

SCIENTIFIC COMMUNICATION IN PSYCHOLOGY
(PSYC02H3 S LEC01)

Winter 2016 Course Syllabus

Instructor: Jessica Dere, Ph.D., C. Psych.

Class Time and Location: Wednesdays, 12:00 - 2:00pm, in HW-214

Office Hours and Location:

Drop in: Wednesdays, 2:00-3:00pm in SW-521

By appointment: Wednesdays, 3:00-4:00pm in SW-521.

Email jdere@utsc.utoronto.ca with at least 24 hours notice to schedule an appointment.

Email: jdere@utsc.utoronto.ca

Office Phone: (416) 208-2999

Required Textbooks:

1. American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
2. American Psychological Association (2009). *Mastering APA style: Student's workbook and training guide* (6th ed.). Washington, DC: Author.

Prerequisites: PSYB01H3 & [PSYB07H3 or (SOCB06H3) or STAB22H3]

Corequisite: PSYC08H3

Additional Material: Additional readings and/or other course material may be placed on the Blackboard course page over the course of the semester, and will be announced in class or tutorial.

**** Please note:** *Course announcements will generally be made through Blackboard. Please monitor the course website regularly for important announcements and updates. Class emails will also be sent through Blackboard; please make sure your listed email address is correct. ***

Tutorials and Teaching Assistants:

Tutorial 1 (Mondays @ 11:00am-1:00pm in BV-359)

Teaching Assistant: Lê-Anh Dinh-Williams

Email: leanh.dinh.williams@mail.utoronto.ca

Tutorial 2 (Mondays @ 1:00-3:00pm in BV-359)

Teaching Assistant: Adam Frost

Email: adam.frost@mail.utoronto.ca

Tutorial 3 (Mondays @ 3:00-5:00pm in MW-223)

Teaching Assistant: Zoe Francis

Email: zoe.francis@mail.utoronto.ca

Please note: *Attendance at tutorials is mandatory.*

Course description: The purpose of this course is to demonstrate how we communicate in psychology and why. The focus is on improving the student's ability to obtain and organize information and to communicate it clearly and critically, using the conventions of the discipline.

Learning objectives: At the conclusion of the course, students should be able to ...

1. Format written work according to guidelines described in the 6th Edition of the Publication Manual of the American Psychological Association;
2. Systematically search for scholarly articles using major research databases;
3. Critically evaluate the presentation of scientific information in the media, and the effective communication of information by psychologists;
4. Compare and contrast reports of psychological research from the popular press vis-à-vis original research reports; and
5. Summarize and synthesize scientific information on a given topic in psychology, and present this information clearly and concisely.

Class structure

This course will consist of weekly class sessions and weekly tutorials. Class sessions will largely be lecture-based, in order to introduce the weekly topic (as listed below). However, lectures will be supplemented with videos and other methods to help illustrate course material, as well as in-class activities, and class discussion will be encouraged throughout. Weekly tutorials led by teaching assistants will complement lecture topics by providing hands-on practice and skill development, as well as support for the completion of assignments.

Important class dates:

January 19: Deadline for Academic English Health Check bonus mark (must book session prior to this date)

January 20: Deadline to email selected newspaper article to your TA for approval

January 27: Assignment due on Blackboard, by 11:59pm EST

February 24: In-class test #1

March 7: Presentations begin in tutorials

March 23: In-class test #2

March 30: Partial term paper draft required for in-class peer review session

April 4: Term paper due

Lecture schedule and required readings

Week	Date	Topic	Required Readings and Resources
1	January 6	Writing for the Behavioral and Social Sciences	<i>APA Publication Manual (6th Edition): Chapter 1</i>
2	January 13	Manuscript Structure and Content	<i>APA Publication Manual (6th Edition): Chapter 2 and Appendix: Journal Article Reporting Standards (pp. 245-253)</i>
3	January 20	Writing Clearly and Concisely	<i>APA Publication Manual (6th Edition): Chapter 3</i>
4	January 27	The Mechanics of Style/Displaying results	<i>APA Publication Manual (6th Edition): Chapter 4, 5</i>
5	February 3	Crediting Sources / References	<i>APA Publication Manual (6th Edition): Chapter 6, 7</i>
6	February 10	The Publication Process	<i>APA Publication Manual (6th Edition): Chapter 8</i>
READING WEEK			
7	February 24	In-class Test #1: All chapters from APA Publication Manual (6 th ed.) and Appendix (pp. 245-253), and Student Workbook	
8	March 2	Reading Critically and Extracting Information / Constructing a Logical Argument	Resource to consult: UTSC Writing Centre – The Writing Process http://www.utsc.utoronto.ca/twc/writing-process
9	March 9	Scientific Communication of Psychology Research in the Popular Press / Mental Health and the Media	<i>Canadian Psychological Association's Guide for Psychologists Working with the Media:</i> http://www.cpa.ca/cpasite/UserFiles/Documents/publications/Working_with_the_Media.pdf
10	March 16	Outlines, Editing, and Proofreading	TBA
11	March 23	In-class Test #2: Essay-based test, based on course content to date.	
12	March 30	Peer-review session	<i>Students must bring at least two complete pages of term paper draft to class</i>

Please note: The class schedule is subject to change due to unforeseen circumstances.

