PSYC02: SCIENTIFIC COMMUNICATION IN PSYCHOLOGY

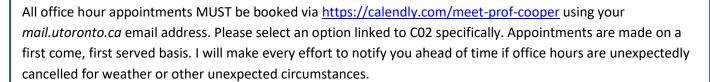## University of Toronto Scarborough (Summer 2018)

Instructor Information
Dr. Andrew A. Cooper
aa.cooper@utoronto.ca
Office Hours: 2-4PM Thursday

Course Information
Lecture: TUES 1-3PM
Course Location: MW140
Office Location: Portable 103, #109 (enter near woods)

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.

Teaching Assistants

Ivana Dewi (ivana.dewi@mail.utoronto.ca)   Nicole Cosentino (nicole.cosentino@mail.utoronto.ca)

Course Description

The purpose of PSYC02 is to introduce students to conventions and strategies for scientific communication, with an emphasis on APA style and formatting guidelines. The course will help students build skills necessary to acquire, organize, critically review and synthesize information from the academic research literature, and to communicate their findings in a clear, effective fashion.

Prerequisites: [PSYB01H3 or PSYB04H3] and [PSYB07H3 or STAB23H3 or STAB22H3]
Enrolment Limits: Limited to students in Specialist Programs in Psychology & Mental Health Studies.

Learning Outcomes

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

1. Demonstrate skillful application of the formatting and style guidelines of the 6th Edition of the Publication Manual of the American Psychological Association
2. Develop a schema and set of strategies for effective scientific communication in terms of key principles of argumentation, organization and style
3. Conduct a systematic, focused literature review for scholarly articles using major research databases
4. Summarize and synthesize academic research to produce clear, concise and context-sensitive forms of scientific communication
5. Critically evaluate the presentation of psychological science in the popular press, both in general and in comparison to peer-reviewed scientific research
6. Demonstrate the ability to work effectively and respectfully with peers, including both providing and responding to constructive feedback

Emails & Contacts

Please use the course email (PSYCH.C02.UTSC@GMAIL.COM) for all non-urgent or confidential matters, and for general questions related to assignments and course content. Emails regarding missed work or AccessAbility accommodations should always be sent to Dr. Cooper's email and cc'd to other relevant parties. Both TAs are involved in administration of all tutorial sections, so be sure to clearly identify your tutorial section when emailing (i.e., in the subject line or by using the tutorial-specific email addresses below). Likewise, pay close attention to assignment directions in terms of email-related submission requirements.

Required Textbooks & Readings:

1. American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

2. Landrum, R. E. (2012). *Undergraduate writing in psychology: Learning to tell the scientific story*. (Revised Edition). Washington, DC: APA.

Additional readings and/or other course materials will be posted on Blackboard over the course of the semester, and will be announced in class or tutorial.

Additional Requirements:

Students are required to print a professional quality poster for their team poster assignment. **Teams are expected to share the costs of printing equally**, and to incorporate a specific plan on how to do so well in advance of the due date. As an example, under typical and ideal circumstances, a two-person team submitting a poster several days ahead of the due date might expect to pay ~$30 per person via UTSC's printer. However, costs vary and may rise based on provider, print quality, and timeliness of file submission.

Course Requirements & Grading

PSYC02 consists of weekly class sessions and tutorials. Classes are primarily delivered as conventional lectures, supplemented with other methods to help illustrate course material. Weekly tutorials led by your TAs will complement lecture topics by providing hands-on practice and skill development, as well as support for the completion of assignments. Active participation and discussion are encouraged in both learning settings

Attendance at your *assigned* tutorial is **mandatory**. Both TAs will be involved in all tutorial sections.

Tutorial 1 (MONDAY @ 9:00-11:00am in SW316)   PSYCH.C02.UTSC+T1@GMAIL.COM

Tutorial 2 (MONDAY @ 1:00-3:00PM in SW316)   PSYCH.C02.UTSC+T2@GMAIL.COM

Tutorial 3 (MONDAY @ 3:00-5:00PM in SW316)   PSYCH.C02.UTSC+T3@GMAIL.COM

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.

Evaluation

Your final mark in PSYC02 will be based on number of graded elements. These are described below in brief, organized by type/topic, with further description and detail to be provided later in the term. You may find it helpful to print out and review the summary table (p.8), which is organized by due date. 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 your term paper **must** be submitted to pass the class.

