



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

University of Toronto Scarborough (Summer 2019)



### **Instructor Information**

Dr. Andrew A. Cooper (“KOO-per”)  
[aa.cooper@utoronto.ca](mailto:aa.cooper@utoronto.ca)  
Office Hours: TUES 12:30-3:30PM

### **Course Information**

Lecture: TUES 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**

Rob Aidelbaum (“ay-del-bom”)

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Ivana Dewi (“doo-wee”)

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Dan Krzyzanowski (“kriz-ah-now-skee”)

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### **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

## Course Requirements

**Emails & Communication:** 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. 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.

**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:** Links to additional readings and/or other course materials will be posted on Quercus over the course of the semester. These include a selection of empirical articles and many short guides from the UTSC Writing Centre’s guide to the *Writing Process* ([www.utoronto.ca/twc/writing-process](http://www.utoronto.ca/twc/writing-process)).

**Course Library Page:** Psychology’s expert liaison from the library, Sarah Guay, has developed an incredibly useful webpage of resources and guides tailored to PSYC02: <https://guides.library.utoronto.ca/psyc02>

**Recommended but Optional Materials:** You’ll find many helpful links posted on the main Quercus page for PSYC02, organized by theme (e.g., presentations) and also embedded in weekly content modules. For students who plan to complete an independent study course (e.g., C90 or D98), I strongly encourage you to buy the *Publication Manual of the American Psychological Association* (6th ed.), available through the U of T Bookstore.

**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 if you commit to regularly attending and actively participating in class.

All students MUST attend the Science Fair which will occur on July 30<sup>th</sup>, 2019 during regular class time (TUES 9-11) and on campus (location TBD). There are 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 w/ IVANA → THURS @ 11:00AM-1:00PM HL B108** [PSYCH.C02.UTSC+T1@GMAIL.COM](mailto:PSYCH.C02.UTSC+T1@GMAIL.COM)

**Tutorial 2 w/ ROB → THURS @ 1:00PM-3:00PM IC 230** [PSYCH.C02.UTSC+T2@GMAIL.COM](mailto:PSYCH.C02.UTSC+T2@GMAIL.COM)

**Tutorial 3 w/ DAN → THURS @ 3:00PM-5:00PM HL B108** [PSYCH.C02.UTSC+T3@GMAIL.COM](mailto: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 June 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 *post-hoc* make up option for this quiz; see general policies below.

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

→ due July 10 by 11:59 PM EST

For this short writing assignment, you will provide a critical review of two popular press articles describing the results of a specific empirical research article. You will need to respond to specific questions demonstrating your knowledge of common issues in popular press writing about psychological science.

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

→ on July 30 during class (9-11AM) - location TBD

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

This major, term-long project connects to all learning outcomes for PSYC02. Working in teams of two or three, you will develop a specific research question related to two specific topic prompts falling under the broad framework of how contemporary forms of technology and entertainment can affect humans. Your question should be broad and non-technical enough to be of public interest; indeed, searching for popular press coverage of psychological science on your idea can be helpful as you develop your question. 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 (with 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).

Your goal is NOT to develop a totally novel research question or proposal; instead, your aim should be to identify a question for which there is a reasonable collection of empirical research on the subject. Early on, your team will develop a framework for your investigation and decide what sorts of empirical articles are most relevant to answering your question. You will conduct a rigorous review of the scientific literature in order to synthesize findings from relevant studies into a clear, comprehensible summary. In this way, your project will be most analogous to a meta-analysis *minus the statistical analysis*; instead, you will need to effectively present and summarize what you have concluded on the basis of your intensive review.

Your team will design a conference-style poster based on your findings, incorporating at least 10 references (>85% selected from peer-reviewed academic literature), printed in large format (~4’x3’). Finally, your team will develop a short oral summary of your findings in which all team members participate (but all teammates are expected to be independently capable of describing all main findings and conclusions).

You will present your work at the “PSYC02 Science Fair”, a simulated academic conference event attended by your peers, course instructors and other members of the UTSC academic community. Your final grade for this assignment will be a weighted combination of your oral presentation at the Science Fair event and a separate evaluation of your final poster.

#### IV. **Individual Term Paper (20%)**

→ due August 6 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 receive a detailed assignment guide later in the term, including guidelines on formatting, structure and specific required elements.

