

SCIENTIFIC COMMUNICATION IN PSYCHOLOGY (PSYC02H3 F LEC01)

Fall 2019 Course Syllabus

Instructor: Jessica Dere, Ph.D., C. Psych.

Class Time and Location: Wednesdays, 11:00am-1:00pm, in MW-140

Office Hours and Location:

Drop in: Wednesdays, 1:30-2:30pm in SW-521

By appointment: Wednesdays, 10-11am in SW-521

Email jdere@utsc.utoronto.ca with at least 24 hours notice to schedule an appointment.

Email: jdere@utsc.utoronto.ca

Office Phone: (416) 208-2999

Required Textbooks:

1. American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
2. American Psychological Association (2009). *Mastering APA style: Student's workbook and training guide* (6th ed.). Washington, DC: Author.

Prerequisites: [(PSYB01H3) or (PSYB04H3) or PSYB70H3] and [PSYB07H3 or STAB22H3 or STAB23H3]

Additional Material: Additional readings and/or other course material may be placed on the Quercus course page over the course of the semester, and will be announced in class or tutorial.

*** Please note: Course announcements will be made through Quercus. Please monitor the course website regularly for important announcements and updates. Class emails will also be sent through Quercus; please make sure your listed email address is correct. ***

Tutorials and Teaching Assistants:

Tutorial 1 (Thursdays @ 9:00-11am in AC-332)

Teaching Assistant: Nina Lee

Email: ninah.lee@mail.utoronto.ca

Tutorial 2 (Thursdays @ 11:00am-1:00pm in IC-328)

Teaching Assistant: Sonya Dhillon

Email: sonya.dhillon@mail.utoronto.ca

Tutorial 3 (Thursdays @ 1:00-3:00pm in AA-209)

Teaching Assistant: Matthew Quitasol

Email: matthew.quitasol@utoronto.ca

Please note: Attendance at tutorials is mandatory.

Course description: How we communicate in psychology and why. The differences between scientific and non-scientific approaches to behaviour and their implications for communication are discussed. The focus is on improving the student's ability to obtain and organize information and to communicate it clearly and critically, using the conventions of the discipline.

Learning objectives: At the conclusion of the course, students should be able to ...

1. Format written work according to guidelines described in the 6th Edition of the Publication Manual of the American Psychological Association;
2. Systematically search for scholarly articles using major research databases;
3. Critically evaluate the presentation of scientific information in the media, and the effective communication of information by psychologists;
4. Compare and contrast reports of psychological research from the popular press vis-à-vis original research reports; and
5. Summarize and synthesize scientific information on a given topic in psychology, and present this information clearly and concisely in written and oral formats.

Class structure

This course will consist of weekly class sessions and weekly tutorials. Class sessions will largely be lecture-based, in order to introduce the weekly topic (as listed below). However, lectures will be supplemented with videos and other methods to help illustrate course material, as well as in-class activities, and class discussion will be encouraged throughout. Weekly tutorials led by teaching assistants will complement lecture topics by providing hands-on practice and skill development, as well as support for the completion of assignments.

Important class dates:

September 17: Deadline for Academic English Health Check bonus mark (make sure to book session prior to this date)

September 25: Deadline to submit selected newspaper article for TA's approval, by 11:59pm

