

# PSYC02-L01: SCIENTIFIC COMMUNICATION IN PSYCHOLOGY

University of Toronto Scarborough – Winter 2022



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#### INSTRUCTOR

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#### TEACHING ASSISTANTS

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#### SCHEDULED CLASS & TUTORIALS (TORONTO TIME)

**LECTURE:** TUES 09:00-11:00 [SW309 assigned room]

**TUT 1:** THUR 09:00-11:00 [MW223 assigned room]

**TUT 2:** THUR 16:00-18:00 [MW262 assigned room]

**TUT 3:** THUR 19:00-21:00 [AC332 assigned room]\*

#### OFFICE HOURS & MEETINGS

- **OPEN / DROP IN:** announced weekly
  - excluding required consultation weeks
- **1:1 MEETINGS w/ DR COOPER:** TUES 12:00-13:00
  - book via <https://calendly.com/meet-prof-cooper>
- **1:1 TA MEETINGS:** by appointment
  - more info on course Quercus page

**COURSE EMAIL:** [psych.c02.utsc@gmail.com](mailto:psych.c02.utsc@gmail.com)

# I. COURSE OVERVIEW

## 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 & Enrolment Limits

[PSYB01H3 or PSYB04H3 or PSYB70H3] and [PSYB07H3 or STAB23H3 or STAB22H3]. Typically limited to students in Specialist Programs in Psychology, Mental Health Studies, and Neuroscience (Cognitive Stream)

## 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

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*The PSYC02 team is committed to making sure this course provides a valuable, challenging, and engaging experience. In response to COVID-19, we have modified the course to increase flexibility without compromising your ability to achieve core learning outcomes via active learning and digital interactions with your peers. We have asked for and listened to feedback from prior cohorts of students completing the online course, and have modified the class in response to their input as well as the experiences of our team.*

*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, taking care of a family member, etc), please let us 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.*

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## II. COURSE STRUCTURE

### SYLLABUS VERSION 1.0 -- PLEASE CHECK QUERCUS THAT THIS IS THE MOST CURRENT.

*This syllabus is based on guidelines from University of Toronto administration sent by email on December 15, 2021. It was last updated January 3, 2022. Note that these specific policies apply only to PSYC02.*

#### Current Course Framework

Between the start of the semester and Reading Week (February 25), PSYC02 will be implemented entirely online, including lectures, tutorials, and office hours meetings. During this time period:

- You will **not** be required to attend tutorials or classes on campus.
- The course will be run in a *mostly asynchronous* format. Most course content (i.e., lectures and assignments) will be available in online asynchronous format (pre-recorded), organized by weekly modules.
- During a few specific weeks (see Course Calendar below), you will be required to schedule a 1:1 meeting with your TA during your assigned tutorial time or the class lecture period.
- There will be some *optional but encouraged* synchronous events (e.g., tutorials and Q&As) during class or tutorial hours. We also eagerly welcome visitors during office hours!

After reading week through the end of the term, UTSC expects that we will return to in-class learning, so this syllabus is based on that assumption. We will promote adherence to UTSC and public health guidelines and best practices so that everyone can continue to learn safely. We will also provide flexible support so you can have the best possible learning experience in the context of the ongoing global pandemic. These provisions include:

- All office hours appointments will remain online / via Zoom.
- We will ensure that you have timely online, asynchronous access to versions of all LECTURE MATERIALS.
- Any in-person learning activities will be OPTIONAL, with virtual alternatives offered whenever possible.

If in-person learning resumes, you must adhere to all University of Toronto guidelines and practices pertaining to COVID-19. You should regularly check your official @mail.utoronto.ca email address for updated guidelines. Presently, these guidelines include completing a UCHECK self-assessment before any trip to campus.

- You **must** wear a mask in class (unless you have a medical exemption granted by the university that you have notified us about, in advance). Masks **must** remain on while learning in-person; lectures and tutorials will be cancelled if this rule is not followed. I encourage you to consider wearing a [mask recommended by PHAC](#) (i.e., not a cloth mask, and possibly a respirator-type mask if you are able to do so).
- At the moment, many people in Ontario do not have an easy and expeditious way to test if they have COVID-19. For this reason, I ask that you do not come to class if you are ill, if someone in your household is ill and confirmed or suspected of being ill, if you know you have been a close contact of someone who has become ill, or if you have been instructed to isolate by a public health official.

