



## **PSYC02: SCIENTIFIC COMMUNICATION IN PSYCHOLOGY**

University of Toronto Scarborough (Winter 2018)



### **Instructor Information**

Dr. Andrew A. Cooper  
[aa.cooper@utoronto.ca](mailto:aa.cooper@utoronto.ca)  
Office Hours: 1-4PM Wednesdays

### **Course Information**

Lecture: TUES 3-5PM  
Course Location: MW110  
Office Location: Portable 103, #109

All office hour appointments MUST be booked via <https://calendly.com/meet-prof-cooper> using your *mail.utoronto.ca* email address. Please select an option linked to C02 specifically. Appointments are made on a first come, first served basis. I will make every effort to notify you ahead of time if office hours are unexpectedly cancelled for weather or other unexpected circumstances.

Course email: [PSYCH.C02.UTSC@GMAIL.COM](mailto:PSYCH.C02.UTSC@GMAIL.COM)

← Please use for all non-urgent/confidential matters

### **Tutorials and Teaching Assistants**

*\*\*\*Attendance at tutorials is MANDATORY\*\**

#### **Tutorial 1 (MONDAY @ 9:00-11:00am in BV359)**

Sheila Chung      [sheila.chung@mail.utoronto.ca](mailto:sheila.chung@mail.utoronto.ca)      [PSYCH.C02.UTSC+TA1@GMAIL.COM](mailto:PSYCH.C02.UTSC+TA1@GMAIL.COM)

#### **Tutorial 2 (MONDAY @ 1:00-3:00pm in BV260)**

Nadia Al-Dajani      [nadia.al.dajani@mail.utoronto.ca](mailto:nadia.al.dajani@mail.utoronto.ca)      [PSYCH.C02.UTSC+TA2@GMAIL.COM](mailto:PSYCH.C02.UTSC+TA2@GMAIL.COM)

#### **Tutorial 3 (MONDAY @ 3:00-5:00pm in BV260)**

Janani Selvachandran      [janani.selvachandran@utoronto.ca](mailto:janani.selvachandran@utoronto.ca)      [PSYCH.C02.UTSC+TA3@GMAIL.COM](mailto:PSYCH.C02.UTSC+TA3@GMAIL.COM)

### **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.

**Prerequisites:** [PSYB01H3 or PSYB04H3] and [PSYB07H3 or STAB23H3 or STAB22H3]

**Enrolment Limits:** Limited to students in the Specialist Programs in Psychology and in Mental Health Studies.

## **Learning Outcomes**

By the end of this course, students should be able to do the following:

1. Format written work according to guidelines described in the 6<sup>th</sup> 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 popular press articles 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.

## **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.

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.

## **Course Requirements & Grading**

### **Course 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 other methods to help illustrate course material 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.

### **Blackboard/Portal**

All course-related materials will be posted to Blackboard, including the **syllabus, additional readings, assignments/submission links & grades**. I will also post **announcements** on the course website, such as class cancellations. You should check the website regularly for these announcements; make sure that your email is set up correctly to receive these messages.

Poor weather may result in unexpected cancellation of classes or tutorials, especially during the winter term. It is advisable to check Blackboard and your utoronto email often prior to class or tutorial.

**Evaluation**

Your final grade will be determined based on the graded components listed below. An arbitrary 300 point scale is used to calculate total scores, which are converted to percentages/ letter grades via the standard UTSC rubric. There is no final examination for this course, but the term paper must be submitted to pass the class.

