

PSYC02-L01: SCIENTIFIC COMMUNICATION IN PSYCHOLOGY

University of Toronto Scarborough (Winter 2023)

SYLLABUS v1.0



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COURSE EMAIL: psych.c02.uts@gmail.com

INSTRUCTOR

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TEACHING ASSISTANTS

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SCHEDULED CLASS & TUTORIALS (YYZ TIME)

LECTURE: MON 11:00-13:00 [MW110]

TUT 1: THUR 09:00-11:00 [BV359]

TUT 2: THUR 13:00-15:00 [AA207]

TUT 3: THUR 17:00-19:00 [BV359]

OFFICE HOURS & MEETINGS

1:1 MEETINGS w/ your TA: by appointment

More info on course Quercus page

1:1 MEETINGS w/ Dr. COOPER: TUES 13:00-14:00

Book via <https://calendly.com/meet-prof-cooper>

****If you are unable to book an appointment due to a scheduling conflict, please email about an alternative time and list your availability during the current and upcoming weekdays between 08:00 and 16:00****

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 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

ON LEARNING DURING A PANDEMIC

As we move into another year of an ongoing global pandemic, many of us are dealing with ongoing illness, loss, and grief on top of countless changes to our lives and routines. It is unreasonable to expect this course to be your top priority or to ask you to predict what the near future may hold.

I encourage you to be candid and open when it comes to providing feedback on how the course is going for you. If your circumstances change (e.g., becoming ill, caring for family), please let the PSYC02 team know so we can work together to adapt and respond. Likewise, please strive to be understanding and flexible with others, adding “slack” to the various systems and communities that you are a part of, many of which have been strained and stretched far beyond their limits for far too long.

II. COURSE STRUCTURE

Classroom Expectations

We all have a role to play in ensuring that everyone can learn safely during the ongoing pandemic: **I expect you to follow all University of Toronto guidelines and practices and to stay informed of any changes that might occur.** Please regularly check your official @mail.utoronto.ca email address for essential updates.

- **I strongly encourage you to wear a mask in class** if you are medically able to do so. UTSC also strongly encourages students to wear masks and provides procedure masks at all building entrances and in all classrooms. You can find information about the most effective masks in this list [recommended by PHAC](#). You can find more information about the critical role of masking in protecting vulnerable members of our community during the ongoing COVID-19 pandemic on the course Quercus page.
- Presently, many people in Ontario do not have an easy and expeditious way to test if they have COVID-19. **Please do not come to class if:** you are ill, someone in your household is ill, you know you have been a close contact of someone who has become ill, or you have been instructed to isolate by a health authority.

My goal is to support you in meeting these expectations by providing flexible support and resources so you can have the best possible learning experience in the context of an ongoing global pandemic:

- For *class/lectures*, I will provide archival recordings and notes, with updates or supplements to address specific details tied to the current semester as needed.
- For *tutorials*, I will ask you to let us know your plans and preferences for in-person attendance (with updates across the semester) and will provide skeletal outlines of content. Some *assignments* will be worked on in tutorial, but all can be submitted digitally. Around mid-semester, I will ask you to commit to presenting in-person or via digital file so we can coordinate timeslots.
- All office hours appointments and meetings will be online / via Zoom.

Syllabus Changes

I may make changes to the course syllabus based on pacing and needs of the class and/or updates from UTSC re: learning plans. I will notify you ASAP, and any major grading/content changes will be contingent on class vote.

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, so even if you are not attending in-person, 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 and during your ACORN-assigned tutorial timeslot.

A typical week in PSYC02 involves:

- a required or recommended reading (with a URL link if applicable)
- a class/lecture with corresponding lecture slides
- one required task, focusing on a skill-building exercise and key research project milestone
 - *many tasks will be discussed and worked on in tutorial but can be submitted independently*
- various optional assignments and active learning tasks

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 with a full set of links on Quercus. However, you will do *much* more independent reading across the semester as you find and review articles for your major term assignments.

Recommended Textbooks

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* (7th ed.). American Psychological Association.