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.   **Self-Evaluation of Skills, Learning & Attitudes (SESLA) [2x; total 2%]**
→ Round 1 due May 14 by the start of your tutorial (must be printed)
→ Round 2 due August 5 @ 5PM EST via Blackboard

These brief exercises ask you to complete a few simple questions about your skills, knowledge and preferences with respect to different aspects of scientific communication, writing and research.

II. **APA Style & Format Quiz [5%]**
→ In class on June 26 (30 min, beginning promptly at 2:10)

This brief in class quiz will assess your knowledge and application of core elements of APA style, scientific writing, and formatting of citations and references covered in the preceding sections of the course. The quiz will be based on multiple choice questions and short content-related written exercises. There is no make up option for this quiz; see general policies below.

III. **Critical Analysis of Popular Press Article [5%]**
→ due July 18 by 5PM EST via Blackboard (see *Submission Guidelines* below)

You will be assigned a popular press article and a corresponding study from the academic literature. Your task is to provide a critical review of the press article guided by a series of questions.

IV.   **"Elevator Pitch" Presentation [5%]**
        → during your assigned tutorial on July 16

In this brief individual exercise during tutorial, you will present a focused executive summary of an empirical study that you intend to include in your term project paper. You will receive additional information and opportunities to practice this type of presentation prior to this assignment.

V.   **Tutorial-Based Grades [multiple components for a total of 10%]**

Active participation in tutorial exercises is a critical pathway to success in PSYC02. Your participation in tutorials will be evaluated based on a number of individual and group exercises, including: brief writing prompts, group practice exercises, peer feedback sessions. Your ability to participate in some graded exercises will be conditional on arriving on time and prepared to do so (e.g., bringing a draft outline or specific article to review), so be sure to keep track of these expectations prior to a given week's tutorials.

VI.   **Science Fair Team Poster Presentation [multiple components for a total of 36%]**

This project incorporates aspects of all learning outcomes for PSYC02. You and a partner (or two) will be assigned a general topic within the broad framework of how contemporary forms of technology and entertainment impact human life. You will first develop a specific scientific question that is of public interest, considering topics described in non-scientific popular press articles and reporting. For instance, working within an assigned topic of "video games + emotions", your team might choose to investigate the question: "Does exposure to violent video games create angry teenagers?" You have a wide range of options to choose from (and will get practice and support in doing so), so long as are connecting back to concepts and research findings from psychology or very closely related disciplines (e.g., neuroscience).

As a team, you will define and refine your operational definition and framework for the research question. Next, you will conduct a rigorous review of the scientific literature in order to synthesize relevant studies into a clear, comprehensible summary. You will design a conference-style poster based on your findings, incorporating at least 8 references (>85% selected from peer-reviewed academic literature). Finally, your team will present this poster at the "PSYC02 Science Fair" to your peers, course instructors and other members of the UTSC academic community.

We will discuss this project many times over the course of the term, and you will receive additional handouts for specific elements of the overall task. PSYC02 is structured to help you succeed in this presentation by providing the foundational skills and supports required to do so. Your progress on the task will be evaluated at multiple points along the term, with an explicit emphasis on helping you navigate team dynamics and responsibilities.

Team Submissions for Poster Presentation (1 copy per team)

A) **Poster Proposal & Team Contract [3%]**
→ due June 6 by 5PM EST via Blackboard

The poster proposal is a 1-page document that includes the proposed question for your team project, the main parameters of your research, and the rationale behind its development. You will also complete a brief team contract to help outline responsibilities, timelines, feedback mechanisms and consequences.

B) **Updated Proposal & Expanded Reference List [4%]**
→ due June 28 by 5PM EST via Blackboard

This assignment includes a 1-page revised topic proposal, including a rationale for any changes you made in response to (or in spite of) prior feedback. You must also submit an expanded reference list (similar to an annotated bibliography), with <u>four</u> key APA-formatted references each accompanied by a concise summary and reason for selection. This document should provide a clear framework for your poster including what you are planning to study, why it is important, and how you plan to build your argument.

C) **Poster Status Update [1%]**
→ due July 16 by 5PM EST via Blackboard

This is a brief but required check-in on your progress to date, your projected timelines going forward, and any issues of concern that may arise. Typically, you will complete this with your teammate(s) in tutorial.

D) **Poster Near-Final Draft [3%]**
→ due July 25 by 5PM EST via email

You will submit a near-final draft version to your TAs prior to submitting your poster to be printed. This is intended to provide an opportunity for quick feedback and any minor, last minute questions, <u>not</u> a detailed review or fine-grained analysis.

