PSYC02-L99: SCIENTIFIC COMMUNICATION IN PSYCHOLOGY
University of Toronto Scarborough (Summer 2020)

Instructional Team

Course Email psych.c02.utsc@gmail.com

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Office Hours Information → see section below

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 or PSYB70H3] 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

Course Structure & Requirements

This course has been converted to an online format in response to the many changes and impacts of the global COVID-19 pandemic, which is still ongoing as of the initial version of this syllabus. These modifications are extensive and will no doubt alter the experience of the course versus its in-person predecessor, but rest assured that the C02 team is committed to making sure this course remains just as valuable, challenging, and engaging.

The changes we have made should increase flexibility without compromising your ability to achieve the core learning outcomes for the course. After posting, all essential one-way content (e.g., lectures) will be available for you to access and view on your own schedule. We will strive to be flexible and responsive to the needs of the class when scheduling any events that occur at specific times (e.g., group office hours) and will provide recordings when possible and appropriate. You will have opportunities to engage in active learning exercises and interact with your classmates, in digital spaces as opposed to in-person tutorials.

Everyone is facing a different set of circumstances at this time, so we hope you will be transparent and open when it comes to providing feedback on how the course is going for you. If your circumstances change (e.g., losing reliable access to internet at home), please let Dr. Cooper know so we can work together on strategies to adapt and respond. Likewise, please try to extend some flexibility to the PSYC02 team as we go this together.

"Timing" of Course Elements: Although this version of PSYC02 is designed to be as asynchronous as possible, in the interest of providing a simple and familiar structure, we will describe the course as occurring across a series of weeks. For the sake of simplicity, we will use **Monday at 23:59 EDT (one minute to midnight in Toronto) as the reference point for the start of each week.** All due dates will be listed in and based on EDT. If you are taking the class outside of Ontario, check how your local time compares to EDT: www.thetimezoneconverter.com If you anticipate challenges based on where you are located while taking the course, please contact us ASAP.

Tutorial Sections: You will be assigned to a virtual tutorial this semester, led by one of the stellar PSYC02 TAs. Think of your TA as your most important contact, providing pivotal opportunities for feedback, discussion, and consultation across the term by email and office hours meetings. Your TA will also help curate and promote engagement between students on your tutorial's discussion board. Building a sense of connection and community with others in your tutorial can provide valuable motivation, encouragement, and structure.

Sequence / Pace of Course Elements: Many students find it difficult to strategize how to approach and keep pace with online classes, and it is likely our current circumstances will only amplify this frustration. PSYC02 presents its own unique challenges because its centerpiece is a substantial, sequential, multi-step research project that requires considerable time to complete, with your outcome and experience of the assignment bolstered by early and regular feedback from your TA. As such, while the course is asynchronous, there are clear benefits to engaging with course materials in a structured way.

To address this, we have organized the PSYC02 Quercus page into a recommended overall sequence of lectures and activities. We also designate elements as *essential* versus *recommended* so you can navigate the options that work best for you. Note that some lecture content may be available "ahead of schedule", but other assignments are sequential and require feedback from your TAs before you can proceed. On a micro level,

lecture videos are divided into segments to help you maintain focus and to offer opportunities to take notes, complete optional active learning tasks, and reflect on what you have watched.

Virtual Office Hours: TAs will set office hours after reviewing feedback from students in their tutorial session. These will include both regular "open" office hours (for drop-in meetings and group discussions) and 1:1 meeting timeslots. Dr. Cooper's office hours will primarily be 1:1 and by appointment. For the first few weeks of class, please send an email to coordinate a time; once the term is underway, there will be regular PSYC02 timeslots listed at https://calendly.com/meet-prof-cooper where you can use your U of T email address to book on a first come, first served basis. Please check your email to confirm ahead of time and in case of unexpected cancellation, and allow a little buffer room to set up video calling options. Inquiries about contested grades, peer conflicts, accommodations or scheduling issues should always be handled with 1:1 meetings with Dr. Cooper. If you are unable to book an appointment due to a scheduling conflict, please email to inquire about an alternative time, which you can facilitate by listing your availability between 08:00 EDT and 16:00 EDT.

Quercus: All course-related materials will be posted to Quercus, including *syllabus, additional readings, assignments/submission links & grades*. Please make sure to monitor announcements regularly, and ensure your email is set up correctly to receive updates. Unless otherwise noted below, all assignments should be submitted via Quercus.