## Core Course Requirements

PSYC02 will require more of your time than many other C-level classes. It is based on a 2 hrs lecture + 2 hrs tutorial structure, with tutorial activities shifted to independent, TA-supported tasks when the course is running online. You should account for this extra time in your own planning, as you will need to work independently on your major research projects across the semester.

You are expected to be available during our scheduled class period (TUESDAY 09:00-11:00 Toronto time). Across the term, there are 3 required TA Consultation meetings which will be scheduled during our class time or your tutorial time. Other optional meetings and events may occur during these windows, too. If you have booked this timeslot in error, consider taking this course during another semester.

## Module & Tutorial Structure

Content modules are organized into weeks which “begin” at our synchronous class time (09:00 Tuesday, Toronto time). Most lecture content will be available “early”, but some elements are sequential and require feedback from your TAs before you can proceed. A typical weekly module includes:

- a required or recommended reading (with a URL link if applicable)
- a short weekly update video with reminders about upcoming events and work strategies
- two “lecture” videos and corresponding lecture slides
- one required task, focusing on a skill-building exercise and key research project milestone
  - most assignments are due on MONDAYS by 23:59 Toronto time
- various optional assignments and active learning tasks

There are a number of additional optional (but highly recommended) videos that provide context on project milestones.

Think of your TA as your most important contact, providing pivotal opportunities for feedback, discussion, and consultation across the term by email and consultation meetings. Building a sense of connection and community with others in your tutorial can provide valuable motivation, encouragement, and structure.

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*Many students find that online classes present a steep challenge in terms of keeping pace and assessing their own progress. The many changes we've faced due to a global pandemic and other ongoing world events amplify this difficulty. The major term project in PSYC02 can seem deceptively straightforward --- but absolutely requires considerable time and sustained work to complete.*

*Early and regular feedback with your TA will improve your odds of achieving a positive outcome on the project and in the course. Your outcome and experience of the assignment (and the course) can be enhanced by early and regular feedback from your TA. If you find yourself falling behind the schedule of assignments or in making progress on your assignment, reach out to us ASAP so we can help get you back on track.*

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### III. READINGS

#### Required Readings

There are only a few *required* readings for this course, reflecting a mix of articles, guidelines, and resources to improve your writing. You can find abbreviated citations for lecture-related readings in the Master Calendar below, and a full set of links is posted on Quercus. However, you will do *much* more independent reading across the semester as you find and review articles for your major term assignments.

#### (Strongly) Recommended Texts

You will be trained and evaluated on the basis of your ability to understand and apply APA 7<sup>th</sup> edition. The APA Manual is a valuable reference resource for students who expect to need to do more academic writing at UTSC and beyond. For students who are interested in a more engaging discussion of processes and best practices, I also strongly recommend the text by Landrum (2020) – note this is the NEW edition.

American Psychological Association (2019). *Publication Manual of the American Psychological Association* (7<sup>th</sup> ed.). American Psychological Association.

Landrum, R. E. (2020). *Undergraduate writing in psychology: Learning to tell the scientific story*. (3rd ed.). American Psychological Association.

### IV. ASSESSMENTS

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 provided on Quercus later in the term. **There is no final exam for this course, but your term paper MUST be submitted to pass the class (or your max 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 project provides the foundation for two specific products connected to all learning outcomes for PSYC02. You will develop a specific research question based on two assigned topic areas related to contemporary forms of technology and entertainment and domains of human psychology. Your question should be broad and non-technical enough to be of public interest, with some representation in the popular press. You have many options to choose from (with practice and support in doing so), so long as your work connects to concepts and research findings from human psychology or very closely related disciplines (e.g., neuroscience). You will conduct a rigorous review of the scientific literature on this topic, synthesizing findings from relevant studies into a clear, comprehensible summary.