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

III. ASSESSMENTS

Your final grade in PSYC02 is based on several 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 (RRP)

This major 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 by 23:59 on March 22 (Week 1 presenters / digital files) or March 30 (Week 2 presenters)

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. Formatting guidelines, tips, and demonstration materials are available on Quercus. You will either present in tutorial during Week 11 or Week 12 (see note below), or submit a digital video file with a short, recorded oral summary. In either case, you must submit a PDF of your slides and a complete APA-formatted reference list.

NOTE: As part of your RRP Status Update (due February 16), we will ask your preference and availability for your presentation (digital vs. in-person and Week 11 or 12). As part of your RRP Final Update (due March 9), you *must* confirm your presentation format plan. Digital submission will be considered the default option.

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. Your TAs may follow up with you in tutorial or by coordinating a Zoom meeting based on the feedback they wish to provide. [3 required @ 4% each]

Skill Building tasks provide opportunities for advanced training in tools and techniques that underlie several important course learning outcomes. Two skill-focused surveys help you to assess your abilities and changes across the semester. Six “Skill Point” assignments will be completed across the term and typically involve reading an article and generating a short, written response. Several of these exercises will be worked on in tutorial, but all are submitted electronically and can be worked on independently. [6 “Skill Points” required @ 4% each + pre- and post-class skills surveys @2% each]

IV. 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! If you have a content-related question about the course that is not confidential or personal, the most effective way to get an answer is to post to the Quercus discussion board. You are likely to get a speedier response when any one of the C02 team or one of your peers can reply, and you may very well help students who have similar questions. Please feel free to try to answer your peers' questions, too!

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 C02 team will try to answer your emails within 3 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. You are welcome to email me at any time! Please keep in mind that the volume of emails I receive during busy stretches of the course can be quite breathtaking, and it often takes me a week (or more!) to reply to non-urgent requests. If you have a truly urgent matter, please feel free to "bump" an email if you are awaiting a reply.

PSYC02-Specific Policies for Late/Missed Work

Please make sure you review the Missed Term Work and Accommodations policies below. 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. However, 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 and the current strange hybrid monstrosity it has become.

V. GENERAL POLICIES & STATEMENTS

Land Acknowledgment

For thousands of years, the land on which University of Toronto operates 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 – we are grateful to have the opportunity to work on this land.

Equity, Diversity, and Inclusion

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 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.

Disability-Related 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 me and/or the AccessAbility Services Office (<http://www.utsc.utoronto.ca/ability/>) as soon as possible. AccessAbility Services staff (located in Rm AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. Please contact 416-287-7560 (tel/TTY) or email ability.utsc@utoronto.ca for more information.

Religious Accommodations

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

Quercus

This course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. The site is dynamic and new information and resources will be posted regularly as we move through the term, so please make it a habit to log in to the site on a regular, even daily, basis. To access the course website, go to the U of T Quercus log-in page at <https://q.utoronto.ca>. Once you have logged in to Quercus using your UTORid and password, you should see the link or "card" for **PSYC02 – SCIENTIFIC COMMUNICATION IN PSYCHOLOGY**. You may need to scroll through other cards to find this. Click on the **PSYC02 – SCIENTIFIC COMMUNICATION IN PSYCHOLOGY** link to open our course area, view the latest announcements and access your course resources. There are Quercus help guides for students that you can access by clicking on the "?" icon in the left side column.

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

University's Plagiarism Detection Tool

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 website (<https://uoft.me/pdt-faq>).

Academic Integrity

The University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Potential offences in papers and assignments include using someone else's ideas or words without appropriate acknowledgement, submitting your own work in more than one course without the permission of the instructor, making up sources or facts, obtaining or providing unauthorized assistance on any assignment.

On tests and exams cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

Be careful about services offering grammar help, essay editing and proof-reading (through either human labour or AI methods). If these services take a draft of your work and significantly change the content and/or language or generate content that you did not write yourself, you may be committing an academic offence (unauthorized assistance) under the *Code of Behaviour on Academic Matters*.

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.

It is much more effective (and safer!) to bring your draft to UTSC's [Writing Support](#) program as early as you can. If you are particularly concerned about writing in English, you may wish to contact the [English Language Development Support](#) program.