Tutorial schedule and required readings

Week	Date	Topic	Required Readings
1	January 4	First week of class – No tutorial. Read Chapters 1 and 2 from the <i>Mastering APA Style: Student's Workbook</i> in preparation for the tutorials.	
2	January 11	Library workshop – During assigned tutorial time, in library instruction lab AC-286a	
3	January 18	Manuscript Structure and Content / Assignment support	<i>Mastering APA Style: Student's Workbook: Selected Learning and Integrative Exercises from pp. 32-41</i>
4	January 25	Writing Clearly and Concisely <i>Note: Presentation dates will be assigned during this tutorial</i>	<i>Mastering APA Style: Student's Workbook: Selected Learning and Integrative Exercises, from pp. 42-57</i>
5	February 1	The Mechanics of Style / Displaying Results	<i>Mastering APA Style: Student's Workbook: Selected Learning and Integrative Exercises, pp. 58-83 and 174-191</i>
6	February 8	Crediting Sources / References	<i>Mastering APA Style: Student's Workbook: Selected Learning and Integrative Exercises, from pp. 84-101</i>
READING WEEK			
7	February 22	Review Session for In-class Test #1	<i>APA Publication Manual, Chapters 1-8 and Appendix (pp. 245-253); and Student Workbook (pp. 1-101 and 174-191)</i>
8	February 29	Reading Critically and Extracting Information / Oral presentation support	To be assigned by your teaching assistant
9	March 7	Student Presentations	
10	March 14	Student Presentations	
11	March 21	Student Presentations	
12	March 28	Student Presentations	

Please note: The tutorial schedule is subject to change due to unforeseen circumstances.

Evaluation

- Assignment: 5%
- Presentation in tutorial: 10%
- Participation in tutorial: 15%
- In-class test #1: 20%
- In-class test #2: 20%
- Peer-review participation: 5%*
- Term paper: 25% or 30%*
 - o * *For those students who do not participate in the peer-review session on March 30th, the term paper will be worth 30%.*

Bonus mark opportunity: 1%

- Completion of Academic English Health Check by January 19th, 2016
 - o See information on Blackboard

Please note that there are no additional opportunities for extra credit to improve your grade at any time during this course or after the course is over.

Assignment (5%): Students must find a popular press news story that reports on a recent research study in the psychological literature. The story must be written in English, published in the past two years (i.e., after January 1st, 2014) and **must be a news article** (not a blog or other online post) from one of the following newspapers: *The Globe and Mail*, *The National Post*, *The Toronto Star*, *The Wall Street Journal*, *The New York Times*, *The Washington Post*, or *The Guardian*. ***Questions about whether a story qualifies as a news article for this assignment should be directed to the teaching assistant well in advance of the assignment deadline.*** Students must then find the original academic research article that is discussed in the popular press story, as well as five additional empirical articles on the same research topic. The assignment will consist of a properly formatted reference list containing these seven citations.

- Students **MUST** receive approval for their selected newspaper article from their assigned TA before proceeding with their assignment. Selected articles must be emailed to your TA no later than 11:59pm EST on **January 20th, 2016**.
- **Due date: January 27th, 2016**, by 11:59pm EST. The assignment will be submitted electronically through Blackboard as a Word document. No email or paper submissions will be accepted.

Presentation in tutorial (10%): Students will present an oral presentation during the tutorial that summarizes the original research article and five additional empirical articles selected in the first assignment. Presentations should be 18 to 20 minutes in length. The purpose of this assignment is for students to learn how to present research clearly and concisely with the effective use of visual aids (i.e., presentation slides). Further details will be discussed in tutorial.

- Dates: March 7th, 14th, 21st, 28th, 2016.

Participation in tutorial (15%): Students will be evaluated based on their tutorial attendance, participation in tutorial discussions, and engagement with skill exercises (10%). Furthermore, during student presentation weeks, students must formulate one discussion question each for **five other student presentations** (5%). The discussion questions must include presentations from at least three out of the four weeks of presentations.

- Due date: The five discussion questions will be submitted to the teaching assistant in hard copy during the final tutorial session (**March 28th, 2016**), using the *Discussion Questions Form* that will be provided.

In-class test #1 (20%): The first test will cover all chapters from the APA Publication Manual, (6th Ed.) and Appendix, pp. 245-253, as well as the Student's Workbook (pp. 1-101 and 174-191). The test will consist of multiple choice and short answer questions.

- Date: **February 24th, 2016.**

In-class test #2 (20%): The second test will consist of an essay-based test, drawing from course material throughout the semester. Details will be discussed in class and posted on Blackboard.

