



PSYC02: SCIENTIFIC COMMUNICATION IN PSYCHOLOGY

University of Toronto Scarborough (Winter 2019)



Instructor Information

Dr. Andrew A. Cooper (“KOO-per”)
aa.cooper@utoronto.ca
Office Hours: 2-4PM MON & WED

Course Information

Lecture: MON 9-11AM
Course Location: MW 140
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 and the PSYC02 signup slot. Appointments are made on a first come, first served basis. I will make every effort to notify you ahead of time for unexpected cancellations.

Teaching Assistants

Ivana Dewi (“doo-wee”)

ivana.dewi@mail.utoronto.ca

Nicole Cosentino (“ko-sen-tee-noh”)

nicole.cosentino@mail.utoronto.ca

Nadia Al Dajani (“all dah-jon-ee”)

nadia.al.dajani@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. Please make sure to use your tutorial-specific email (below) for any inquiries related to tutorial content, with a subject line that includes your TA’s name. Carefully review assignment directions for email-related submission requirements.

Course Requirements

Poster Printing: 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 develop 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 in-house print service. However, costs vary and may rise based on provider, print quality, and timeliness of file submission.

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

Required Readings: 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.

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

Attendance & Participation: PSYC02 consists of weekly class sessions and tutorials. Classes primarily involve lecture presentations supplemented with other methods to help illustrate course material. You will get the most out of this course (and likely achieve your highest possible grade) if you commit to regularly attending and actively participating in class.

All students MUST attend the Science Fair event, which will occur during regular class time (MON 9-11) on April 1, 2019 on campus (location TBD). There will be no makeups for this, so adjust other obligations accordingly.

Weekly tutorials led by your TAs will complement lecture topics by providing hands-on practice and skill development, during which active participation and discussion are encouraged. TAs will also provide support for the completion of assignments, including specified weeks to focus on major course tasks. Attendance at your assigned tutorial is mandatory, and tutorial sections may not be switched after week 2 without permission.

Tutorial 1 (THURS @ 9:00AM-11:00AM AC 334)	PSYCH.C02.UTSC+T1@GMAIL.COM
Tutorial 2 (THURS @ 11:00AM-1:00PM MW 130)	PSYCH.C02.UTSC+T2@GMAIL.COM
Tutorial 3 (THURS @ 1:00PM-3:00PM AA 209)	PSYCH.C02.UTSC+T3@GMAIL.COM

Quercus

All course-related materials will be posted to Quercus, including **syllabus, additional readings, assignments/submission links & grades**. I will also post **announcements**, including class cancellations. Check Quercus regularly for these announcements, and ensure your email is set up correctly to receive updates. Unless otherwise noted below, all assignments should be submitted via Quercus.

Evaluation & Grading

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%]**

→ on February 25 during class (45-60 min, beginning promptly at 9:10 AM)

This brief 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 (including content from required readings). The quiz involves 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 March 12 by 11:59 PM EST

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.

III. **Science Fair Team Poster Presentation (poster/talk) [30%]**

→ on April 1 during class (9-11AM) - 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 can affect humans. 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 your work connects 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), and have this printed in a large format (~4’x3’). 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. You will develop a short summary of your work in which all team members participate; however, each individual team member should also be independently capable of describing all main findings and conclusions of your work. We will evaluate your overall team presentation (including poster, summary and response to questions).

IV. Individual Term Paper (20%)

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

Failure to submit a term paper means you cannot pass the class

Like the team-based poster presentation, this 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 have done for your poster (e.g. presenting a logical and clear introduction, highlighting the criteria for your methods). However, this paper provides an opportunity to focus more on the gaps, limitations, and next steps of your original research question. For instance, if your team chose to explore 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 ways to address one such 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:

- *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
- *Method:* Your initial plan and process of conducting your literature review (e.g., exclusion criteria, search terms, points of emphasis, editorial/curatorial decisions, etc.)
- *Results:* The results of your literature review, including overall impressions & contextual factors
- *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 (e.g., study, paradigm change, or policy for future research).