Texts & Readings: Reading plays a critical role in this course. You will need to read a mix of texts, articles, and guides to writing, in addition to finding and reviewing articles for your term assignments. In the *Master Calendar* below, you'll find citations and chapters for required readings, with links posted on Quercus by module.

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

Recommended: American Psychological Association (2019). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association.

NOTE: The APA Manual was updated to a 7th edition in late 2019, but Landrum's (2012) excellent writing text is based on the 6th edition. Because the new edition will soon be the expected standard for academic writing in psychology, **I will expect you to adhere to the 7th edition guidelines for PSYC02**. To help offset this issue, I will provide you with resources as well as focused summaries on changes in the 7th edition that are especially relevant to this course. The APA has also made access to the digital edition free through the end of May 2020. You can buy the Landrum text and APA manual through the UTSC bookstore or elsewhere online.

Emails & Communications: 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. The C02 team will try to answer your emails within 4 business days unless you receive an automatic reply that suggests otherwise. Emails regarding missed work or AccessAbility accommodations should always be sent to Dr. Cooper's email and cc'd to any other relevant parties. Emails to your TA should also be cc'd to the course email.

The volume of emails we receive during busy stretches of the course can be quite overwhelming. Please keep your emails professional, concise, and clear: start with an informative title that includes the course name and

some detail on your question. Short, focused emails that demonstrate some effort on your part to explain your understanding or where you are stuck are most effective. If you are not familiar with writing academic emails, you may find this resource helpful: https://goo.gl/ik1iw7

Course Webpage & Library Page: You will 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. Psychology's expert library liaison, Sarah Guay, has generously developed an incredibly useful webpage of resources and guides tailored to PSYC02: https://guides.library.utoronto.ca/psyc02

Evaluation & Grading

Your final mark in PSYC02 is based on a number of assessments. These are described below in brief, organized by type/topic, with further description and detail to be provided later in the term. **There is no final examination for this course, but your term paper MUST be submitted to pass the class (or your grade will be 45).**

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

Research Review Project

This term-long project connects to all learning outcomes for PSYC02. 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. 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 that has been the subject of at least some empirical research Early on, you will develop a framework for your investigation and decide what sorts of empirical articles are most relevant to answering your question (your *primary evidence base*). You will conduct a rigorous review of the scientific literature, synthesizing findings from relevant studies into a clear, comprehensible summary. This scaled-down, comprehensive literature view provides the foundation for two specific products.

I. **Poster Presentation (poster file/audio recording /reference list) [28%]**
   → due Wednesday July 29 by 23:59 EDT

   You will create a poster presentation to summarize the process and main findings of your research project. This assignment has two parts: a scholarly poster (formatted to meet specific guidelines) accompanying by a complete APA-formatted reference list, and a short oral summary (that you will record and submit electronically). We will discuss formatting guidelines for this part of the assignment during the semester.

Your poster presentation will become part of a "digital conference" showcasing your work and the work of your classmates, with this tentatively slated for the 1st week of August.

II. **Term Paper (37%*]**
   → due Wednesday August 12 by 23:59 EDT
   Failure to submit a term paper means you cannot pass the class

   Your paper is essentially 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 work, you must also <u>identify a specific gap issue in the empirical literature on your chosen research question, and provide a thoughtful potential remedy to this issue.</u> You will receive a detailed assignment guide later in the term, including guidelines on formatting, structure and specific required elements. Note that the value of this assignment will be reduced by 2% for those students who complete the required number of optional "bronze" tasks described below.

III. **APA Style & Scientific Writing Quiz [10%]**
   → timing/details TBD – will occur online during Week 8

   This quiz will assess your knowledge and application of APA style guidelines (per v7 of the Publication Manual) with an emphasis on scientific writing as well as formatting of citations and references.

IV. **Critical Analysis of Popular Press Article (C.A.P.P.A.) [5%]**
   → recommended submission target: Wednesday July 15 by 23:59 EDT
   → final due date: Friday July 31 by 23:59 EDT

   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 demonstrate your ability to identify, describe, and evaluate how psychological science is represented outside peer-reviewed scholarly sources.

   Given the short, focused nature of this assignment, we provide a recommended submission date in mid-July, shortly after related content is covered in-class. If you submit your assignment by this early deadline, we will aim to get you feedback by the end of July, which you may find helpful when completing your term paper. You can also choose to submit by the final due date, but you may not receive your grade or feedback until the end of the course. Extensions will not be applied beyond the final due date.