- Date: **March 23rd, 2016.**

Peer-review participation (5%*): Students will engage in a peer-review session in our final lecture session, to help support their progress on the term paper. In order to participate, students must bring at least two completed pages of their term paper draft to class. Students will be asked to provide structured, constructive peer feedback. Evaluation of participation will be based on the peer feedback provided. Further details will be discussed in class.

- Date: **March 30th, 2016.**

Term Paper (25% or 30%*): The term paper will consist of (1) **a critical analysis** of the popular press story selected in the first assignment, as well as (2) **a literature review** integrating the empirical articles selected in the first assignment. The paper will be 8 pages long, not including the title page or reference page(s). Please follow all formatting guidelines from the APA Publication Manual (6th ed.) when writing the term paper. Further details regarding the term paper will be provided in class and on Blackboard.

- Due date: **April 4th, 2016**, by 11:59pm EST. The term paper will be submitted electronically through **Turnitin.com AND Blackboard** as a Word document. No email or paper submissions will be accepted.
- Please note that this is the last day of classes and the last day for submission of term assignments in Winter semester courses.
- Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com 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 Turnitin.com service are described on the Turnitin.com web site.

- Steps for you to set up your own Turnitin.com account and submit papers are described on this web site:
<http://www.teaching.utoronto.ca/teaching/academicintegrity/turnitin/guide-students.htm>
- To submit the term paper, students will need the **Class ID (11389778)** and **Enrolment Password (apastyle)**.

Policies for Assignments and Examinations in this Course

Please Note: You must bring **photo identification** with you to each examination or you will not be permitted to write the examination.

Missed in-class test: A make-up test will be held approximately one week following the date of the original test. Students will be permitted to take the make-up test only if they were absent on the date of the test due to a verified illness, a serious family emergency (e.g., death of a close family member), or religious observances. For absences due to illness, students must provide a valid and complete **Verification of Student Illness or Injury** form. The form must indicate: (a) that the student sought medical attention on the day of the test; (b) the nature/timeline of the student's problem and the diagnostic tests that were performed; and (c) how the problem prevented the student from writing the test. Students who miss the test must contact Dr. Dere or their TA within three business days of the test date and submit their documentation within five business days of the test date either to Dr. Dere (SW521) or to the Department of Psychology's Administrative Assistant, Nina Dhir (SW427F). Students will then be informed whether or not their documents have been accepted. Students whose documents are not accepted, who do not contact Dr. Dere within three business days of the test, or who do not appear for the make-up test, will receive a grade of zero on the test.

Late submission of assignments: Unless you have legitimate documentation for a late assignment, 10% of the total value of the assignment will be deducted for each day that it is late. An assignment is considered late as soon as the due date and time passes (i.e., one minute past 11:59 EST), so you are strongly encouraged to submit your assignments early in order to avoid any technical delays. Difficulties with the Blackboard portal will not be accepted as a legitimate reason for a late assignment. If you have legitimate documentation to explain your late assignment (e.g., a valid and complete **Verification of Student Illness or Injury** form), you must contact Dr. Dere as soon as possible to discuss your situation and to establish a new deadline for your assignment.

The form for medical documentation can be found at the following link:
http://www.utsc.utoronto.ca/~registrar/resources/pdf_general/UTSCmedicalcertificate.pdf

Missed Presentations: Students who are absent on their assigned presentation date without legitimate documentation will receive a mark of zero for their presentation. If you have legitimate documentation to explain your inability to present on your assigned date, you must contact Dr. Dere and your assigned teaching assistant within three business days of the missed presentation (ideally, before your presentation date) to discuss alternative arrangements.

Grading: Any complaint about grading on an assignment, test or presentation should be made in writing to your teaching assistant within one week of receiving the graded material, or as soon as is reasonably possible, and should detail the point of contention.

Rights and Responsibilities

Copyright in Instructional Settings:

If a student wishes to tape-record, photograph, video-record or otherwise reproduce lectures, course notes/slides, or other similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Without consent, all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.

Accessibility:

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.

Academic Integrity:

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/>).

Writing-related campus resources:

The English Language Development Centre supports all students in developing better Academic English and critical thinking skills needed in academic communication. Make use of the personalized support in academic writing skills development and Café sessions to enhance your ability to do better in the various components of this course. Details and sign-up information: <http://www.utsc.utoronto.ca/eld/>

The Writing Centre helps all UTSC students improve their writing skills. We work with students in all years and all disciplines. Programs include writing groups, writing workshops, one-to-one tutoring, and both print and online resources. For information, resources, and to sign up for individualized feedback: <http://www.utsc.utoronto.ca/twc/>

Grade Scale

NUMERICAL MARKS	LETTER GRADE	GRADE POINT VALUE
90 - 100%	A+	4.0
85 - 89%	A	4.0
80 - 84%	A-	3.7
77 - 79%	B+	3.3
73 - 76%	B	3.0
70 - 72%	B-	2.7
67 - 69%	C+	2.3
63 - 66%	C	2.0
60 - 62%	C-	1.7
57 - 59%	D+	1.3
53 - 56%	D	1.0
50 - 52%	D-	0.7
0 - 49%	F	0.0