October 2: Initial assignment due on Quercus, by 11:59pm

October 23: In-class test

October 31: Presentations begin in tutorials

November 20: In-class essay

November 27: Partial term paper draft required for in-class peer review session

December 2: Term paper due on Quercus, by 11:59pm

Lecture schedule and required readings

Week	Date	Topic	Required Readings and Resources
1	September 4	Writing for the Behavioral and Social Sciences	<i>APA Publication Manual (6th Edition): Chapter 1</i>
2	September 11	Manuscript Structure and Content	<i>APA Publication Manual (6th Edition): Chapter 2 and Appendix: Journal Article Reporting Standards (pp. 245-253)</i>
3	September 18	Writing Clearly and Concisely Library skills workshop in class	<i>APA Publication Manual (6th Edition): Chapter 3</i>
4	September 25	The Mechanics of Style/Displaying results	<i>APA Publication Manual (6th Edition): Chapter 4, 5</i>
5	October 2	Crediting Sources / References	<i>APA Publication Manual (6th Edition): Chapter 6, 7</i>
6	October 9	The Publication Process	<i>APA Publication Manual (6th Edition): Chapter 8</i>
READING WEEK			
7	October 23	In-class Test: All chapters from APA Publication Manual (6 th ed.) and Appendix (pp. 245-253), and Student Workbook	
8	October 30	Reading Critically and Extracting Information / Constructing a Logical Argument	Resource to consult: UTSC Writing Centre – The Writing Process http://www.utsc.utoronto.ca/twc/writing-process
9	November 6	Scientific Communication of Psychology Research in the Popular Press / Mental Health and the Media	<i>Canadian Psychological Association's Guide for Psychologists Working with the Media:</i> http://www.cpa.ca/cpasite/UserFiles/Documents/publications/Working_with_the_Media.pdf
10	November 13	Outlines, Editing, and Proofreading	TBA
11	November 20	In-class Essay	
12	November 27	Peer-review session	<i>Students must bring at least two complete pages of term paper draft to class</i>

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

Tutorial schedule and required readings

Week	Date	Topic	Required Readings
1	September 5	First week of class – No tutorial. Read Chapters 1 and 2 from the <i>Mastering APA Style: Student's Workbook</i> in preparation for the tutorials.	
2	September 12	Manuscript Structure and Content	<i>Mastering APA Style: Student's Workbook: Selected Learning and Integrative Exercises from pp. 32-41</i>
3	September 19	Writing Clearly and Concisely Assignment support	<i>Mastering APA Style: Student's Workbook: Selected Learning and Integrative Exercises, from pp. 42-57</i>
4	September 26	The Mechanics of Style / Displaying Results <i>Note: Presentation dates will be assigned during this tutorial</i>	<i>Mastering APA Style: Student's Workbook: Selected Learning and Integrative Exercises, pp. 58-83 and 174-191</i>
5	October 3	Crediting Sources / References	<i>Mastering APA Style: Student's Workbook: Selected Learning and Integrative Exercises, from pp. 84-101</i>
6	October 10	Review Session for In-class Test	<i>APA Publication Manual, Chapters 1-8 and Appendix (pp. 245-253); and Student Workbook (pp. 1-101 and 174-191)</i>
READING WEEK			
7	October 24	Reading Critically and Extracting Information Oral presentation support	To be assigned by your teaching assistant
8	October 31	Student Presentations	
9	November 7	Student Presentations	
10	November 14	Student Presentations	
11	November 21	Student Presentations	
12	November 28	Feedback and final paper support	

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

Evaluation

- Initial assignment: 5%
- Presentation in tutorial: 10%
- Participation in tutorial: 15%
- In-class test: 20%
- In-class essay: 20%
- Peer-review participation: 5%*
- Term paper: 25% or 30%*
 - o * *For those students who do not participate in the peer-review session on November 27th, the term paper will be worth 30%.*

Bonus mark opportunity: 1%

- Completion of Academic English Health Check by **September 17th, 2019**
 - o See information on Quercus

Please note that there are no additional opportunities for extra credit to improve your grade at any time during this course or after the course is over.

Initial assignment (5%): Students must find a popular press news story that reports on a recent research study in the psychological literature. The story must be written in English, published since **January 1st, 2015** and **must be a news article** (not a blog or other online post) from one of the following newspapers: *The Globe and Mail*, *The National Post*, *The Toronto Star*, *The Wall Street Journal*, *The New York Times*, *The Washington Post*, or *The Guardian*. ***Questions about whether a story qualifies as a news article for this assignment should be directed to your teaching assistant well in advance of the assignment deadline.*** Students must then find the original academic research article that is discussed in the popular press story, as well as one review article relevant to the given area of research; both of these articles must be from peer-reviewed journals. The assignment will consist of a completed 1-page worksheet and a properly formatted reference list containing these three citations.

