WELCOME TO PSYCO2





ALL THE IMPORTANT THINGS

Fridays 11:10am to 1:00pm in

Class Time and Location

AA112 Office Hours

Virtual by apt, see Querucus

and [PSYB07H3 or STAB22H3 or STAB23H3]

Prerequisites

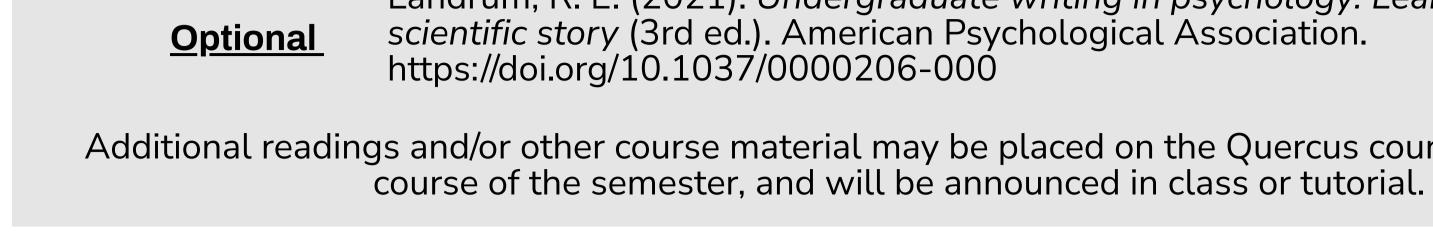
[(PSYB01H3) or (PSYB04H3) or PSYB70H3]

** **Please note**: Course announcements will be made via Quercus. Please monitor the course website regularly for

Quercus; please make sure your listed email address is correct. Students must use their utoronto email address for all course-related communications and are expected to check this account regularly. **

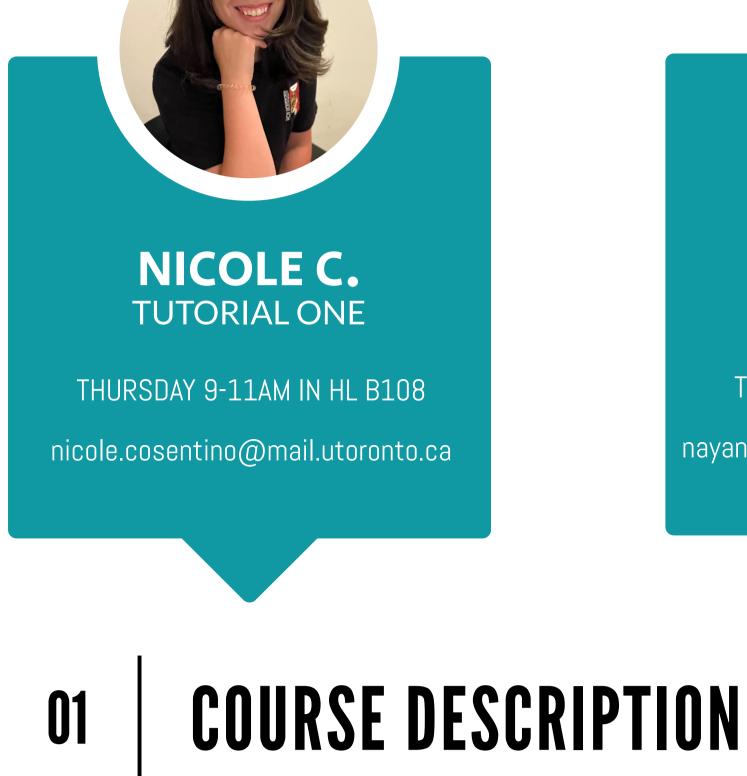
important updates. Class emails will also be sent through

Course Text American Psychological Association. (2020). Publication manual of the American Psychological