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. **Project Milestones and Scaffolded Steps [multiple components for a total of 20%]**

We have designed PSYC02 to help you develop skills necessary to create a high-quality team poster presentation and excellent individual term paper. As a key part of this process, we have incorporated and refined a series of milestone targets to help you develop effective work strategies across the semester. Each task will help support your skill development and ensure you stay on track toward due dates, with a major emphasis on how to navigate team dynamics and responsibilities. These tasks also provide the PSYC02 team with objective markers of your progress that may help us identify when you and/or your team are stuck or in danger of becoming so. Try to think of these assignments as providing more than a mark in the course; instead, they are the best way for you to receive feedback on how you and your team are doing.

A. Individual Paper Outline & Key Citation [3%] → due March 14 by 11:59pm

For this individual task, 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. Your work MUST BE your own!

B. Team Contract [1%] → due January 24 by the END of your tutorial

Your Team Contract will help you 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.

C. Team Poster Proposal [1%] → due February 7 at the START of your tutorial

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. Bring 2 printed copies: one for your team, one for your TA.

D. Team Poster Status Update #1 + Reference List [2%] → due February 14 by the END of your tutorial

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.

- E. **Team Poster Status Update #2 + Annotated Bibliography [4%]** → due March 11 by 11:59pm EST
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.
- F. **Team Final Poster submission and check in [3%]** → due March 24 by 11:59pm EST
Your team must submit your final poster (in PDF format) via Quercus with another copy to the course email. The PSYC02 team will conduct a broad review for any glaring issues (e.g., image quality too low) and provide general feedback (i.e., good to print, adjust X before printing). For files submitted on time, we will provide feedback no later than NOON on March 26 ensuring you have enough time to make edits and send for printing by the recommended 2-day lead time. If you make any subsequent revisions, you MUST provide us with a digital copy at the course email for final evaluation.
- G. **Team Elevator Pitch [4%]** → due March 28 by the START of your tutorial
During this week’s tutorial, your team will have an opportunity to deliver the “Elevator Pitch” version of your poster presentation. Posters will not need to be printed by then, but we will use your existing PowerPoint draft as a background. This task will give you an opportunity to practice your presentation, and receive feedback from both your TAs and peers. There is no makeup for this task.
- H. **Individual Peer Feedback on Poster Presentations [2%]** → due March 28 by the END of your tutorial
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 quality of feedback you give will. We will provide you with forms in tutorial on which to make your evaluations.

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!

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! This includes concerns about your own performance and/or team dynamics. 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 any potential or assigned teammates are not unduly affected by your unexpected departure.

**Special thank you to my colleague and collaborator Dr. David Chan, who helped redesign, pilot and refine PSYC02 in 2018.

#	TASK NAME	DUE DATE	DUE TIME (HOW)	PERCENT
VI.B	Team Contract*	JAN 24	END of tutorial	1%
VI.C	Team Poster Proposal*	FEB 7	START of tutorial	1%
VI.D	Team Poster Status Update #1 + Reference List*	FEB 14	END of tutorial	2%
I	APA Style & Citations Quiz	FEB 25	In-class	10%
VI.E	Team Poster Status Update #2 + Annotated Bibliography*	MAR 11	11:59pm	3%
II	Critical Analysis of Popular Press Article (CAPPA)	MAR 12	11:59pm	10%
VI.A	Individual Paper Outline & Key Citation	MAR 14	11:59pm	4%
VI.F	Final Poster Submission / Check-In*	MAR 24	11:59pm	3%
VI.G	Team Elevator Pitch*	MAR 28	During tutorial	4%
VI.H	Individual Peer Presentation Feedback	MAR 28	During tutorial	2%
III	Poster Presentation at Science Fair*	APR 1	@ Science Fair	30%
IV	Final Term Paper	APR 5	11:59pm	20%
V	Tutorial-Based Grades	Across Term	During tutorial	10%

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

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 Landrum, 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, 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, and require duplicate submissions (graded and Turnitin links). 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.

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). Typically, all team members receive the same grade for team-based graded content, but I may adjust this at my discretion. While unlikely, I may adjust teams if there is clear evidence of 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 submit their request for accommodations **within three (3) business days** of the deadline for the missed work.

Students must submit **BOTH** of the following:

- (1.) A completed **Request for Missed Term Work Accommodations 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 the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with an **original** copy of the official UTSC Verification of Illness Form (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 the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with a **hardcopy** of the Self-Declaration of Student Illness Form (uoft.me/PSY-self-declare-form).