- Students **MUST** receive approval for their selected newspaper article from their assigned TA before proceeding with their assignment. Selected articles must be submitted via Quercus no later than 11:59pm EST on **September 25th, 2019**.
- Due date: **October 2nd, 2019**, by 11:59pm EST. The assignment will be submitted electronically through Quercus as a Word document.

Presentation in tutorial (10%): Students will present an oral presentation in tutorial that integrates the articles selected for the initial assignment along with four additional empirical articles on their chosen research topic. Please note, at least one of the empirical articles being discussed must not be referenced in the review article chosen in the initial assignment. Presentations should be 18 to 20 minutes in length. The purpose of this assignment is for students to learn how to present research clearly and concisely with the effective use of visual aids (i.e., presentation slides). Further details will be discussed in class and in tutorial.

- Dates: October 31st, November 7th, 14, 21st, 2019.

Participation in tutorial (15%): Students will be evaluated based on their tutorial attendance, participation in tutorial discussions, and engagement with skill exercises (10%). Furthermore, during student presentation weeks, students must formulate discussion questions about the presentations (5%). Students are asked to compose three questions per week, and must submit a completed form for at least three out of the four weeks of presentations. During the week of their own presentation, they must also compose a question regarding their own research topic. These questions will be submitted using the **Discussion Questions Form**, copies of which will be provided in tutorial and which will be available on Quercus.

- Due date: Each week, a completed form must be submitted in hard copy at the end of tutorial *or* uploaded in Quercus by 11:59pm the day of the presentations. If submitting in Quercus, you can upload a clear photo of your completed paper form or a completed Word form. Late discussion questions forms will not be accepted.

In-class test (20%): This test will cover all chapters from the APA Publication Manual, (6th Ed.) and Appendix, pp. 245-253, as well as the Student's Workbook (pp. 1-101 and 174-191). The test will consist of multiple choice and short answer questions.

- Date: **October 23rd, 2019.**

In-class essay (20%): Students will be asked to write a structured essay in class, drawing on specific course material. Details will be discussed in class and posted on Quercus.

- Date: **November 20th, 2019.**

Peer-review participation (5%*): Students will engage in a peer-review session in our final lecture session, to help support their progress on the term paper. In order to participate, students must bring at least two completed pages of their term paper draft to class. Students will be asked to provide structured, constructive peer feedback. Evaluation of participation will be based on the peer feedback provided. Further details will be discussed in class.

- Date: **November 27th, 2019.**

Term Paper (25% or 30%*): The term paper will consist of (1) **a critical analysis** of the newspaper article selected in the first assignment, as well as (2) **a brief literature review** on the chosen research topic. This literature review will integrate the original empirical article discussed in the newspaper piece, the review paper selected for the first assignment, and the four additional empirical articles selected for the presentation. The paper will be 8 pages long, not including the title page or reference page(s). Please follow all formatting guidelines from the APA Publication Manual (6th ed.) when writing the term paper. Further details regarding the term paper will be provided in class and on Quercus.

- Due date: **December 2nd, 2019** by 11:59pm EST. The term paper will be submitted through Quercus as a Word document, and will be reviewed for plagiarism using Turnitin.com directly through Quercus. Any students with concerns regarding Turnitin.com must speak with me during the first three weeks of the semester.

- **Statement regarding Turnitin.com:** 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.

Policies for Assignments and Examinations in this Course

Please Note: You must bring **photo identification** with you to each examination or you will not be permitted to write the examination.