I. **Slideshow Presentation (video presentation / PDF of slides + reference list) [25%]**

→ due March 28 by 23:59 Toronto time

You will create a short presentation to summarize the process and main findings of your research project, using slides (e.g., Powerpoint) accompanied by your spoken summary. You will submit a video file along with your slides and a complete APA-formatted reference list, and a short oral summary (that you will record and submit electronically). Formatting guidelines, tips, and demonstration materials are available on Quercus.

II. **Term Paper (35%\*)**

→ due April 8 by 23:59 Toronto time **\*If you do not submit a term paper, you cannot pass the class\***

Your paper is a written summary of your research review project, 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 your review, you must also identify a specific gap issue in the empirical literature on your chosen research question, and provide a thoughtful potential remedy to this issue. You will receive a detailed assignment guide later in the term, including guidelines on formatting, structure and specific required elements.

III. **Required Weekly Tasks [40%]**

→ due dates vary – see course calendar and Quercus

**Project Milestone tasks** provide scaffolded support in executing critical steps necessary to complete your final presentation and paper, while offering a structured method of tracking your own progress and receiving timely feedback on your work from your TAs. Short required virtual consultation meetings with your TA or Dr. Cooper will be scheduled during our class period or your assigned tutorial timeslot. If you anticipate any problems with meeting this requirement, please contact Dr. Cooper as early as possible. Alternative arrangements may be possible but require approval in advance. [3 required @ 4% each]

**Skill Building tasks** provide opportunities for advanced training in tools and techniques that underlie several important course learning outcomes. Required skill tasks are similar to exercises you would have completed during in-person, synchronous tutorials, and typically involve reading an article and/or some instructional materials before constructing a short, written response that will be evaluated by your TAs. In the second half of the term, you have some choices in how you earn “skill points” by choosing from a variety of different tasks and domains. [6 “skill points” required @ 4% each + pre- and post-class skills surveys @2% each]

## V. COURSE-SPECIFIC POLICIES

### Communications & Updates

All course-related materials will be posted to Quercus, including *syllabus*, *additional readings*, *assignments & grades*. Please make sure to monitor announcements and check your Quercus-linked email regularly.

**Please do not use Quercus messaging to contact the C02 Team – we will not respond.** Course or content-related questions you have that are not of a personal nature should be posted to the course discussion boards

or discussed during office hours. This may help students who have similar questions and provide opportunities for peer-to-peer learning. The CO2 team will monitor boards and respond to questions on the boards.

If you have questions tied to you specifically (e.g., questions about feedback on an assignment) or you are submitting a Missed Term Work request, please use the course email (PSYCH.C02.UTSC@GMAIL.COM). The CO2 team will try to answer your emails within 4 business days unless you receive an automatic reply that suggests otherwise. You may CC your TA if you want to do so. Confidential/private emails and AccessAbility letters should always be sent to Dr. Cooper's email.

The volume of emails we receive during busy stretches of the course can be quite overwhelming. Please try to 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>

### Virtual Office Hours & Meeting Times

All 1:1 appointments will be held virtually via Zoom or similar services.

- **Three required consultation meetings** will be held during Week 3, 6, and 9 – you will be assigned a specific meeting time during our class period or your assigned tutorial. Failing to attend these appointments will result in lost marks and important opportunities for feedback on your major term project!
- **Open / Drop-in Office Hours** will be held several times during the term, typically during our scheduled class period. Details about how to drop in on these meetings will be shared on Quercus.
- **1:1 Appointments with Dr. Cooper** can be booked on Tuesdays between 12:00 and 13:00 Toronto time. Visit <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 confidential matters 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 weekdays between 08:00 and 16:00 Toronto time.
- **1:1 Appointments with TAs** can be booked in advance by appointment. After tutorials are assigned, TAs will provide updated information about availability and their preferred method for booking meetings.