TASK	POINTS	PERCENTAGE	DUE DATE
Assignment 1: Popular Press on Psychology	15pts	5%	JAN 22 by 11:59PM
Assignment 2: Highlight Reel	24pts	8%	MAR 6 by 11:59PM
Assignment 3: Critical Analysis of Press Article	30pts	10%	MAR 20 by 11:59PM
Presentation (in tutorial)	36pts	12%	MAR 12 – APR 2
Participation (in tutorial)	60pts	20%	[across term]
In-Class Test 1	45pts	15%	FEB 13
Peer-review participation (in class)	15pts	5%*	APR 3
Term Paper (90pts /30% if not part of peer review)	75pts	25%*	APR 5 by 11:59PM

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
90%+	85-89	80-84	77-79	73-76	70-72	67-69	63-66	60-62	57-59	53-56	50-52

I. **Assignment 1: Popular Press on Psychology (5%)**

→ due January 22 by 11:59PM EST (see *Submission Guidelines* below)

Students must find a popular press news story that reports on a recent research study in the psychology research literature. This article must meet all guidelines specified in the assignment description document that is posted on Blackboard (e.g., publication date, newspaper source, format, etc). **Questions about whether a story qualifies as a news article for this assignment should be directed to your TA 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 submitted assignment consists of a properly formatted reference list containing these seven citations.

II. **Assignment 2: Highlight Reel (8%)**

→ due March 6 by 11:59PM EST (see *Submission Guidelines* below)

Students will be assigned three research articles to read, and will select one of the empirical articles from Assignment 1. (Articles published in journals that already require author highlights are not acceptable). For each of these papers, students will construct a set of “Highlights” summarizing the main details and findings. The submitted assignment will consist of these highlight statements, along with a formatted reference list.

III. **Assignment 3: Critical Analysis of Popular Press Article (10%)**

→ due March 20 by 11:59PM EST (see *Submission Guidelines* below)

Students will be assigned a popular press article that describes a specific study from the psychology literature, and asked to provide a critical review of it in the form of responses to a series of questions.

IV. **Presentation (10%)**

→ presented in-class during tutorial between March 12 and April 2

Students will give a 20-minute presentation during the tutorial that summarizes the original article and five additional empirical articles from their the first assignment. 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, with individual presentation dates set by January 15<sup>th</sup>.

V. **In-class Test (15%)**

→ during regular class time February 13 (see *Makeup Exam* info below)

The first test will cover all chapters from the APA Publication Manual (6th Edition) and Student's Workbook. The test will consist of multiple choice and short answer questions.

VI. **Tutorial Participation (20%)**

→ based on in-tutorial performance across the term

Students will be evaluated based on their tutorial attendance, participation in tutorial discussions, and engagement with skill exercises (15%). During presentation weeks, students must formulate one discussion question each for **five other student presentations** (5%), and must include presentations from the three weeks in which students are not presenting themselves. Discussion questions must be submitted as a printed copy to your TA at the end of tutorial on the final day of presentations (April 2).

VII. **Peer Review Participation (5%)**

→ per eligibility/participation in peer review, in-class April 3

The final class of the term (April 3) will be devoted to a peer-review of progress on Term Projects. 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, with evaluation of participation based on peer feedback provided. Further detail will be discussed in class.

VIII. **Term Paper (25-30%)**

→ due April 5 by 11:59PM EST (see *Submission Guidelines* below)

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 term paper will be worth 25% of the grade for students who are eligible and participate in the peer review class prior to submitting their term paper, and 30% for those who are ineligible and/or do not participate. The paper will be 8 pages long, not including the title page or reference page(s). Detailed guidelines on formatting and structure will be provided on Blackboard later in the term.

**The term paper must be submitted to pass the class**, and the due date for the term paper is firm. Late assignments will be marked with a 50% penalty for the first 24 hours after the due date, and marked as a 0 after that time, except for those students have been granted an extension due to illness or emergency, as per the section below titled *Psychology Missed Term Work due to Medical Illness or Emergency Policy*.

### **AccessABILITY Services**

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 Dr. Cooper and/or the AccessAbility Services as soon as possible. AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email [ability@utsc.utoronto.ca](mailto:ability@utsc.utoronto.ca). The sooner you let us know your needs the better we can assist you in achieving your learning goals!