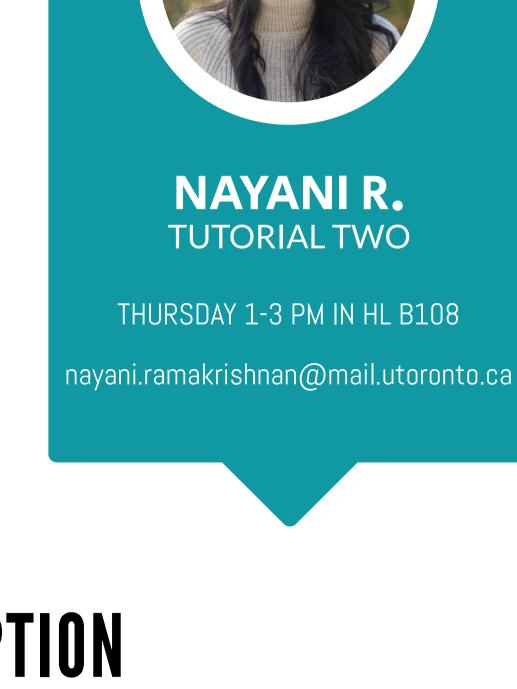
Association: The official guide to APA style (7th ed.). https://doi.org/10.1037/0000165-000 Landrum, R. E. (2021). Undergraduate writing in psychology: Learning to tell the scientific story (3rd ed.). American Psychological Association. https://doi.org/10.1037/0000206-000 Additional readings and/or other course material may be placed on the Quercus course page over the

Tutorials and Teaching Assistants



02

03





APA style and formatting guidelines. The course will help students build skills necessary to acquire, organize, critically review and

to communicate their findings in a clear, effective fashion. LEARNING OBJECTIVE By the end of this course, students should be able to do the following:

The purpose of PSYC02 is to introduce students to conventions

and strategies for scientific communication, with an emphasis on

synthesize information from the academic research literature, and

Develop a schema and set of strategies for effective scientific communication in terms of key principles of argumentation, organization, and style

Conduct a systematic, focused literature review for scholarly articles using major research databases

of the Publication Manual of the American Psychological Association

Critically evaluate the presentation of psychological science in the popular press;

Demonstrate skillful application of the formatting and style guidelines of the 7th Edition

Compare and contrast reports of psychological research from the popular press vis-àvis original research reports

present this information clearly and concisely in written and oral/audio formats.

Summarize and synthesize scientific information on a given topic in psychology, and

- Summarize and synthesize academic research to produce clear, concise, and contextsensitive forms of scientific communication
- Demonstrate the ability to work effectively and respectfully with peers, including both providing and responding to constructive feedback
- COURSE SCHEDULE AND STRUCTURE

PSYC02 will require more of your time than many other C-level courses: it is

based on a 2 hrs lecture + 2 hrs tutorial structure. You should account for this

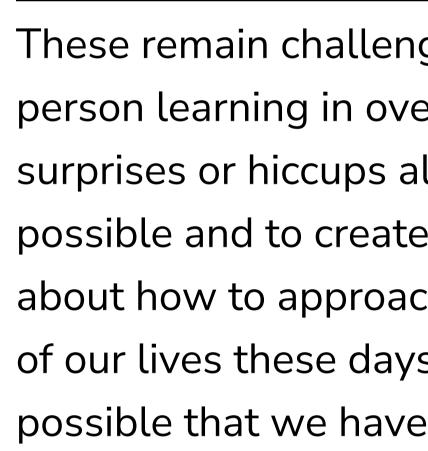
extra time in your own planning, as you will need to work independently on your major research projects across the semester.

topic (see below). However, lectures will be supplemented with in-class activities, discussions, and other materials to help illustrate course material. Student participation will be encouraged throughout. Weekly tutorials led by teaching assistants will complement lecture topics by providing hands-on practice and skill development, small group activities, and support for the

completion of assignments. Engagement in your tutorial section is a

Class sessions will largely be lecture-based, in order to introduce the weekly

requirement of the course. **Tutorial Sections & Primary TAs:** To help foster consistency and community, you will be assigned to a tutorial group led by one of the <u>stellar</u> TAs. 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



important during tutorials.

outcomes for PSYC02.

comprehensible summary.

come!

know as soon as possible and provide updates via Quercus.