Your paper primarily serves as a written summary of your poster presentation assignment, with an emphasis on the overall findings as well as the process of completing your investigation. As a demonstration of what you have learned during the course of your team project, you must identify a specific gap issue in the empirical literature on your chosen research question, and provide a thoughtful potential remedy to this issue. For instance, if your team chose to explore how violent games may promote anger in teenagers, you might focus on problems with the most commonly used measure of anger, and highlight a specific alternative that addresses this concern.

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 & Scaffolded Steps [multiple components for a total of 17%]**

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 July 12 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 Project Contract [1%]**

→ due May 23 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 June 6 at the START of your tutorial

For this assignment, you’ll answer a series of questions linked to your proposed research question for your team project, the main parameters of your investigation, and the rationale behind its development. Submit via Q and bring 2 printed copies: one for your team, one for your TA.

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

→ due June 13 by the END of your tutorial

In this short assignment, your team will write a brief response to a series of questions related to any changes to your research question 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 [2%]** → due July 4 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 3 empirical articles that are directly relevant to answering your research question.

F. **Team Final Poster Greenlight / Final Submission [3%]** → due July 22 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 July 24 ensuring you have enough time to make edits and send for printing by the recommended 2-day lead time.

**NOTE:** If you make any subsequent revisions, you MUST provide us with a digital copy at the course email for final evaluation corresponding to your final printed poster (which is part of your main evaluation for your team presentation assignment).

G. **Team Elevator Pitch Presentation [4%]** → due July 25 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 file 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. **Peer Feedback on Poster Presentations [1%]** → due July 25 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.

## VII. **Peer Feedback & Reflection Exercises [total of 3%]**

At several points throughout the term, you’ll be asked to reflect on your progress on key tasks for PSYC02, your process and plans for achieving your own goals for the course, and your subjective sense of how well you are meeting these targets. Some of these exercises are incorporated into tutorial, with two specific extended tasks at the midpoint and end of the term.

A. **Interim Teamwork & Planning Check [1%]** → due July 4 by 11:59pm EST  
This brief reflection exercise asks you to reflect on team collaboration, progress and planning ahead for the remainder of your group assignment. Each teammate should complete this short survey separately and independent of their partner(s). This is also an ideal time to note any concerns to the C02 team.

B. **End of Term Reflection [2%]** → due August 6 by 11:59pm EST  
This short survey offers an opportunity to reflect on processes and outcomes for your work in PSYC02.

**AccessABILITY Services**

Students with diverse learning styles and needs are welcome in this course! In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach Dr. Cooper and/or the AccessAbility Services as soon as possible. AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email [ability@utsc.utoronto.ca](mailto:ability@utsc.utoronto.ca). The sooner you let us know your needs the better we can support you in achieving your learning goals!

#	TASK NAME	DUE DATE	DUE TIME (HOW)	PERCENT
VI.B	Team Contract*	MAY 23	END of tutorial	1%
VI.C	Team Poster Proposal*	JUNE 6	START of tutorial	1%
VI.D	Team Poster Status Update #1 + Reference List*	JUNE 13	END of tutorial	2%
I	APA Style & Citations Quiz	JUNE 25	In-class	10%
VI.E	Team Poster Status Update #2 + Annotated Bibliography*	JULY 4	11:59pm	2%
VII.A	Interim Teamwork & Progress Check	JULY 4	11:59pm	1%
II	Critical Analysis of Popular Press Article (CAPPA)	JULY 10	11:59pm	10%
VI.A	Individual Paper Outline & Key Citation	JULY 12	11:59pm	3%
VI.F	Final Poster Draft / Greenlight Check*	JULY 22	11:59pm	3%
VI.G	Team Elevator Pitch*	JULY 25	During tutorial	4%
VII.B	Peer Presentation Feedback	JULY 25	During tutorial	1%
III	Final Poster / Poster Presentation at Science Fair*	JULY 30	@ Science Fair	30%
VII.B	End of Term Reflection	AUGUST 6	11:59pm	2%
IV	Final Term Paper	AUGUST 6	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.

**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.

## **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](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.
- Note: If an end date of "ongoing" is specified, the medical note will be assumed to cover a period of two weeks. If no end date / an "unknown" end date is specified, the note will be assumed to cover a period of three business days (starting from the midterm date.)

For missed **TERM TESTS** due to **ACCESSABILITY REASONS**:

- Meet with your **AccessAbility consultant** and have them email Keely ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) detailing the accommodations 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](http://uoft.me/PSY-self-declare-form)).