V. **"Bronze" OPTIONAL Knowledge Application Tasks [completing 7/10 → reduce term paper to 35%]**

   There are 10 "bronze" knowledge application tasks listed in the calendar below. These short exercises help you assess your own understanding of key content and skills introduced in a given week's lectures. Most tasks also promote interaction with your classmates, such as by asking you to share your responses to your tutorial discussion board.

These are optional tasks with no direct point value. However, if you want to make the most of tasks, try to complete them shortly after you view the lectures. To earn credit for a given "bronze" task, you will need to make a good faith effort to complete it within one week. If you complete 7+ tasks across the term, you will receive an automatic 2% toward your term paper grade (i.e., your paper will be worth 35%). There is no partial credit for partial completion, nor can you increase the number of points by completing 8+ tasks.

VI.   **"Silver" Skill Development Tasks [4 x 1 points = 4%]**

There are four "silver" skill building tasks listed in the calendar below. These tasks both offer and ask a little more from you than the optional active learning handouts and "bronze" tasks that pair with lecture slides. Each task provides an opportunity for advanced training and practice with skills that underlie several important course learning outcomes, similar to what you might complete during an in-person tutorial. For these tasks, you will read part of a short research paper and complete a few short-answer questions before viewing a brief, interactive video prepared by one of the PSYC02 TAs. Because these activities require a little more time to complete, they are due within two weeks of becoming available.

VII.   **"Gold" Milestone Tasks [8 x 2 points = 16%]**

There are eight "gold" tasks listed in the calendar below. These tasks provide scaffolded support in developing skills and executing critical steps necessary to complete your final poster and paper. These include proposing an idea for your project, updating us on your progress and stuck points, and interacting with a peer to provide and receive feedback on a near final draft. These tasks provide a structured method of tracking your own progress and receiving timely feedback on your work from your TAs. As a result, these tasks are very time-sensitive and almost always due within one week.

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 support you in achieving your learning goals!

General Course Policies & Guidelines

Courtesy & Civility: Please be respectful of your classmates and the PSYC02 team at all times, and strive to make the (digital) classroom a comfortable place for everyone to learn. During these trying times, I hope you will make an effort to forgo attitude and instead grant latitude (slack) and express gratitude to others.

Course Materials & Audio/Video Recording: Instructional materials are made available only for the purposes of this course, and should not be distributed or used for any other purpose. As outlined in the Provost's guidelines

on *Appropriate Use of Information and Communication Technology,* for reasons of privacy as well as protection of copyright, <u>unauthorized video or audio recording in classrooms is prohibited unless I have granted written permission or for students with specific accommodations</u>. Sharing my course materials on online repositories can only serve to detract from the learning experience I can provide to you and future C02 students.

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 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 <u>within one week of receiving the graded material</u> or as soon as is reasonably possible and should detail the point of contention.

PSYC02 Specific Policies for Late/Missed Work: If you know in advance of a legitimate reason for being unable to meet a specific class deadline (e.g., religious holiday or academic event), please contact me directly ASAP. <u>You must notify me if you have submitted paperwork for an extension and definitely within 3 days of the relevant event (e.g., quiz);</u> failure to do so may result in your request being denied.

- *Quiz* ➔ makeup may be offered; otherwise, points will be re-allocated at my discretion for eligible cases

- *Poster Presentation* ➔ submission delays may make participation in subsequent tasks impossible

- *Term Paper* ➔ 50% penalty up to 24hrs late, then automatic 0 and a grade of 45 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

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If at any point you are experiencing difficulty in PSYC02, please contact one of us to discuss your concerns. We really want you to succeed, so the earlier you take this step, the better! While we sincerely hope this won't happen, **if you are contemplating dropping the class, please notify us as soon as possible.**

Credit for many core elements of PSYC02 goes to my colleagues Dr. Jessica Dere, Dr. Anthony Ruocco & Dr. Connie Boudens. I also owe a special thank you to my collaborator Dr. David Chan, who helped redesign, pilot and refine PSYC02 in 2018.

SUMMER 2020: 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.

Submit via email to: Keely Hicks, Departmental Assistant, keely.hicks@utoronto.ca

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 **ASSIGNMENTS or TERM TESTS** due to **FLU-LIKE SYMPTOMS or SELF-ISOLATION REQUIREMENTS:**

- Email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), and
- **Declare** your absence on ACORN (Profile & Settings > Absence Declaration)

For missed **ASSIGNMENTS** due to **OTHER ILLNESS**:

- Email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca, along with the Self-Declaration of Student Illness Form (uoft.me/PSY-self-declare-form).