## PSYC02-Specific Policies for Late/Missed Work

Please make sure you review the Missed Term Work and Accommodations policies below. In general, submitted graded assignments are subject to 20% penalty for each 24hr period late, up to 48hr max, then scored as a 0. However, we encourage you to reach out with reasonable requests for extensions and accommodations! Most assignments and tasks are eligible for extensions, with a few exceptions related to sequential tasks and cutoff dates. For some assignments, you may be asked to submit work-in-progress to be considered for an extension. Alternative assignments or assessments may be offered as make-ups at my discretion for eligible cases. Your Term Paper must be submitted to pass the course. You are assessed a 50% penalty up to 24hrs late, then an automatic 0 and a max grade of 45 for the course.

## Acknowledgments

My sincere thanks to Dr. Jessica Dere, Dr. Anthony Ruocco, and Dr. Connie Boudens for generously sharing their ideas and materials, and to my collaborator Dr. David Chan, who helped redesign, pilot and refine PSYC02 in 2018. Finally, I want to thank many past TAs who have helped shape the course into its current form, including those involved in adapting the course to online asynchronous format in 2020.

## VI. GENERAL POLICIES & STATEMENTS

### Equity, Diversity, and Inclusion

The University of Toronto welcomes and includes students, staff, and faculty from a wide range of backgrounds, cultural traditions, and spiritual beliefs. The PSYC02 team proudly supports U of T's commitment to equity, human rights and respect for diversity, and we aspire to uphold these values as priorities in this course. All members of the learning environment in PSYC02 should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. We stand with U of T against discrimination or harassment against any persons or communities.

### Land Acknowledgment

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

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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.*

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## **AccessABILITY Accommodations**

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!

## **FIPPA Notice of video recording and sharing (Download and re-use prohibited)**

Elements of this course may be recorded on video and made available to students in the course for viewing remotely. For questions about recording and use of videos in which you appear please contact your instructor.

Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor.

## **Netiquette**

The University of Toronto is committed to equity, human rights and respect for diversity. Our online learning environment is a place where you should always feel safe and respected. It is also a place that is conducive to learning and intellectual curiosity. To help create this learning environment, we ask that you always use respectful language and strive to create an atmosphere of mutual respect where all members of this course can express themselves, engage with each other, and respect one another's differences.

Please adhere to the following guidelines when communicating online:

- Remember the human on the other side of the computer. Avoid doing anything online that would offend or frustrate other people.
- Recognize and respect diversity of opinions. It's okay to disagree and engage in scientific discourse, but inappropriate to disrespect or be offensive to others.
- Be considerate of others' time. Read prior replies and threads to see if your topic has already been discussed at length. Write concisely and stay on topic. Use a meaningful subject line about what your post contains.
- Be careful when using sarcasm and humor. Without face-to-face communication, your joke may be misinterpreted.
- Respect the privacy of your classmates. Never copy or distribute the contents of a discussion thread.

## **Plagiarism and Grading-Related Issues**

Normally, students will be required to submit their course essays to the University's plagiarism detection tool 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 tool's reference database, where they will be used solely for the

purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

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.

### Testing & Work Policy

Unless otherwise noted, all assessments (quizzes, exams, assignments) will be considered "open-book, non-collaborative". This means that you are welcome to refer to the textbooks, course materials and any of your own personal notes, but you may NOT collaborate with others. To avoid potential allegations of academic misconduct, you must adhere to the following:

- **You are the only person allowed to access, interact with, and submit your assessments.** Allowing someone else to access the questions, content, and/or answers from your assessments (other than members of the PSYC02 team) will be considered a direct violation of *the Code*. This includes comparing answers with other students after the deadline has passed.
- **You are NOT allowed to collaborate with anyone else by sharing your work, working together, or using someone else's work to gain an unfair advantage.** Paying for, using, or contributing to any shared material or efforts to collaborate is a direct violation of *the Code*.
- **You are NOT allowed to access unauthorized material pertaining to your assessments.** It is a direct violation of *the Code* to access any source in which someone has solicited, discussed, and/or posted assessment content, questions, or answers. This includes group chats, shared Google docs, email threads, Reddit, Chegg, and any other source that meets this description. Being a member of a group in which test materials were shared may also constitute an academic integrity offense.
- **If you see it, report it.** If you find yourself in a situation where you have stumbled upon unauthorized content accidentally, protect yourself by reporting it to the teaching team ASAP. You may be considered complicit in the offence if your digital fingerprint is there, but you failed to report it.