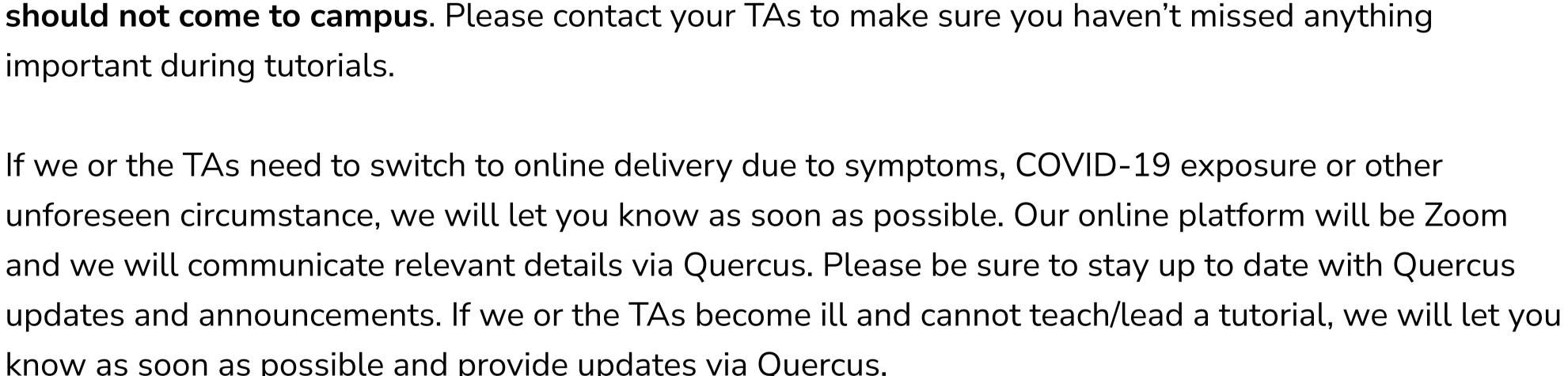
another semester.

Considerations related to COVID-19 These remain challenging and uncertain times. This is our first Fall semester of inperson learning in over two years, and we expect that we will all encounter some surprises or hiccups along the way. Our goal is to support your learning as best as possible and to create a welcoming and engaging class. We have tried to be thoughtful about how to approach the unknowns and uncertainties that are a nearly constant part of our lives these days in light of the ongoing COVID-19 pandemic. However, it is very possible that we have missed something or have failed to account for certain scenarios, and We will welcome your input and feedback throughout the semester. We hope that we can all work together – along with the course TAs – to build a collaborative, supportive, empathic, and positive class culture.

motivation, encouragement, and structure. You must attend the

tutorial section that you are enrolled in on ACORN. If you are

unable to attend that section, consider taking the course during



ASSESSMENTS 04 Your final mark in PSYC02 is based on a number of assessments.

If needed, we will update these and/or other considerations over the course of the semester.

If you are unwell or you test positive for COVID-19 or are at high risk of having been exposed, you

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).

Project Overview

These are described below in brief, organized by type/topic, with

You will develop a **specific research question based on two assigned topic areas** (discussed below). 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,

communication. It is a scaled-down version of a systematic literature review—a widely

applicable and valuable academic approach—that gives rise to two very common scientific

products: a short presentation (modeled after those given at academic conferences), and a

will help you practice communicating these concepts and findings to the general public - a

term paper (modeled after a scholarly research manuscript). Lastly, the addition of a podcast

This project will help you develop and practice core skills of effective scientific

skill that is often overlooked yet very necessary across many disciplines!

tutorial that you have registered in on ACORN. The

TAs will help facilitate this process - further details to

Two of the four major components of this course will be completed with a partner. Partners <u>must</u> be from PARTNER SELECTION the same tutorial and will be selected during tutorial on **September 15th 2022.** There are **NO** exceptions to this, including switching tutorial times to accomodate partnerships. You must remain in the

During tutorial (Sept 15th 2022) partners will select their topic via a snake draft. In a snake draft, each team has one pick per round and the picks go in a specific predetermined order. After Round A is over, the following Round B is in the

last.

reverse order of the previous round. For example, if

your team picked first in Round A, in Round B you pick

NEWS

research study in the psychological literature <u>under their assigned topic.</u> The story must be written in English, published since January 1st, 2018 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.

reference list containing these three citations.

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

CRITIQUING A NEWSPAPER ARTICLE - 10%

Students must find a popular press news story that reports on a recent

This will be an individual (not a team) assignment. Each student must submit their own assignment.

discussed in class and tutorials and posted on Quercus.