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

- Email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), along with a scan/photo of the **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 ER.
- Forms are to be completed in full, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration # 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 accommodations required.

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 1-7 more days), email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), and attach a **copy of your letter**. Specify how many days extension you are requesting in your email.

- 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 ASSIGNMENTS or TERM TESTS in OTHER CIRCUMSTANCES:

Email the Request for Missed Term Work Accommodations form (http://uoft.me/PSY-MTW) form to Keely (keely.hicks@utoronto.ca), along with:

- For the **death of a family member/friend**, provide a copy of the 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 (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 (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 determine appropriate documentation.

Documents covering the following situations are NOT acceptable: medical prescriptions, personal travel, weddings, personal/work commitments.

As stated above, your documents must be submitted **within three (3) business days** of the deadline for the missed work.

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 within the three business day window**, you must email Keely** (keely.hicks@utoronto.ca) **within the three business day window** to explain the nature of the delay, and when you will be able to provide your documents. Exceptions to the documentation deadline will only be made under exceptional circumstances.

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.utsc.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.utsc.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 <u>must </u>keep a draft of your work and any notes you made before you got help and <u>be prepared to give it to your instructor on request.</u>

Week & Date		LECTURE / VIDEOS	READINGS & REQS	TASKS	LEVEL	DUE 23:59 EDT
1	11-May	1.1 Class Intro & Overview	Landrum Ch 1	Pre-Class Survey & Skill Check	G*	25-May
		1.2 Scientific Communication Goals				
2	18-May	2.1 Research Project Overview I	Landrum Ch 2 & 5 or	(Digital) Introductions	B	25-May
		2.2 Research Project Overview II	Siddaway et al. (2019)	Project Comprehension Check	G*	25-May
3	25-May	3.1 APA Style & Grammar Guidelines	Landrum Ch 4 & 6	Using Transition Words	B	01-Jun
		3.2 The Mechanics of APA Style		Brainstorming Worksheet + Video	G	01-Jun
4	01-Jun	4.1 Citations & Sources	Landrum Ch 7	Using Citations	B	08-Jun
		4.2 Formatting Cites & References	APA v7 Supplements	Research Topic Proposal	G	08-Jun
		4.3 Bias Free Language				
5	08-Jun	5.1 Strategies for Academic Reading I	Sheese & Graziano (2005)	Academic Integrity Check	B	15-Jun
		5.2 Strategies for Academic Reading II	Landrum Ch 3	Practicing High Level Reading [Video]	S	22-Jun
		5.3 **CHECK-IN: APA Quiz Overview**				
6	15-Jun	6.1 Narratives & Organization	Engelhardt et al (2011)	Structuring Arguments	B	22-Jun
		6.2 (De)Constructing Arguments & Evidence		Project Status Update 1	G	22-Jun
		6.3 **CHECK-IN: Sample Research Project**				
7	22-Jun	**"READING WEEK"**		Evaluating Arguments + Rhetoric [Video]	S	06-Jul
8	29-Jun	8.1 **CHECK-IN: Demo Poster**		Quiz Wrapper & Reflection Exercise	B	06-Jul
				Practicing Critical Reading [Video]	S	13-Jul
				APA Style Quiz	!	TBD
9	06-Jul	9.1 Psychology in the Popular Press I	Stemwedel (2011)	Dissecting Clickbait	B	13-Jul
		9.2 Psychology in the Popular Press II		Publication vs. Pop Press [Video]	S	20-Jul
		9.3 **CHECK IN: CAPPA Overview**				
10	13-Jul	10.1 Varieties of Scientific Communication	Landrum Ch 8	Pre-Mortem Projections	B	20-Jul
		10.2 APA Formatting Essentials	APA v7 Supplements	Project Status Update 2	G	20-Jul
		10.3 **CHECK IN: The "Elevator Pitch"**		CAPPA (Early Submission) Due	!	15-Jul
11	20-Jul	11.1 Results, Conclusions, & Limitations		Limitations Practice	B	27-Jul
		11.2 Edits, Revisions, & Feedback		Peer Consult & Feedback	G	27-Jul
12	27-Jul	12.1 Ethical & Legal Standards in Publishing		Consolidating your Skills	B	03-Aug
		12.2 Publication & Peer Review		Poster Presentation Due	!	29-Jul
				CAPPA (Late Submission) Due	!	31-Jul
13	03-Aug	**<< Digital Conference Week>>**		End of Class Reflection	G	10-Aug
14	10-Aug			Term Paper Due	!	12-Aug