E) **Science Fair Poster Presentation (poster/talk) [25%]**
→ on July 31 during usual class time (1-3PM) - location TBD
You must attend the Science Fair event to receive points for this task

At or before 1PM on July 31st, your team will bring a professionally printed poster to the fair location (TBD) prepared to present your findings. Prior to the presentation, you should prepare a set of key points you wish to include, and practice a team version of the presentation in which all team members participate. However, <u>each individual team member should also be independently capable of describing all main findings and conclusions of your work.</u> Your overall team presentation (including poster, summary speech and response to questions) will be evaluated based on a detailed rubric. Be prepared to present your results several times to peers and other members of the UTSC academic community. You must also send your poster file by email by 5PM this day.

Individual Submissions for Poster Presentation (1 copy per team member)

F) **Project Teamwork Feedback [2x; total 2%]**
→ due July 16/August 2 by 5PM EST via Blackboard

These short survey tasks provide a structured opportunity to reflect on and provide feedback about your experience working as a member of a team. They also offer a pathway for instructional team support in the exceedingly unlikely case of serious issues with workload balance or interpersonal difficulties.

G) **Peer Evaluation of Poster Presentation [3%]**
→ due August 2 by 5PM EST via Blackboard (or submit by end of poster event)
You must attend the Science Fair event to receive points for this task

This task requires you to provide a peer evaluation of the work of your peers. Using a specific rubric, you will provide constructive feedback on a set of assigned presentations (given ahead of time so as not to conflict with your own presentation). Your grade will be based on the detail of feedback you provide.

VII.   **Individual Term Paper [multiple components for a total of 32%]**

Like the team-based poster presentation, the term paper connects to most key learning outcomes of PSYC02, and incorporates multiple assignments across the course. However, this assignment focuses on your *individual* ability and effectiveness as a scientific communicator. Critically, all work on this project must be your own.

You will begin with the same general topic assigned for your team presentation, but you must generate a distinct and separate idea for your own paper that clearly involves a *different* take on the same broad area. For instance, if your team chose to tackle "video games + emotions" by exploring how violent games may promote anger in teenagers, you might focus on potential protective effects of "brain training" games on older adults, or how movement games acutely impact spatial awareness. Popular press articles may help provide ideas or context for the real-world relevance/impact of this area of research.

You will receive a detailed assignment guide later in the term, including guidelines on formatting, structure and specific required elements. In general terms, your paper will involve:
(1) clearly defining your target topic and establishing its real-world relevance and implications,
(2) providing critical feedback on how it is described in non-academic writing (i.e., a popular press article),
(3) summarizing the results of your review of the literature,
(4) identifying a gap or problem with the present state of knowledge *on this topic in particular*, &
(5) recommending a specific strategy (e.g., study, paradigm change, policy) to resolve that gap or problem.

A) **Brief Paper Proposal [2%]**
→ due June 18 by 5PM EST via Blackboard

This paper proposal is a 1-page document based on your response to several key questions about the parameters of your paper, including how it is distinct from your team project.

B) **Term Paper Outline & Key Citation [3%]**
→ due July 11 by 5PM EST via Blackboard

For this assignment, you will create a 1- to 2-page outline describing your plan to address all key components of the term paper assignment. You must also include one key APA-formatted reference that is NOT shared with your team project. Explain why this reference is specifically relevant to the question of a gap or problem in the literature and/or the solution you intend to propose.

C) **(Optional) Peer Feedback [3%]**
→ during your assigned tutorial on July 30

You must attend your assigned tutorial on July 30 with all required prep materials to be eligible to participate, and must email at least 48 hours prior to indicate that you will be present

The final tutorial period of the term (July 30) will be devoted to a peer-review of progress on term papers. In order to participate, you must bring at least two full completed pages of your term paper draft to class (printed copies). You will be asked to provide structured, constructive peer feedback, with evaluation of your participation based on the quality of feedback provided.

D) **Final Term Paper**
→ due August 7 by 11:59PM EST via Blackboard (see *Submission Guidelines* below)

If you are eligible and choose to participate in the peer review class, your term paper will be worth 24% of your final grade. If you choose not to participate, or have previously missed a course assessment contributing to an increased value of your final paper, your paper will be worth 27%.

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; see *PSYC02 Specific Policies for Late/Missed Work* for details.

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. The sooner you let us know your needs the better we can assist you in achieving your learning goals!