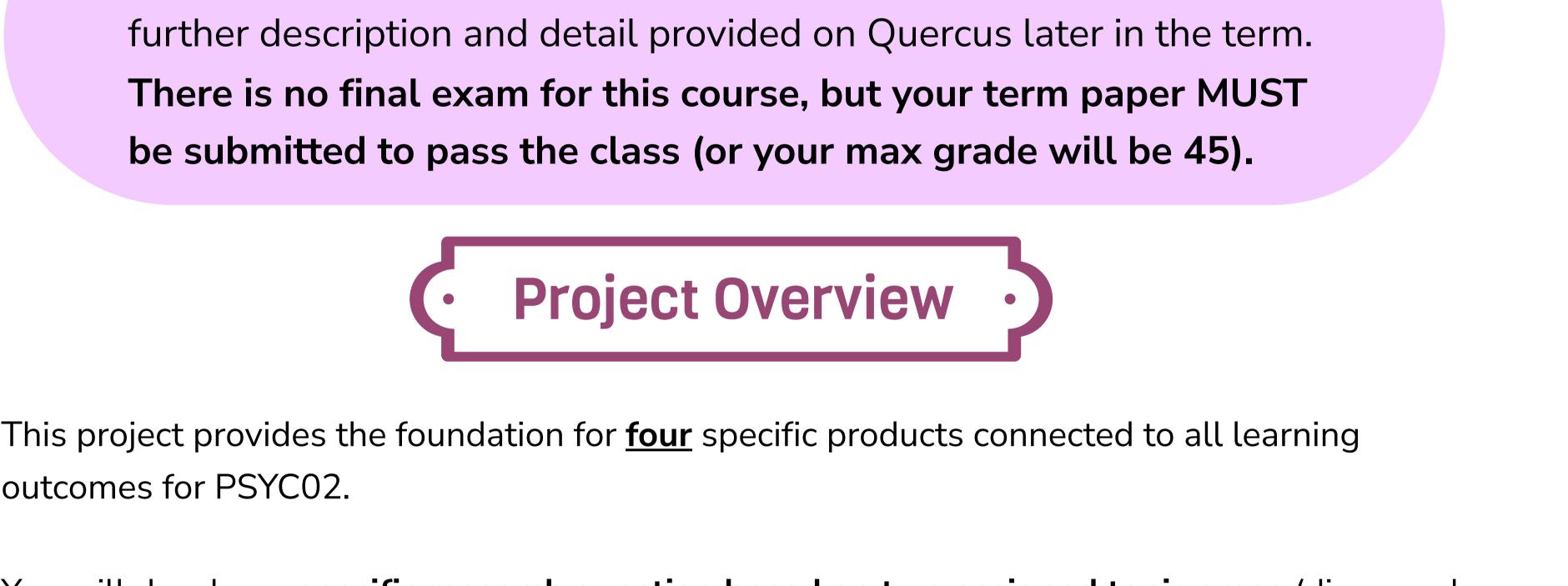
PODCAST ASSIGNMENT - 15%

Each team will create and submit <u>one</u> audio podcast that is <u>aimed at a general audience</u>.



The podcast will incorporate the articles selected for the initial assignment along with **four** additional empirical articles on their chosen research topic. The podcast will provide a critical analysis of their selected newspaper article, drawing directly from the knowledge they have gained having read their selected empirical papers. In essence, students are asked to do a "better" or more comprehensive job at telling a general audience about their chosen research topic, using the newspaper article as a starting point.

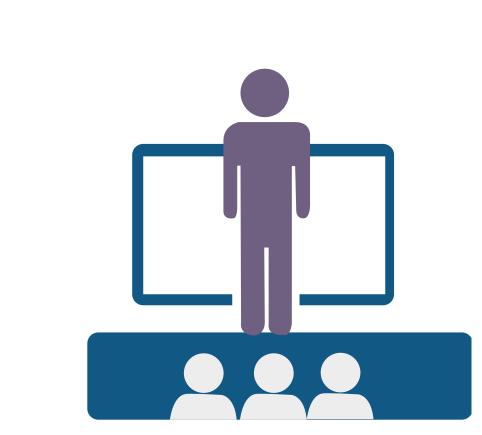
Podcasts should be approximately 10 minutes in length and there is room for creativity in terms of structure and approach. Further details and technical resources will be



IN-TUTORIAL PRESENTATION - 15%

Each team will create **one** presentation that is geared toward a scientific community audience.

Your team will create a PowerPoint presentation to summarize the main findings of your research project. All teams will present during their tutorial on November 17th, 2022. Further details and technical resources will be discussed in class and tutorials and posted on Quercus.