### 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](#) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement;
- Submitting your own work in more than one course without the permission of the instructor;
- Making up sources or facts;

→ Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids;
- Looking at someone else's answers during an exam or test;
- Misrepresenting your identity; and
- When you knew or ought to have known you were doing it.

In academic work:

- Falsifying institutional documents or grades;
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes; and
- When you knew or ought to have known you were doing so.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources.

Note: You may see advertisements for services offering grammar help, essay editing and proof-reading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the *Code of Behaviour on Academic Matters*. It is much better and safer to take your draft to the Writing Centre as early as you can. They will give you guidance you can trust. Students for whom English is not their first language should go to the English Language Development Centre.

If you decide to use these services in spite of this caution, you must keep a draft of your work and any notes you made before you got help and be prepared to give it to your instructor on request.

### **Psychology Department Missed Term Work Policy, WINTER 2022**

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below.

- The following reasons are not considered sufficient for missed term work: travel for leisure, weddings, personal commitments, work commitments, human error.
- Missed Final Exams are handled by the Registrar's Office and should be declared on eService: <http://www.utsc.utoronto.ca/registrar/missing-examination>
- 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>

### **Accommodations for Illness or Emergency:**

For missed work due to ILLNESS OR EMERGENCY, complete the following **three-step** process:

1. Complete the [Request for Missed Term Work Accommodations Form](#)
2. **Declare your absence** on [ACORN](#) (Profile & Settings > Absence Declaration)
3. **Email both the Request for Missed Term Work Accommodations Form AND a screenshot of your Self-Declared Absence on [ACORN](#)** to the email address provided by your instructor on the course syllabus **WITHIN 2 BUSINESS DAYS** of the missed work.

*Note:* If you are unable to submit your documents within 2-business days, **you must still email your instructor within the 2-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:* For this semester, we do not require any additional supporting documentation (e.g. medical notes) to support your missed term work accommodation request.

### **Accommodations for Academic Conflicts:**

For missed term work due to an ACADEMIC CONFLICT (i.e. two midterms scheduled at the same time), please complete the following process:

1. Complete the [Request for Missed Term Work Accommodations Form](#), choosing “Other” and explaining the conflict in the space provided.
2. Take screenshots of your course homepages that demonstrate the conflict.
3. Email the form and screenshots to your course instructor **at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier.

*Note:* Multiple assignments due on the same day are not considered conflicts. Accommodations may only be possible in the case of quizzes and tests that are both scheduled during the same discrete period. Back-to-back tests/quizzes are not considered conflicts. Students are responsible for keeping their course timetables conflict-free. Students who choose to register in two synchronous courses with overlapping lecture/tutorial/lab schedules will not be accommodated.

### **Accommodations for Religious Conflicts:**

For missed term work due to a RELIGIOUS CONFLICT, please complete the following process:

1. Complete the [Request for Missed Term Work Accommodations Form](#), choosing “Other” and noting “Religious conflict” in the space provided.
2. Email the form to your course instructor **at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier.

### **Accommodations for Students Registered with AccessAbility Services:**

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

1. If your desired accommodation is **within the scope** of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” and you need 3 days):
  - I. Complete the [Request for Missed Term Work Accommodations Form](#).
  - II. Email the form and your **Accommodation Letter** to your instructor, specifying how many days extension you are requesting.
2. If your desired accommodation is **outside the scope** of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” but you need more time than that):
  - I. **Contact your AccessAbility consultant** and have them email your instructor detailing the accommodations required.

### **Accommodation Procedure:**


After submitting your documentation, you will receive a response from your instructor or TA. This form does not guarantee that you will be accommodated. 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. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

For missed assignments, **do not wait for an instructor response to resume work on your assignment.** Extension accommodations may be as short as one business day, depending on the nature of the illness/emergency. You should complete your assignment as soon as you are able and email it your instructor.

