



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

University of Toronto Scarborough (Fall 2018)



### **Instructor Information**

Dr. David Chan

[davidyt.chan@utoronto.ca](mailto:davidyt.chan@utoronto.ca)

Office Hours: 10AM-12PM Wednesday

### **Course Information**

Lecture: TUES 3-5PM

Course Location: MW110

Office Location: Portable 104, #106 (across from SY)

All office hour appointments MUST be booked via Quercus. Click the “View calendar” on the top right of the home page and find appointments for PSYC02. 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](mailto:ivana.dewi@mail.utoronto.ca)) – T1: 9am – 11am

Tahira Gulamani ([tahira.gulamani@mail.utoronto.ca](mailto:tahira.gulamani@mail.utoronto.ca)) – T2: 11am – 1pm

Di Mo ([di.mo@mail.utoronto.ca](mailto:di.mo@mail.utoronto.ca)) – T3: 1pm – 3pm.

### **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 6<sup>th</sup> 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](mailto: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. Chan's email and cc'd to other relevant parties. Please ensure that you are emailing the proper tutorial group for any inquiries regarding your tutorials. Likewise, pay close attention to assignment directions in terms of email-related submission requirements.

### **Required Textbooks & Readings:**

1. Landrum, R. E. (2012). *Undergraduate writing in psychology: Learning to tell the scientific story*. (Revised Edition). Washington, DC: APA.
2. **[OPTIONAL]** American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

Additional readings and/or other course materials will be posted on Quercus 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 (THURSDAY @ 9:00-11:00AM in PO 101)** [PSYCH.C02.UTSC.T1@GMAIL.COM](mailto:PSYCH.C02.UTSC.T1@GMAIL.COM)

**Tutorial 2 (THURSDAY @ 11:00-1:00PM in PO 101)** [PSYCH.C02.UTSC.T2@GMAIL.COM](mailto:PSYCH.C02.UTSC.T2@GMAIL.COM)

**Tutorial 3 (THURSDAY @ 1:00-3:00PM in AA207)** [PSYCH.C02.UTSC.T3@GMAIL.COM](mailto:PSYCH.C02.UTSC.T3@GMAIL.COM)

## Quercus/Portal

All course-related materials will be posted to Quercus, 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.7), which is organized by due date. 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. **APA Style & Format Quiz [10%]**

→ In class on October 23 (45-60 minutes, beginning promptly at 3:10pm)

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.

### II. **Critical Analysis of Popular Press Article [10%]**

→ Due November 6<sup>th</sup> by 11:59pm EST via Quercus (*see Submission Guidelines below*)

You will be given 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.

### III. **Science Fair Team Poster Presentation [30%]**

→ During class period of November 27<sup>th</sup> (location TBD)

\*You must attend the Science Fair event to receive points for this task\*

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 10 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.

#### **IV. 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.

#### **V. Individual Term Paper [20%]**

→ Due December 3<sup>rd</sup> by 11:59pm via Quercus

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, highlighting the work you’ve done for your poster (e.g. presenting a logical and clear introduction, highlighting the criteria for your methods). However, the difference between your poster and paper is that your paper will provide you an opportunity to focus more on the gaps, limitations, and next steps of your original research question. 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 the limitations of your literature review, potential gaps of the literature, and possible next steps on how you might begin to address the gap with a brief proposed empirical study.

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) Introduction: clearly defining your target topic and establishing its real-world relevance and implications, providing critical feedback on how it is described in non-academic writing (i.e., a popular press article), summarizing the results of your review of the literature, and putting forward your research question.

(2) Methods: Your outline and criteria on how you conducted your literature review (e.g. your exclusion criteria, demographics, etc.)

(3) Results: The results of your literature review.

(4) Conclusions: The interpretation of your results, including potential limitations of your literature review, potential gaps in the current state of the literature, and a brief proposal of how you might empirically address one of these gaps.

#### **VI. Term Paper Outline & Key Citation [3%]**

→ Due November 15<sup>th</sup> by 11:59pm via Quercus

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.

#### **Poster Presentation (Science Fair) Components**

All of these components are to ensure that you are on the right track as you progress through this large poster project. These assignments should be seen not only as a grade, but also as a means for you to receive feedback on how you and your group is doing.

##### **A. Team Contract [1%]**

→ In Tutorial on September 13

The aim of the Team Contract is to help outline responsibilities, timelines, feedback mechanisms and consequences for your team. The goal is to help address any concerns early, and to put into place structures to ensure a cohesive working group.

##### **B. Poster Proposal [1%]**

→ Due October 9<sup>th</sup> by 11:59pm EST via Quercus

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.

C. **Poster Status Update #1 + Reference List [2%]**

→ Due by the end of Tutorial on October 18<sup>th</sup>

This assignment includes a 1-page revised topic proposal, including a rationale for any changes you have made in response to (or in spite of) prior feedback. You must also submit a reference list, with at minimum five key APA-formatted references. 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 with the literature included.

D. **Poster Status Update #2 + Annotated Bibliography [4%]**

→ Due on November 6<sup>th</sup> by 11:59pm EST via Quercus

This assignment includes a 1-page update on the work completed so far on your poster presentation, as well as an annotated bibliography of your reference list. The purpose of an annotated bibliography is to provide a summary of the article, while also informing readers of the relevance of the literature to your main question, and how each article informs and situates within the general context of the literature.