### **General Course Policies & Guidelines**

- **Courtesy & Civility:** Please be respectful of your classmates and instructors at all times, and strive to make the classroom a comfortable place for everyone to learn. Respect the experience of your classmates by not engaging in distracting behavior (e.g., off-topic chatting or texting).
- **Computer Use:** There is empirical evidence that note-taking on computers is less effective (see: <https://doi.org/10.1177/0956797614524581>). As such, I would strongly encourage you to remain off computers in class. If you are on your computer, please be mindful about engaging in practices that might distract other students; if others complain about your actions, you may be asked to leave.
- **Emails:** Please use the course email ([psych.c02.utsc@gmail.com](mailto:psych.c02.utsc@gmail.com)) for all general questions unless you have a specific or confidential inquiry for Dr. Cooper. If you are emailing your specific TA, please try to direct your email to their attention by using their specific email variant (e.g., [psych.c02.utsc+TA1@gmail.com](mailto:psych.c02.utsc+TA1@gmail.com)) and including their name or the tutorial number in the email header.

The C02 team will try to answer your emails within 3 business days unless you receive an automatic reply that suggests otherwise. Please keep your emails professional, concise, and clear: start with an informative title that includes the course name and some detail on your question (i.e., “PSYC02 - question about APA Manual, p. 22”). The most effective emails are short, focused on a single question, and demonstrate some effort on your part to explain your understanding or where you are stuck, will likely be most effective. If you are not familiar with writing academic emails, you may find this resource helpful: <https://goo.gl/ik1iw7>

- **Communications:** When time permits, there may be a few minutes to discuss straightforward issues or simple questions after class or tutorial. However, please understand that this is not always possible or practical. For more complex or personal matters, always set up a meeting with your TA or Dr. Cooper.

- **Office Hours:** Please make sure you adhere to the office hours policy described on the first page of this syllabus, and booking your appointments via the link provided using the C02 timeslots. Please email Dr. Cooper directly if you are unexpectedly unable to attend at your booked timeslot.
- **Course Materials & Audio/Video Recording:** Instructional materials are made available only for the purposes of this course, and should not be distributed or used for any other purpose. As outlined in the Provost's guidelines on *Appropriate Use of Information and Communication Technology*, for reasons of privacy as well as protection of copyright, unauthorized video or audio recording in classrooms is prohibited unless written permission has been granted by Dr. Cooper or for students with specific accommodations.
- **Enrollment Status:** Attendance in class is restricted to students registered in this section of C02. Auditing is not permitted, except with written approval from the instructor ahead of time. This class often has a waitlist and is limited to Specialists in Psychology or Mental Health Studies, meaning that students from other programs are unlikely to be able to enroll after the term begins.
- **Syllabus Outline and Changes:** I may make minor changes to the course syllabus based on pacing and needs of the class, or other unexpected events. These will not impair your ability to succeed in the class, and you will be notified ASAP. Any major grading/content changes will be contingent on class vote.

**If at any point you are experiencing difficulty in this course, please contact one of us to discuss your concerns. The earlier you take this step, the better!**

#### Guidelines for Tests/Assignments, Due Dates, & Missed Work

- **Photo IDs:** Students must provide photo identification (ideally, student ID) at both in-class exams. If a student does not provide photo ID during the exam, it must be provided to Dr. Cooper within 24hrs.
- **Submission Guidelines:** All written assignments for this class, including the Term Paper, will be submitted via Blackboard. 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.

Assignments must be submitted as DOCUMENT-type files (\*.doc or \*.docx), not PDFs or other file formats. All submissions must be made in duplicate, via links on Blackboard for (i) graded submissions, and (ii) Turnitin evaluations.

- **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.
- **Absences:** If you know in advance of a legitimate reason for being absent or unable to meet a specific class deadline (e.g., religious holiday or academic event), please contact Dr Cooper as soon as possible. Reasonable accommodations will be made if possible, but early notice is critical for this. All unplanned absences for graded elements of the course are covered under the *Psychology Missed Term Work Policy* listed below. You must notify Dr. Cooper if you have submitted paperwork for an extension within 5 days of

the relevant event (e.g., test). Because Presentations cannot necessarily be rescheduled, alternative arrangements may be made on a case-by-case basis in consultation with Dr. Cooper and your TA.