For an anticipated event (e.g. scheduled surgery or an illness with a prolonged recovery period), submit a [Verification of Illness Form](#) completed by your doctor, AND this form to your instructor if you would like to request accommodations in advance of the assignment deadline or midterm date. **Declare your future absence on [ACORN](#) (absences can be declared up to 14 days in the future).**

### **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. **Please make it clear in your subject line that you are requesting a second accommodation.** For example, if you are given an extension but are still sick and need more time, or if you miss a make-up midterm, you must submit another request 'Missed Term Work Accommodations' form and declare your extended absence on ACORN. \*\*\*Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

VII. COURSE CALENDAR ---- v1.0			CLASS			
WEEK & DATE	LECTURE / VIDEOS	READINGS (optional*)	FORMAT	REQUIRED ASSIGNMENTS		DUE
1 11-Jan	1.1 Class Intro & Overview 1.2 Scientific Communication Goals	*Landrum Ch 1	ONLINE ASYNCH	SKILL BUILDING	Skill Survey & Academic Integrity Check	24-Jan @ 23:59
2 18-Jan	2.1 Research Project Overview I 2.2 Research Project Overview II	*Landrum Ch 2 & 5 <u>or</u> Siddaway et al. (2019)	ONLINE ASYNCH	SKILL BUILDING	Skill Point <b>1</b>	31-Jan @ 23:59
3 25-Jan	3.1 APA Style & Grammar Guidelines 3.2 The Mechanics of APA Style	*Landrum Ch 4 & 6	ASYNCH + SCHEDULED*	MILESTONE	TA Consult #1: Topic Proposal (Assignment + Meeting* TBD)	25-Jan @ 09:00
4 01-Feb	4.1 Citations & Sources 4.2 Formatting Cites & References 4.3 Bias Free Language	*Landrum Ch 7 APA v7 Supplements	ONLINE ASYNCH	SKILL BUILDING	Skill Point <b>2</b>	14-Feb @ 23:59
5 08-Feb	5.1 Strategies for Academic Reading I 5.2 Strategies for Academic Reading II	Sheese & Graziano (2005) *Landrum Ch 3	ONLINE ASYNCH	SKILL BUILDING	Skill Point <b>3</b>	28-Feb @ 23:59
6 15-Feb	6.1 Narratives & Organization 6.2 (De)Constructing Arguments & Evidence	Engelhardt et al. (2011)	ASYNCH + SCHEDULED*	MILESTONE	TA Consult #2: Revisions (Assignment + Meeting* TBD)	15-Feb @ 09:00
7 22-Feb	<b>"READING WEEK"</b>					
8 01-Mar	8.1 Results, Conclusions, & Limitations 8.2 Types of Scientific Communication	*Landrum Ch 8	MAY BE ON-CAMPUS	SKILL BUILDING	Skill Point* <b>4</b>	07-Mar @ 23:59
9 08-Mar	<b>CATCH UP / GET AHEAD WEEK</b>	Lewis Jr & Wai (2020)	SCHEDULED*	MILESTONE	TA Consult #3: Refinement (Assignment + Meeting* TBD)	08-Mar @ 09:00
10 15-Mar	10.1 Psychology in the Popular Press I 10.2 Psychology in the Popular Press II	Stemwedel (2011) (+ 1 reading mid lecture)	MAY BE ON-CAMPUS	SKILL BUILDING	Skill Point* <b>5</b>	21-Mar @ 23:59
11 22-Mar	11.1 Edits, Revisions, & Feedback 11.2 APA Formatting Essentials	UTSC Writing Centre links	MAY BE ON-CAMPUS	PRESENTATION	**test your recording & file submission ahead of time**	28-Mar @ 23:59
12 29-Mar	12.1 Ethical & Legal Standards in Publishing 12.2 Publication & Peer Review		MAY BE ON-CAMPUS	SKILL BUILDING	Skill Point <b>6</b>	04-Apr @ 23:59
13 05-Apr	<b>2 tasks due last day of term</b> 		MAY BE ON-CAMPUS	TERM PAPER	**must submit to pass class**	End-of-Course Survey 08-Apr @ 23:59