SECTION	TASK NAME	DUE DATE	DUE TIME (HOW)	POINTS	PERCENT
I	SESLA 1	14-May	start of tutorial	3	1%
VI.A	*Poster Proposal / Team Contract	6-Jun	5pm EST	9	3%
VII.A	Brief Paper Proposal	18-Jun	5pm EST	6	2%
II	APA Style & Format Quiz	26-Jun	start of class	15	5%
VI.B	*Updated Proposal & Expanded Ref List	28-Jun	5pm EST	12	4%
VII.B	Term Paper Outline & Key Citation	11-Jul	5pm EST	9	3%
IV	"Elevator Pitch" Presentation	16-Jul	in tutorial	15	5%
VI.C	*Poster Status Update	16-Jul	5pm EST	3	1%
VI.F	Project Teamwork Interim Feedback	16-Jul	5pm EST	3	1%
III	Critical Analysis of Popular Press Article	18-Jul	5pm EST	15	5%
VI.D	*Poster Near-Final Draft	25-Jul	5pm EST (email)	9	3%
VII.C	[Optional] Peer Paper Feedback	30-Jul	in tutorial	9	3%
VI.E	*Poster Presentation	31-Jul	@ Science Fair	75	25%
VI.F	Project Teamwork Reflection	2-Aug	5pm EST	3	1%
VI.G	Peer Poster Evaluation	2-Aug	5pm EST	9	3%
I	SESLA 2	5-Aug	5pm EST	3	1%
VII.D	Final Term Paper [81 pts if no peer review]	7-Aug	11:59pm EST	72	24%
V	Tutorial-Based Grades	across term		30	10%

Unless otherwise noted, all submissions made via Blackboard. *Denotes a team task; only 1 submission required per team.

If at any point you are experiencing difficulty in PSYC02, please contact one of us to discuss your concerns. We really want you to succeed, so the earlier you take this step, the better!

While we sincerely hope this won't happen, **if you are contemplating dropping the class, please notify us as soon as possible.** This ensures that your potential or assigned teammates are not unduly affected by your unexpected departure.

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).

Active Participation: Please arrive to lecture and tutorial ready to participate, with a notebook or some sort of paper available on which to write and share with your peers. I strongly encourage you to keep laptop use to a minimum during lectures. 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. By contrast, we will likely make full use of computers in tutorials, and you are welcome to bring them with you.

Email & 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, <u>always</u> set up a meeting with your TA or me directly. 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

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 me 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, <u>unauthorized video or audio recording in classrooms is prohibited unless I have granted written permission or for students with specific accommodations</u>.

Enrollment Status: Attendance in class is restricted to students registered in this section of C02. <u>Auditing is not permitted</u>, 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 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 I will notify you ASAP. Any major grading/content changes will be contingent on class vote.

Assignment Submission Guidelines: All major written assignments submitted through Blackboard will be subject to review by Turnitin.com. These must be submitted as .doc or .docx files, and require duplicate submissions (graded and Turnitin links). Normally, students will 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.

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

Team-Related Issues: Promptly notify your TA of any ongoing issues with teammates in terms of course assignments (e.g., assignments do not reflect a reasonable contribution from all team members). Team-based graded content is typically evaluated with all team members receiving the same grade, but this may be adjusted at my discretion. Likewise, teams may be adjusted if there are ongoing and substantial issues or concerns. Any team member who misses 2 or more key milestones toward the poster project is required to meet with me.

PSYC02 Specific Policies for Late/Missed Work: 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 me directly ASAP. You must notify me if you have submitted paperwork for an extension and definitely within 3 days of the relevant event (e.g., quiz); failure to do so may result in your request being denied.

Tutorial based graded content including participation → not accepted late or subject to extension requests

Quiz → No makeup; with permission, points will be re-allocated at my discretion

"Elevator Pitch" → No late submissions; with permission, points may be re-allocated at my discretion

Term Paper → 50% penalty for being up to 24hrs late; then 0, resulting in a grade of F for the course.

All other submitted, graded assignments → 20% penalty for each 24hr period late, up to 48hr max, then 0; requests with permission vary as some assignments are time sensitive and team-based

Poster Presentation → students are expected to make every reasonable effort to attend and participate in this event due to the impact of their absence on other team members. Failure to notify your group members that you will miss this event may result in penalties, even if you eventually receive permission for your absence. I reserve the right to re-allocate points in the case of permitted absences.

Missed Term Work due to Medical Illness or Other Emergency:

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), and
  (2.) Appropriate documentation to verify your illness or emergency, as described below.

