader discussion of psychology as a scientific enterprise. Overall there are three goals for this course. By the time we are finished, I would like you all to be able to:

- select, read, and integrate research-based articles and chapters
- write a proper research report
- distinguish good from bad writing, and strong from weak arguments

Textbooks: Stanovich, K. E. (2009). *How to think straight about psychology* (9th ed.). Boston: Allyn & Bacon.
Mitchell, M. L., Jolley, J. M., & O’Shea, R. P. (2009). *Writing for psychology* (3rd ed.). Belmont, CA: Wadsworth.
American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Grading Summary:

Writing assignment: 20%

Quiz on APA format: 10%

Tutorial participation: 10%

Term paper: 25%

Final exam: 35%

Writing Assignment (Due Feb 11)

This assignment requires that you find an article in the popular press that reports on a study recently published in a scholarly journal. You must then compare the popular press article and the journal article and do the following:

- Write a brief summary of both the popular press article and the journal article
- Identify the main focus of the popular press article and compare it to the main focus of the journal article. Is the focus different in the journal article? If so, why do you think this is?
- Identify any the information contained in the journal article that is not found in the popular press article, but that a consumer of scientific research would want to know, or should know.

cont....

Quiz on APA format (in tutorial March 15)

For this quiz you will receive several pages of a manuscript with errors in it. You will be expected to locate and correct these errors.

Term Paper

For your term paper you will produce a complete manuscript, suitable for submission to a scholarly journal. You will be provided with the topic, the basic elements of the method, and the results. Your responsibility will be to conduct a literature review using at least ten scholarly references, and complete the balance of the paper. Additional information about the term paper will be made available as the term progresses.

Tutorial Participation

Attendance at tutorials is mandatory and active participation is highly encouraged. Note that the quality of participation is just as important as the quantity; distracting commentary and anecdotes should be avoided so that the focus remains on the exchange of ideas and the discussion of issues and problems relevant to the topic under consideration.

Final Exam (during exam period)

The final exam will be a mix of multiple choice and short-answer questions. The questions will be based on the readings, lectures and tutorials. More information about the format and content of the final will be given as the exam draws closer.

Week/Date	Topic	Readings
Week 1 Lecture : Jan 7	Introduction to the course: Why do we need scientific communication? (or: what's so scientific about psychology?)	Stanovich, Ch. 1, 12
Week 1 Tutorial: Jan 11	Introductions and expectations	
Week 2 Lecture: Jan 14	Differences between writing in popular psychology and writing in academic psychology	Stanovich, Ch. 8, 10, 11
Week 2 Tutorial: Jan 18	Work on first assignment	
Week 3 Lecture: Jan 21	The "hourglass" model of manuscripts	Mitchell, Jolley, & O'Shea, Ch. 3
Week 3 Tutorial: Jan 25	Identifying the components of the hourglass model in a real manuscript	Mitchell, Jolley, & O'Shea, Ch. 4
Week 4 Lecture: Jan 28	Effective reading – a first step to great writing	Article to be assigned
Week 4 Tutorial: Feb 1	Guided reading exercise	
Week 5 Lecture: Feb 4	The importance of rhetoric in scientific writing: How to argue without "arguing"	Mitchell, Jolley, & O'Shea, Ch. 5
Week 5 Tutorial: Feb 8	Practice structuring an argument	
Week 6 Lecture: Feb 11	Writing the literature review. How to make it make sense to the writer and the reader. First writing assignment due today.	Stanovich, Ch. 8, 9
Week 6 Tutorial: Feb 22	Literature searches	
Week 7 Lecture: Feb 25	Recognizing plagiarism and learning to paraphrase. First	T.B.A.
Week 7 Tutorial: Mar 1	Practice at "putting it in your own words"	
Week 8 Lecture: Mar 4	Completing the introduction: Is it really supposed to take THIS long??	T.B.A.
Week 8 Tutorial: Mar 8	Work on final paper	
Week 9 Lecture: Mar 11	Basics of APA style: Do I need to know ALL this stuff?	Class notes
Week 9 Tutorial: Mar 15	Quiz on APA format.	
Week 10 Lecture: Mar 18	Writing the method section and the results section.	Stanovich, Ch. 6, 7
Week 10 Tutorial: Mar 22	Critiquing method and results sections in real manuscripts	
Week 11 Lecture: Mar 25	Avoiding common mistakes	Class notes
Week 11 Tutorial: Mar 29	Practice cleaning up work with errors in it	
Week 12 Lecture: April 1	Presenting your work. Final paper due today.	Mitchell, Jolley, & O'Shea, Ch. 7

Rules and Policies Pertinent to This Class:

1. Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible. I will work with you and AccessAbility Services to ensure you can achieve your learning goals in this course. Enquiries are confidential. The UTSC AccessAbility Services staff (located in S302) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (416) 287-7560 or ability@utsc.utoronto.ca.
2. In accordance with the Provost's guidelines on appropriate use of information and communicative technology, and for reasons of privacy and copyright protection, you may not record class session in either audio or video format without the explicit consent of the instructor.
3. Cell phones and laptops should not be used in class unless absolutely necessary. Should you require the use of either of these, please consult with me before class.
4. Email policy: Whenever possible, please talk to me in person if you have a question or problem. Typing an email requires a great deal more time than a verbal response, and talking in person makes it easier for me to understand what you are asking and give an appropriate response. When this is not possible, please do not expect an immediate response to your email. I will respond to emails within 48 hour (exclusive of weekends).
5. Respect for all class participants is essential for a seminar, and it is something that I insist on as an instructor. When another member of the class is speaking, everyone else is expected to give that person their full attention.
6. Extensions on graded assignments *may* be granted depending on the circumstances, but you must speak to me in advance of the due date. Each case will be considered individually, so please be prepared to tell the reason you need the extension, and how much more time you think you will need to complete the work. Work that is handed in late and has not been approved for an extension will be penalized 5% for each working day that it is late.
7. Academic integrity is one of the cornerstones of the University of Toronto. It is critically important both to maintain our community which honours the values of honesty, trust, respect, fairness and responsibility and to protect you, the students within this community, and the value of the degree towards which you are all working so diligently. 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 is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:
 - **IN PAPERS AND ASSIGNMENTS:** Using someone else's ideas or words without appropriate acknowledgement. Submitting your own work in more than one course without the permission of the instructor. Making up sources or facts. Obtaining or providing unauthorized assistance on any assignment.
 - **ON TESTS AND EXAMS:** Using or possessing unauthorized aids. Looking at someone else's answers during an exam or test. Misrepresenting your identity.
 - **IN ACADEMIC WORK:** Falsifying institutional documents or grades. Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see <http://www.utoronto.ca/academicintegrity/resourcesforstudents.html>).