TERM PAPER - 20%



scientific communicator. Critically, all work on this project must be your own.

You will begin with the same general topic assigned for your team

This assignment focuses on your **individual ability** and effectiveness as a

presentation, highlighting the work you've done for your presentation (e.g. presenting a logical and clear introduction, highlighting the criteria for your methods). However, the difference between your presentation and paper is that your paper will provide you an opportunity to focus more on the gaps, <u>limitations</u>, and next steps of your original research question. You will receive a detailed assignment guide later in the term, including guidelines on

assignment. Each student must submit their own assignment. Students will submit their term paper on Quercus on the last day of classes (**December 5th** by 11:59PM EST). Term papers will be reviewed for plagiarism using the University's

formatting, structure and specific required elements. This will be an individual (not a team)

plagiarism detection tool. ADDITIONAL EVALUATION COMPONENTS

TUTORIAL ATTENDANCE AND ENGAGEMENT [multiple components totalling 10%]

Active participation in tutorial exercises is a critical pathway to success in PSYC02. Your participation in tutorials will be evaluated based on a number of individual and group exercises, including: brief

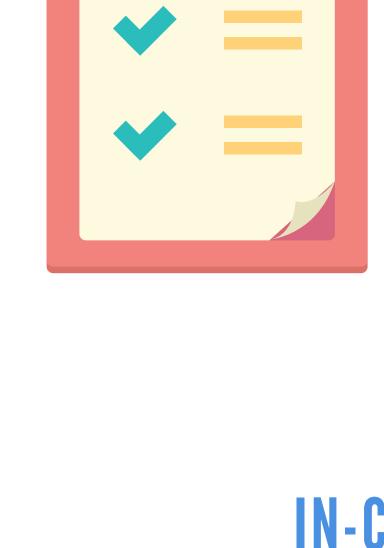
writing prompts, group practice exercises, peer feedback sessions. Your ability to participate in some graded exercises will be conditional on arriving on time and prepared to do so (e.g., bringing a draft outline or specific article to review), so be sure to keep track of these expectations prior to a given week's tutorials. WEEKLY TASKS/QUIZZES/CHECKPOINTS [multiple components totalling 10%]



between mini assignments, quizzes, and check-ins and will be posted on Quercus. Each of these tasks have been carefully designed to assist in staying on top of the course and ensuring that

available after the end of each lecture. These tasks will vary

Starting in Week 2, there will be a series of tasks that will become



you feel well supported throughout the semester. **Each of the** weekly tasks are worth 1% and no extensions will be given. IN-CLASS APA TEST - 15% This in-class test will take place on October 21st during our

preceding sections of the course.

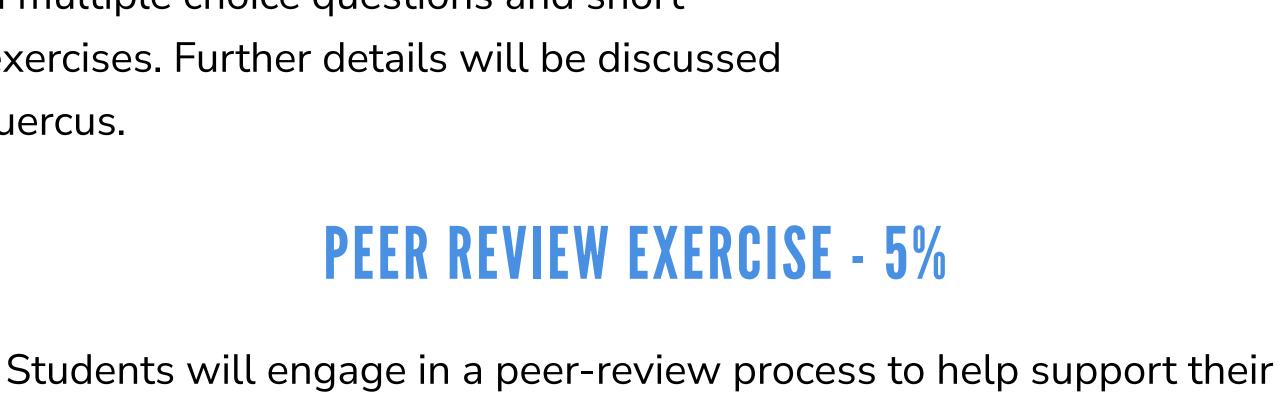
The test will be based on multiple choice questions and short

scheduled lecture time. The goal of this test is to assess your

knowledge and application of core elements of APA style, scientific

writing, and formatting of citations and references covered in the

content-related written exercises. Further details will be discussed in class and posted on Quercus. PEER REVIEW EXERCISE - 5%



references) on Quercus. Students will be randomly assigned to a classmate to provide structured, constructive peer feedback