Missed in-class test or in-class essay: A make-up test/essay will be held approximately ten days following the date of the original test/essay. Students will be permitted to take the make-up only if they were absent on the original date due to a verified illness, a serious family emergency (e.g., death of a close family member), or religious observances. Students must follow the departmental policy outlined below when submitting relevant documentation. Only those students who follow this process will be considered for writing the make-up. Students who do not submit their documentation on time, whose documents are not accepted, or who do not appear for the make-up test/essay, will receive a grade of zero on the test/essay.

Late submission of assignments: Unless you have legitimate documentation for a late assignment, 10% of the total value of the assignment will be deducted for each day that it is late. An assignment is considered late as soon as the due date and time passes (i.e., one minute past 11:59 EST), so you are strongly encouraged to submit your assignments early in order to avoid any technical delays. Difficulties with the Quercus portal will not be accepted as a legitimate reason for a late assignment. If you have legitimate documentation to explain your late assignment, you must follow the departmental policy outlined below.

Please note: Late submissions will not be accepted for the bonus mark opportunity, nor for any components of the participation mark.

Missed Presentations: Students who are absent on their assigned presentation date without legitimate documentation will receive a mark of zero for their presentation. If you have legitimate documentation to explain your inability to present on your assigned date, you must follow the departmental policy outlined below.

Please note: It is always best to speak with me and your TA **as soon as possible** if you foresee any challenges in meeting a deadline.

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.
- 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 illness start date.)

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

- Meet with your **AccessAbility consultant** and have them email Keely (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).

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) 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) **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.

- For circumstances **outside of these guidelines**, please email Keely (keely.hicks@utoronto.ca) on or before 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.

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting the requirements of your accommodation, you must repeat the missed term work procedure to request additional accommodations.

(E.g.) If you miss a make-up midterm, you would need to submit another Request for Missed Term Work Accommodations form. If your original medical note / documentation included the date of the make-up midterm, then only the Request form is required. If the date of the make-up midterm fell outside of the dates indicated on your original medical note/other documentation, then a new medical note/other appropriate documentation must also be submitted.

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) **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>).

Grading: Any complaint about grading on an assignment, test or presentation should be made in writing to your teaching assistant within one week of receiving the graded material, or as soon as is reasonably possible, and should detail the point(s) of contention.

Rights and Responsibilities

Copyright in Instructional Settings:

If a student wishes to tape-record, photograph, video-record or otherwise reproduce lectures, course notes/slides, or other similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Without consent, all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.

Accessibility:

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 me and/or the AccessAbility Services Office as soon as possible.

AccessAbility Services staff (located in Rm AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email ability@utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Academic Integrity:

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/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences in papers and assignments include 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 cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

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.

Religious Accommodation:

The University has a commitment concerning accommodation for religious observances. I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. According to University Policy, if you anticipate being absent from class or missing a major course activity (like a test, or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Quercus Info:

This course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. The site is dynamic and new information and resources will be posted regularly as we move through the term, so please make it a habit to log in to the site on a regular, even daily, basis. To access the course website, go to the U of T Quercus log-in page at <https://q.utoronto.ca>. Once you have logged in to Quercus using your UTORid and password, you should see the link or "card" for our course. You may need to scroll through other cards to find this. Click on the PSYD31 link to open our course area, view the latest announcements and access your course resources. There are Quercus help guides for students that you can access by clicking on the "?" icon in the left side column.

SPECIAL NOTE ABOUT GRADES POSTED ONLINE: Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact me as soon as possible if you think there is an error in any grade posted on Quercus.

Writing-related campus resources:

The English Language Development Centre supports all students in developing better Academic English and critical thinking skills needed in academic communication. Make use of the personalized support in academic writing skills development and Café sessions to enhance your ability to do better in the various components of this course. Details and sign-up information: <http://www.utsc.utoronto.ca/eld/>

The Writing Centre helps all UTSC students improve their writing skills. We work with students in all years and all disciplines. Programs include writing groups, writing workshops, one-to-one tutoring, and both print and online resources. For information, resources, and to sign up for individualized feedback: <http://www.utsc.utoronto.ca/twc/>