E. **Elevator Pitch [5%]**

→ During Tutorials on November 22

The Elevator Pitch will take place during Tutorial, and will provide you and your group an opportunity to present your poster presentation. Posters will not need to be printed by then, but instead we will be using PowerPoint to present your poster. The elevator pitch will give you an opportunity to practice your presentation, and receive feedback from both your TAs and peers.

F. **Poster Presentation Peer Feedback [2%]**

→ During Tutorials on November 22

During Tutorials on this week, teams will be giving their elevator pitches. To support your colleagues, as well as hone your skills as expert presenters, you will be required to provide feedback to other groups on their poster presentations. **The feedback you receive will not affect your grade, however, the feedback you give will be graded.**

G. **Final Poster submission and check in [3%]**

→ Due on November 20<sup>th</sup> by 5pm EST via email

This requires your team to send a copy of your finalized poster presentation (in pdf format) so that the TAs and Instructor can ensure there are no glaring issues before you send them off to the printers (e.g. image quality too low). Feedback will be given no later than Thursday, November 22 by 11:59pm, ensuring you have enough time to send the poster to the printers.

### 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. Chan 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!

SECTION	TASK NAME	DUE DATE	DUE TIME (HOW)	PERCENT
	Team Contract*	SEP 13	In Tutorial/11:59pm	1%
	Poster Proposal*	OCT 9	11:59pm	1%
	Poster Status Update + Reference List*	OCT 18	In Tutorial/11:59pm	2%
	APA QUIZ	OCT 23	Start of class	10%
	Critical Analysis of Popular Press Article	NOV 6	11:59pm	10%
	Poster Status Update + Annotated Bibliography*	NOV 8	In Tutorial/11:59pm	4%
	Term Paper Outline & Key Citation	NOV 15	In Tutorial/11:59pm	3%
	Final Poster Submission	NOV 20	5:00pm	3%
	Elevator Pitch*	NOV 22	In Tutorials	5%
	Peer Feedback	NOV 22	In Tutorials	2%
	Poster Presentation*	NOV 27	@Science Fair	30%
	Final Term Paper	DEC 3	11:59pm	20%
	Tutorial-Based Grades	Throughout Semester		10%

Unless otherwise noted, all submissions made via Quercus. \*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, always 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 Quercus 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, unauthorized video or audio recording in classrooms is prohibited unless I have granted written permission 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 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 Quercus will be subject to review by Turnitin.com. These must be submitted as .doc or .docx files. 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. One major difference is that Quercus now integrates Turnitin, therefore **no additional submissions** will be necessary to the Turnitin.com website. Just submit your assignments (on the assignment page on Quercus), and they will automatically be connected to the Turnitin services.

**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](mailto: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](mailto: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](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 Quercus/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/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.

**PSYCHOLOGY C02 - FALL 2018 – PROVISIONAL MASTER CALENDAR**

SET	CLASS DATE	TOPIC	READINGS & REQS	TUTORIAL DATE	TOPIC	READINGS & REQS
1	Sept 4	Intro to Scientific Communication & Ethics	Landrum Ch 1 [Optional] APA Manual Ch 1	Sept 6	NO TUTORIAL	
2	Sept 11	Empirical Papers & APA Style Basics	Landrum Ch 4 Optional] APA Manual Ch 3 (p.61-80)	Sept 13	Introductions & poster team assignments	APA Ch 2
3	Sept 18	Citations, References & the Publication Process	Landrum Ch 4 (p.82-86)	Sept 20	Citations & plagiarism practice Project assignments	
4	Sept 25	Expert Literature Searches (Guest Lecturer Sarah Guay)	Landrum Ch 2	Sept 27	Brainstorming project ideas Search strategies & practice	See Quercus
5	Oct 2	Effective reading strategies & Assignment Preview	Landrum Ch 3 (up to p.45) See Quercus	Oct 4	Practicing critical reading	See Quercus
6	Oct 9	NO LECTURE – READING WEEK		Oct 11	NO TUTORIAL – READING WEEK	
7	Oct 16	Narrative, Arguments & Distorted Messages	<i>The Writing Process</i>	Oct 18	Poster Work Session & Quiz Prep	
8	Oct 23	<b>*APA Style / Format Quiz*</b> Outlining, Revising, & Peer Feedback	Landrum Ch 3 (p.45 - 52) Landrum Ch 4 (p.64-72)	Oct 25	Practice constructing / critiquing arguments	See Quercus
9	Oct 30	Writing about Psychology in the Popular Press	Engelhardt et al. (2011) See Quercus	Nov 1	Practicing critical review of popular press on psychology	See Quercus
10	Nov 6	Types of Scientific Communication & Elevator Pitches	Landrum Ch 8 (optional: Landrum Ch 5)	Nov 8	Term paper prep	
11	Nov 13	Mechanics of APA Style & Visuals	Landrum Ch 4 (up to p.63) [Optional] APA Ch 4 & Ch 5	Nov 15	Poster prep and check-in	
12	Nov 20	Wrapping things up: Results, Conclusions, Limitations	See Quercus	Nov 22	Elevator Pitches	
13	Nov 27	<b>PSYC02 SCIENCE FAIR (location TBD)</b>		Nov 29	OPTIONAL – Paper Feedback and Graduate School	