- **Late Assignments:** Assignments #1-3 that are submitted late without instructor permission (per the Missed Term Work policy below) will receive a 10% grade penalty per day, up to a maximum of 5 days late, at which point they can no longer be submitted.
- **Makeup Examinations:** Students who have obtained prior written permission from Dr. Cooper or who are granted an approved extension per Missed Term Work policy guidelines may be given an opportunity to write a makeup exam within one week of the missed in-class test. The makeup is tentatively scheduled from 3-5pm on February 16. Students whose documents are not accepted, who do not contact Dr. Cooper within five business days of the test, or who do not appear for the make-up test, will receive a grade of zero.

### **Psychology Missed Term Work due to Medical Illness or Emergency Policy:**

All students citing a documented reason for missed term work must bring their documentation to the Psychology Course Coordinator in SW427C **within three (3) business days** of the assignment due date. You must bring the following:

- (1.) A completed [Request for Missed Term Work form](http://uoft.me/PSY-MTW) (<http://uoft.me/PSY-MTW>), and
- (2.) Appropriate documentation to verify your illness or emergency, as described below.

#### Appropriate Documentation:

In the case of missed term work due to **illness**, only an **original copy** of the official [UTSC Verification of Illness Form](http://uoft.me/UTSC-Verification-Of-Illness-Form) will be accepted (<http://uoft.me/UTSC-Verification-Of-Illness-Form>). Forms are to be **completed in full**, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration number and business stamp are required.

In the case of **medical emergency**, an original copy of the record of visitation to a hospital emergency room should be provided.

In the case of a **death of a family member**, a copy of a death certificate should be provided.

In the case of a **disability-related** concern, an email communication should be sent directly to the Course Coordinator ([psychology-undergraduate@utsc.utoronto.ca](mailto:psychology-undergraduate@utsc.utoronto.ca)) from your Disability Consultant at AccessAbility Services, detailing the accommodations required. The Course Instructor should also be copied on this email.

For U of T **Varsity athletic commitments**, an email communication should be sent directly to the Course Coordinator ([psychology-undergraduate@utsc.utoronto.ca](mailto:psychology-undergraduate@utsc.utoronto.ca)) from a coach or varsity administrator, detailing the dates and nature of the commitment. The email should be sent **well in advance** of the missed work.

Documents covering the following situations are **NOT acceptable**: medical prescriptions, anything related to personal travel, weddings/personal/work commitments.

Procedure: Submit your (1.) [request form](#) and (2.) [medical](#)/other documents in person **within 3 business days** of the missed test or assignment. Forms should be submitted to **SW427C between 9 AM - 4 PM**,

Monday through Friday. If you are unable to meet this deadline for some reason, you must contact the Course Coordinator via email ([psychology-undergraduate@utsc.utoronto.ca](mailto:psychology-undergraduate@utsc.utoronto.ca)) within the three business day window. Exceptions to the documentation deadline will only be made under exceptional circumstances.

Within approximately one week, you will receive an email response from the Course Instructor / Course Coordinator detailing the accommodations to be made (if any). You are responsible for checking your official U of T email and Blackboard course announcements daily, as accommodations may be time-critical. Dr. Cooper reserves the right to decide what accommodations (if any) will be made for the missed work.

**Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.**

## 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/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>) 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; and
- When you knew or ought to have known you were doing it.

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; and
- When you knew or ought to have known you were doing so.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources.



Note: You may see advertisements for services offering grammar help, essay editing and proof-reading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the *Code of Behaviour on Academic Matters*.

It is much better and safer to take your draft to the Writing Centre as early as you can. They will give you guidance you can trust. Students for whom English is not their first language should go to the English Language Development Centre.

If you decide to use these services in spite of this caution, you must keep a draft of your work and any notes you made before you got help and be prepared to give it to your instructor on request.