(including APA points and checks). Evaluation of participation will

preliminary draft (minimum 2 pages in addition to a title page and

classmates progress on the term paper. Students will submit a

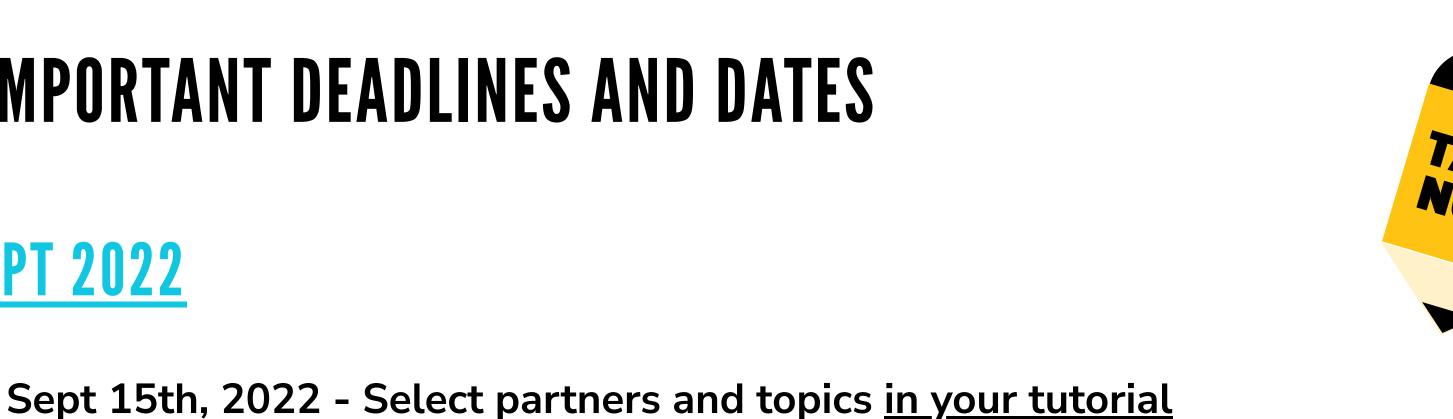


be based on the peer feedback provided. Further details will be discussed in class. **BONUS MARKS - 4%** Students have the opportunity to earn to <u>up to 4% in bonus</u> marks over the course of the semester! Bonus marks will be awarded for attending lecture (on time; 2%) and being engaged/participating in discussion DURING class (2%). There

is **no** "make up" for bonus marks.

IMPORTANT DEADLINES AND DATES 06 **SEPT 2022**

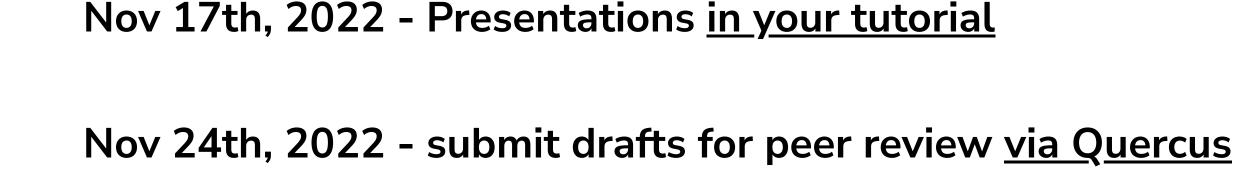
Sept 30th, 2022 - Critiquing a newspaper article due via Quercus



OCT 2022 Oct 8th - 14th, 2022 - READING WEEK

Oct 21st, 2022 - APA Test - during class

Nov 1st, 2022 - Podcast due <u>via Quercus</u>



Dec 1st, 2022 - peer feedback due via Quercus Dec 5th, 2022 - term papers due via Quercus

ACKNOWLEDGEMENTS

Our sincere thanks to Dr. Andrew Cooper and Dr. Jessica Dere for generously sharing

their ideas and materials.