For missed term tests or assignments in **OTHER CIRCUMSTANCES**:

Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with:

- In the case of a **death of a family member or friend**, please provide a copy of a death certificate.
- In the case of a **disability-related concern**, if your desired accommodation is within the scope of your Accommodation Letter, please attach a copy of your letter. If your desired accommodation is outside the scope of your Accommodation Letter (ex. if your letter says “extensions of up to 7 days” but you need more time than that) you will need to meet with your consultant at AccessAbility Services and have them email Keely Hicks (keely.hicks@utoronto.ca) detailing the accommodations required.
- For U of T Varsity **athletic commitments**, an email from your coach or varsity administrator should be sent directly to Keely Hicks (keely.hicks@utoronto.ca) **well in advance** of the missed work, detailing the dates and nature of the commitment.
- For **religious accommodations**, please email (keely.hicks@utoronto.ca) **well in advance** of the missed work.

Documents covering the following situations are NOT acceptable: medical prescriptions, personal travel, weddings/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: Keely Hicks, Room SW420B, Monday – Friday, 9 AM – 4 PM

Exceptions to the documentation deadline will only be made under exceptional circumstances. If you are unable to meet this deadline, you must email Keely Hicks (keely.hicks@utoronto.ca) **within the three business day window** to explain when you will be able to bring your documents in person. Attach scans of your documentation.

Within approximately one week, you will receive an email response from your instructor detailing the accommodations to be made (if any). **You are responsible for checking your official U of T email and 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.

Instructors cannot accept term work after April 12, 2019. Beyond this date, you would need to file a petition with the Registrar’s Office to have your term work accepted (<https://www.utoronto.ca/registrar/term-work>).

Note that this policy applies only to missed assignments and term tests. Missed final exams are handled by the Registrar’s Office (<http://www.utoronto.ca/registrar/missing-examination>).

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 - WINTER 2019 – PROVISIONAL MASTER CALENDAR						
SET	CLASS DATE	TOPIC	READINGS & REQS	TUTORIAL DATE	TOPIC	READINGS & REQS
1	January 7	Intro to Scientific Communication & Ethics	Landrum Ch 1	January 10	NO TUTORIAL THIS WEEK	
2	January 14	Empirical Papers & APA Style Basics	Landrum Ch 4	January 17	Introductions & Poster team assignments	
3	January 21	Citations, References & the Publication Process	Landrum Ch 4 (p. 82 – 86)	January 24	Citations & plagiarism practice Project assignments	
4	January 28	Expert Literature Searches (Guest Lecturer: Sarah Guay)	Landrum Ch 2	January 31	Brainstorming project ideas Search strategies & practice	See Quercus
5	February 4	Effective reading strategies & Assignment Preview	Landrum Ch 3 (up to p.45) See Quercus	February 7	Practicing critical reading	See Quercus
6	February 11	Narrative, Arguments & Distorted Messages	<i>The Writing Process</i>	February 14	Poster work & Quiz prep	
7	February 18	NO LECTURE – FAMILY DAY		February 21	NO TUTORIAL - READING WEEK	
8	February 25	*APA Style / Citations Quiz* Outlining, Revising, & Peer Feedback	Landrum Ch 3 (p.45 - 52) Landrum Ch 4 (p.64-72)	February 28	Practice constructing / critiquing arguments	See Quercus
9	March 4	Writing about Psychology in the Popular Press	Engelhardt et al. (2011) See Quercus	March 7	Practicing critical review of popular press on psychology	See Quercus
10	March 11	Types of Scientific Communication & Elevator Pitches	Landrum Ch 8 Landrum Ch 5	March 14	Term paper prep / work period	
11	March 18	Mechanics of APA Style & Visuals	Landrum Ch 4 (up to p.63)	March 21	Poster work & check-in	
12	March 25	Wrapping things up: Results, Conclusions, Limitations	See Quercus	March 28	Elevator Pitches	*bring handouts *
13	April 1	PSYC02 SCIENCE FAIR (location TBD)		April 4	OPTIONAL: Paper feedback & Grad school info session	

Notes: Tutorial and lecture periods match within sets (i.e., Monday classes intro - content for Thursday tutorials). All content subject to change due to unforeseen circumstances.