**Lecture Schedule and Required Readings**

<b>Week</b>	<b>Date</b>	<b>Topics</b>	<b>Required Readings and Sample papers</b>
1	January 9	Writing for the Behavioral and Social Sciences	<i>APA Publication Manual (6<sup>th</sup> Edition): Chapter 1, and Mastering APA Style: Student's Workbook: Chapters 1 and 2</i>
2	January 16	Manuscript Structure and Content   Writing Clearly and Concisely	<i>APA Publication Manual (6<sup>th</sup> Edition): Chapters 2 &amp; 3, and Appendix: Journal Article Reporting Standards (pp. 245-253)</i>
3	January 23	The Mechanics of Style   Displaying Results	<i>APA Publication Manual (6<sup>th</sup> Edition): Chapters 4 &amp; 5</i>
4	January 30	Library workshop w/ Sarah Guay	<i>APA Publication Manual (6<sup>th</sup> Edition): Chapters 6 &amp; 7</i>
5	February 6	Crediting Sources   References   The Publication Process	<i>APA Publication Manual (6<sup>th</sup> Edition): Chapter 8</i>
6	February 13	<b>In-class Test #1:</b> All chapters from APA Publication Manual (6 <sup>th</sup> Edition), Appendix, and Student Workbook	
<b>READING WEEK</b>			
7	February 27	Reading Critically, Extracting Information & Constructing a Logical Argument	UTSC Library—The Writing Process <a href="http://www.utoronto.ca/twc/writing-process">http://www.utoronto.ca/twc/writing-process</a>
8	March 6	Popular Press Articles and Psychology Research: Critiques and Conventions	See <i>Blackboard</i>
9	March 13	Adapting Your Approach to Different Types of Scientific Communication	Rowe, N., & Illic, D. (2011). Poster presentation – A visual medium for academic and scientific meetings. <i>Paediatric Respiratory Reviews</i> , 12(3), 208-213
10	March 20	Outlining, Thesis Statements, and Key Structural Elements of Academic Writing	UTSC Library—The Writing Process <a href="http://www.utoronto.ca/twc/writing-process">http://www.utoronto.ca/twc/writing-process</a>
11	March 27	Results, Conclusions & Implications	See <i>Blackboard</i>
12	April 3	<b>[Optional but Encouraged]</b> In-class Peer Feedback Session for Term Project *must bring at least 2 full pages of term paper to class to be eligible to participate	

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

**Tutorial Schedule and Required Readings**

Week	Date	Topics	Required Readings and Exercises
1	January 8	First week of class – No tutorial	
2	January 15	Introduction to Tutorial / Preparing for Presentations <b>Note: Presentation dates assigned during this tutorial session.</b>	Assigned by your teaching assistant
3	January 22	Manuscript Structure and Content   Writing Clearly and Concisely	<i>Mastering APA Style: Student’s Workbook: Chapters 1 and 2; and Selected Learning and Integrative Exercises, from “Parts of a Manuscript” (pp. 32-37); “Headings and Series” (pp. 38- 41); “Guidelines to Reduce Bias in Language” (pp. 42-47); and “Grammar” (pp. 48-57)</i>
4	January 29	The Mechanics of Style   Displaying Results	<i>Mastering APA Style: Student’s Workbook: Selected Learning and Integrative Exercises, from “Punctuation” (pp. 58-69); “Spelling and Hyphenation” (pp.70-73); “Capitalization” (pp.74-77); “Italics” (pp.78-79); “Abbreviations” (pp. 80-83); and “Tables” (pp.174-191)</i>
5	February 5	Crediting Sources   References	<i>Mastering APA Style: Student’s Workbook: Selected Learning and Integrative Exercises, from “Quotations” (pp.84-87) “Reference Citations in Text” (pp. 88-93); and “Reference Lists” (pp. 94-101)</i>
6	February 12	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>
<b>READING WEEK</b>			
7	February 26	Constructing a Logical Argument & Organizing your Paper / Presentations	Assigned by your teaching assistant
8	March 5	Critical Reading for Research Articles and Popular Press	Assigned by your teaching assistant
9	March 12	Student Presentations	
10	March 19	Student Presentations	
11	March 26	Student Presentations	
12	April 2	Student Presentations	

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