PSYC02 has evolved over the last few years and there have been countless

individuals that have contributed and collaborated including Dr. Anthony Ruocco, Dr.

Connie Boudens, Dr. David Chan and the many past C02 TAs!

COURSE-SPECIFIC POLICIES

DEC 2022

COMMUNICATION AND UPDATES Please do not use Quercus messaging to contact the C02 Team. Course or

these boards and respond to questions there. If you have questions tied to you specifically (e.g., questions about feedback on an assignment), please contact your TA during tutorial or via their email address. 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

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.

always be sent to Tahira and Simar (see emails above).

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 also gives your peers

a chance to attempt an answer to your question. The C02 team will monitor

In light of their nature, no late submissions or extensions will be considered for bonus mark opportunities and tutorial attendance/engagement. Missed term test: A make-up test will be held approximately ten days following the date of the original test. Students will be permitted to take the make-up only

POLICIES FOR LATE/MISSED WORK

documentation on time, whose documents are not accepted, or who do not complete the make-up test, will receive a grade of zero on the test. 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

Grading: Any complaint about grading on an assignment or assessment 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. **PLAGIARISM**

possible plagiarism. In doing so, students will allow their essays to be included

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

if you foresee any challenges in meeting a deadline. We are here to support you and your learning.

your late assignment, 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

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 website (https://uoft.me/pdt-faq) DEPARTMENT OF PSYCHOLOGY 80 MISSED TERM WORK POLICY - FALL 2022

human error. Missed Final Exams are handled by the Registrar's Office and should be declared on eService.

Note:

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,

the Registrar's Office petition process.

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.

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

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

Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, accommodations are only possible via

PLEASE EMAIL BOTH TAHIRA AND SIMAR TO SUBMIT MISSED TERM WORK ACCOMMODATION REQUESTS.

YOU MUST ALSO CC' YOUR ASSIGNED TA WHEN SUBMITTING A REQUEST.

ILLNESS OR EMERGENCY accommodations: For missed work due to ILLNESS OR EMERGENCY, complete the following process:

Complete the <u>Request for Missed Term Work Accommodations Form.</u>

- Declare your absence on <u>ACORN</u> (Profile & Settings > Absence Declaration)
- Email **both** of the following items to the course email **WITHIN 2 BUSINESS DAYS** of the missed work: the Request for Missed Term Work Accommodations Form *AND*
- a screenshot of your Self-Declared Absence on ACORN

If you are unable to submit your request within 2 business days, you must still email

time):

Note:

- your instructor within the 2 business day window to explain the nature of the delay. Exceptions to the 2 business day deadline will only be made under exceptional circumstances. If your absence is declared on ACORN, we do not require any additional supporting documentation (e.g. medical notes) to support your missed term work
- accommodation request. **ACADEMIC CONFLICT** accommodations: For missed term work due to an ACADEMIC CONFLICT (e.g. two midterms at the same

Take screenshots of your course Quercus pages that demonstrate the conflict. Email the form and screenshots to the course email at least two weeks (10)

Complete the Request for Missed Term Work Accommodations Form.

- business days) before the date of the activity, or as soon as possible if it was not
- possible to identify the conflict earlier. Requests sent after the activity deadline may not be accommodated.
- <u>Note:</u> • Multiple assignments due on the same day are <u>not</u> considered conflicts. Students are expected to manage their time effectively to meet assignment deadlines. Back-to-back tests/quizzes are <u>not</u> considered conflicts. Only overlapping activities

are conflicts.

be accommodated.

- Students are responsible for keeping their course timetables conflict-free. Students who register in two courses with overlapping lecture/tutorial/lab schedules will not
- **RELIGIOUS CONFLICT accommodations:** For missed term work due to a RELIGIOUS CONFLICT:
- Complete the Request for Missed Term Work Accommodations Form. Email the form to the course email 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. Requests sent after the activity deadline may not be accommodated.

Contact your AccessAbility consultant and have them email the course email

detailing accommodations required.

ACCESSABILITY SERVICES accommodations:

For missed **ASSIGNMENTS** due to ACCESSABILITY REASONS: If your desired accommodation is within the scope of your Accommodation Letter

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

(e.g. your letter includes "extensions of up to 7 days" and you need 3 days): Complete the <u>Request for Missed Term Work Accommodations Form</u>. • Email the form *AND* your Accommodation Letter to the course email specifying

(e.g. your letter includes "extensions of up to 7 days" but you need more time than that):

how many days extension you are requesting.