For missed **ASSIGNMENTS** due to **ACCESSABILITY REASONS**:

- If your desired accommodation is **within the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" and you need 3 days), submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>) and attach a copy of your letter. **Specify how many days extension you are requesting** on the request form.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" but you need more time than that) you will need to meet with your **AccessAbility consultant** and have them email Keely ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) detailing the accommodations required.

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.
- For U of T varsity-level or professional **athletic commitments**, an email from your coach or varsity administrator should be sent directly to Keely Hicks ([keely.hicks@utoronto.ca](mailto: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](mailto:keely.hicks@utoronto.ca)) **well in advance** of the missed work.

- For circumstances **outside of these guidelines**, please email Keely ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) on the date of the test / assignment deadline to describe your circumstances and ask what documentation would be appropriate

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. (Slide forms under door if out of office.)

After submitting your documentation, within approximately one to five business days, you will receive a 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.**

You should continue to work on your assignments to the best of your ability, as extension accommodations may be as short as one business day, depending on the nature of the illness/emergency.

If an accommodation has been granted but you are unable to meet the conditions of the accommodation (ex. you need a longer extension, or you missed a make-up test), you will need to repeat the missed term work procedure and submit additional forms to request further accommodation. Note that in the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

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.

**Importance of Three Business Day window:**

If you are unable to submit your documents in-person within the three business day window, **you must email Keely** ([keely.hicks@utoronto.ca](mailto:keely.hicks@utoronto.ca)) **within the three business day window** to explain when you will be able to bring your documents in person. Exceptions to the documentation deadline will only be made under **exceptional circumstances**. Attach scans of your documentation, and be prepared to bring your documents to Keely in-person as soon as you are well. Late documents may not be accepted.

**NOTE: Assignments due at end of term**

Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, you would need to file a petition with the Registrar's Office (<https://www.utoronto.ca/registrar/term-work>).

**NOTE: Final Exams**

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/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.

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PSYC02 - SUMMER 2019 – PROVISIONAL MASTER CALENDAR						
SET	CLASS DATE	TOPIC	READINGS & REQS	TUTORIAL DATE	TOPIC	READINGS & REQS
1	May 7	Intro to Scientific Communication & Ethics	Landrum Ch 1	May 9	NO TUTORIAL THIS WEEK	
2	May 14	Empirical Papers & APA Style Basics	Landrum Ch 6 & Ch7 Sheese & Graziano (2005)	May 16	Introductions & Poster team assignments	
3	May 21	Citations, References & the Publication Process	Landrum Ch 4	May 23	Citations & plagiarism practice Project assignments	<i>Plagiarism Spectrum</i> Guide
4	May 28	Effective reading strategies & Assignment Preview	Landrum Ch 3 Sheese & Graziano (2005)	May 30	Brainstorming project ideas	<i>Brainstorming Strategies</i> Guide
5	June 4	Expert Literature Searches	Landrum Ch 2 Siddaway et al. (2019)	June 6	Practicing critical reading	<i>Reading Critically</i> Guide Sheese & Graziano (2005)
6	June 11	Narrative, Arguments & Distorted Messages	<i>The Writing Process</i> site Ewoldsen et al. (2013)	June 13	Poster work & Quiz prep	
7	June 18	NO LECTURE – FAMILY DAY		June 20	NO TUTORIAL - READING WEEK	
8	June 25	<b>*APA Style / Citations Quiz*</b> Outlining, Revising, & Feedback	Landrum Ch 3 <i>Developing an Outline</i>	June 27	Practice constructing / critiquing arguments	Bushman & Gibson (2011)
9	July 2	Writing about Psychology in the Popular Press	Engelhardt et al. (2011) Stemwedel (2011)	July 4	Practicing critical review of popular press on psychology	Chang (2015) <i>Suggested: Yavchitz et al (2012)</i>
10	July 9	Types of Scientific Communication & Elevator Pitches	Landrum Ch 8 Landrum Ch 5	July 11	Term paper prep / work period	
11	July 16	Mechanics of APA Style & Visuals	Landrum Ch 4 (up to p.63) Recap: Landrum Ch 7	July 18	Poster work & check-in	
12	July 23	Wrapping things up: Results, Conclusions, Limitations	<i>Writing Introductions &amp; Conclusions</i>	July 25	Elevator Pitches & Peer Feedback	*bring handouts! *
13	July 30	<b>PSYC02 SCIENCE FAIR (location TBD) *bring handouts! *</b>		August 1	NO TUTORIAL THIS WEEK	

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