Appropriate Documentation:

For missed **TERM TESTS** due to ILLNESS:

- Submit an **original** copy of the official UTSC Verification of Illness Form (http://uoft.me/UTSC-Verification-Of-Illness-Form) or an **original** copy of the record of visitation to a hospital emergency room.   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.

For missed **ASSIGNMENTS** due to ILLNESS:

- Submit **both** (1.) a **hardcopy** of the Self-Declaration of Student Illness Form (http://uoft.me/PSY-self-declare-form), **and** (2.) the **web-based** departmental declaration form (http://uoft.me/PSY-self-declare-web).

For missed term tests or assignments in OTHER CIRCUMSTANCES:

- 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 from your Disability Consultant at AccessAbility Services should be sent directly to both the Course Coordinator (psychology-undergraduate@utsc.utoronto.ca) and your instructor, detailing the accommodations required.
- For U of T Varsity **athletic commitments**, an email from your coach or varsity administrator should be sent directly to the Course Coordinator (psychology-undergraduate@utsc.utoronto.ca), 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, personal travel, weddings, or personal/work commitments.

Procedure: Submit your (1.) request form and (2.) medical/self-declaration/other documents in person **WITHIN 3 BUSINESS DAYS** of the missed term test or assignment.

Submit to: Course Coordinator, Room SW427C, Monday – Friday, 9 AM – 4 PM

If you are unable to meet this deadline for some reason, you must contact the Course Coordinator via email (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/Quercus course announcements daily, as accommodations may be time-critical.

Completion of this form does NOT guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. **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/ppjun01 1995.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.

PSYCHOLOGY C02 - SUMMER 2018 – PROVISIONAL MASTER CALENDAR						
SET	CLASS DATE	TOPIC	READINGS & REQS	TUTORIAL DATE	TOPIC	READINGS & REQS
1	08-May	Intro to Scientific Communication & Ethics	APA Manual Ch 1 Landrum Ch 1	14-May	Introductions & poster team assignments	APA Ch 2
2	15-May	Empirical Papers & APA Style Basics	Landrum Ch 4 APA Manual Ch 3 (p.61-80)	21-May	NO TUTORIAL – UTSC CLOSED	
3	22-May	Citations, References & the Publication Process	APA Manual Ch 6 APA Manual Ch 8	28-May	Citations & plagiarism practice Project assignments	Landrum Ch 4 (p.82-86)
4	29-May	Expert Literature Searches (Guest Lecturer Sarah Guay)	Landrum Ch 2	04-Jun	Brainstorming project ideas Search strategies & practice	See Blackboard
5	05-Jun	Effective reading strategies & Assignment Preview	Landrum Ch 3 (up to p.45) See Blackboard	11-Jun	Practicing critical reading	See Blackboard
6	12-Jun	Narrative, Arguments & Distorted Messages	*The Writing Process*	18-Jun	Practice constructing / critiquing arguments	See Blackboard
7	19-Jun	NO LECTURE – READING WEEK		25-Jun	Poster Work Session & Quiz Prep	
8	26-Jun	*APA Style / Format Quiz* Outlining, Revising, & Peer Feedback	Landrum Ch 3 (p.45 - 52) Landrum Ch 4 (p.64-72)	02-Jul	NO TUTORIAL – UTSC CLOSED	
9	03-Jul	Writing about Psychology in the Popular Press	Engelhardt et al. (2011) See Blackboard	09-Jul	Practicing critical review of popular press on psychology	See Blackboard
10	10-Jul	Types of Scientific Communication & Elevator Pitches	Landrum Ch 8 (optional: Landrum Ch 5)	16-Jul	Elevator pitches & poster prep	
11	17-Jul	Mechanics of APA Style & Visuals	Landrum Ch 4 (up to p.63) (optional: APA Ch 4 & Ch 5)	23-Jul	Reserved for work on posters & term papers	
12	24-Jul	Wrapping things up: Results, Conclusions, Limitations	See Blackboard	30-Jul	[Optional] Term Paper Peer Feedback	
13	31-Jul	**PSYC02 SCIENCE FAIR (location TBD)**		06-Aug	NO TUTORIAL – UTSC CLOSED	

Notes: Tutorial and lecture periods are arranged by content and thus offset by one calendar week. Tutorials will not be held on May 7th, May 21st, July 2nd and August 6th The decision to hold class on August 7th will be made based on a class vote, but attendance is optional. All times are subject to change due to unforeseen circumstances.