 Contact your AccessAbility consultant and have them email the course email detailing the accommodations required. **Accommodation Procedure:**

If your desired accommodation is outside the scope of your Accommodation Letter

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. You

are responsible for checking your official U of T email and Quercus course

announcements daily, as accommodations may be time-critical.

your assignment. Extensions may be as short as one business day, depending on the nature of the illness/emergency. Complete your assignment as soon as you're able, and

For an anticipated absence (e.g. a scheduled surgery or an illness with a prolonged

recovery period), if you would like to request accommodations in advance, submit a

<u>Verification of Illness Form</u> completed by your doctor AND the <u>Request for Missed</u>

Term Work Accommodations Form to the course email. Absences can be declared up

For missed assignments, do not wait for the instructor's response to resume work on

to 14 days into the future on ACORN. Missed Accommodations If an accommodation is granted but a continued illness/emergency prevents you from

meeting its requirements, you must <u>repeat</u> the missed term work procedure to request additional accommodations. Please make it clear in your subject line that you are requesting a second accommodation. E.g. If you are given an extension but are still sick and need more time, or if you miss a <u>make-up</u> term test, you must submit another Request for 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

If a student wishes to tape-record, photograph, video-record or otherwise reproduce

lectures, course notes/slides, or other similar materials provided by instructors, they

must obtain the instructor's <u>written consent</u> beforehand. Without consent, all such

of private use by students with disabilities, the instructor's consent will not be

reproduction is an infringement of copyright and is absolutely prohibited. In the case

write a second make-up test may not necessarily be provided.

unreasonably withheld.

Office as soon as possible.

On Equity, Diversity and Inclusion:

Academic Integrity:

Rights and Responsibilities

Copyright in Instructional Settings:

email it to your instructor.

When lecture recordings are provided, they are only for the exclusive use of enrolled students, for their personal learning. Lecture recordings are not to be shared in any way beyond enrolled students. All course materials are provided for the exclusive use of enrolled students. **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

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. Please contact 416-287-7560 (tel/TTY) or email

<u>ability.utsc@utoronto.ca</u> for more information. The sooner you let us know your

The University of Toronto is committed to equity, human rights and respect for

diversity. All members of the learning environment in this course should strive to

needs the quicker we can assist you in achieving your learning goals in this course.

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. U of T does not condone discrimination or harassment against any persons or communities. The teaching team in this course (Tahira, Simar and the TAs) will work to establish an

environment that is informed by principles of equity, diversity, and inclusion, where everyone feels comfortable sharing their perspectives, questions, and feedback with one another.

The University treats cases of cheating and plagiarism very seriously. The University of

Toronto's Code of Behaviour on Academic Matters (http://www.governingcouncil.

dishonesty and the processes for addressing academic offences.

obtaining or providing unauthorized assistance on any assignment.

<u>utoronto.ca/policies/behaveac.htm</u>) outlines the behaviours that constitute academic

Potential offences in papers and assignments include using someone else's ideas or

one course without the permission of the instructor, making up sources or facts,

words without appropriate acknowledgement, submitting your own work in more than

On tests and exams cheating includes using or possessing unauthorized aids, looking

falsifying or altering any documentation required by the University, including (but not

at someone else's answers during an exam or test, misrepresenting your identity, or

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.

language may also wish to go to the **English Language Development Centre**. If you

and any notes you made before you got help and <u>be prepared</u> to give it to your

They will give you guidance you can trust. Students for whom English is not their first

decide to use these services in spite of this caution, you <u>must</u> keep a draft of your work

Note: You may see advertisements for services offering grammar help, essay editing

limited to) doctor's notes.

<u>instructor on request.</u>

Religious Accommodation:

alternate arrangements.

Family Care Responsibilities:

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

The University of Toronto strives to provide a family-friendly environment. Challenges

related to family responsibilities are all the more salient in the context of the COVID-

responsibilities. If you are a student parent or have family responsibilities, you also

This course uses the University's learning management system, Quercus, to post

information about the course. This includes posting readings and other materials

19 pandemic. You may wish to inform me if you are a student with family

may wish to visit the Family Care Office website at familycare.utoronto.ca.

required to complete class activities and course assignments, as well as sharing important announcements and updates. The site is dynamic and new information and

Quercus Info:

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. 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/