FIPPA Notice & Copyright

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 me directly. Course videos and materials belong to me, 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 my explicit permission. Sharing my course materials on online repositories can only serve to detract from the learning experience I can provide to you and future students.

Department of Psychology Missed Term Work Policy

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.
- 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 the Registrar's Office [petition process](#).

The email address to submit missed term work accommodation requests is:
PSYCH.C02.UTSC@GMAIL.com

ILLNESS OR EMERGENCY accommodations:

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

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

Note:

- *If you are unable to submit your request within 2 business days, you must still email 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 time):

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Take screenshots of your course Quercus pages that demonstrate the conflict.
3. Email the form and screenshots 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.

Note:

- *Multiple assignments due on the same day are not considered conflicts. Students are expected to manage their time effectively to meet assignment deadlines.*
- *Back-to-back tests/quizzes are not considered conflicts. Only overlapping activities are conflicts.*
- *Students are responsible for keeping their course timetables conflict-free. Students who register in two courses with overlapping lecture/tutorial/lab schedules will not be accommodated.*

RELIGIOUS CONFLICT accommodations:

For missed term work due to a RELIGIOUS CONFLICT:

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. 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.

ACCESSABILITY SERVICES accommodations:

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

1. **Contact your AccessAbility consultant** and have them email the course email detailing accommodations required.

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

2. 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 the course email specifying how many days extension you are requesting.
3. 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 the course email 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. **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 the instructor’s response to resume work on 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 email it to your instructor.

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 [Verification of Illness Form](#) completed by your doctor AND the [Request for Missed Term Work Accommodations Form](#) to the course email. Absences can be declared up 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 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.** E.g. If you are given an extension but are still sick and need more time, or if you miss a make-up 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 write a second make-up test may not necessarily be provided.

If at any point you are experiencing difficulty in this course, please contact Dr. Cooper to discuss your concerns! The earlier you take this step, the better!

VII. COURSE CALENDAR ---- PSYC02 W23 v1.0						
WK	DATE	LECTURE / VIDEOS	READINGS (<i>optional*</i>)	TUTORIAL	REQUIRED ASSIGNMENTS	DUE
1	09-Jan	1.1 Class Intro & Overview 1.2 Scientific Communication Goals	*Landrum Ch 1	NONE	SKILL BUILDING Pre-Course Survey & Academic Integrity Check	23-Jan @ 23:59
2	16-Jan	2.1 Research Project Overview I 2.2 Research Project Overview II	*Landrum Ch 2 & 5 <u>or</u> Siddaway et al. (2019)	NONE	SKILL BUILDING Skill Point 	30-Jan @ 23:59
3	23-Jan	3.1 APA Style & Grammar Guidelines 3.2 The Mechanics of APA Style	*Landrum Ch 4 & 6	26-Jan	PROJECT MILESTONE RRP Proposal Task	26-Jan end of tut
4	30-Jan	4.1 Citations & Sources 4.2 Formatting Cites & References	*Landrum Ch 7 APA v7 Supplements	02-Feb	SKILL BUILDING Skill Point 	13-Feb @ 23:59
5	06-Feb	5.1 Strategies for Academic Reading I 5.2 Strategies for Academic Reading II	Sheese & Graziano (2005) *Landrum Ch 3	09-Feb	SKILL BUILDING Skill Point 	27-Feb @ 23:59
6	13-Feb	6.1 Narratives & Organization 6.2 (De)Constructing Arguments & Evidence	Engelhardt et al. (2011)	16-Feb	PROJECT MILESTONE RRP Status Update & Presentation Preferences	16-Feb start of tut
7	20-Feb	"READING WEEK"				
8	27-Feb	8.1 Results, Conclusions, & Limitations 8.2 Types of Scientific Communication	*Landrum Ch 8	02-Mar	SKILL BUILDING Skill Point 	07-Mar @ 23:59
9	06-Mar	9.1 Edits, Revisions, & Feedback 9.2 APA Formatting Essentials	Lewis Jr & Wai (2020) UTSC Writing Centre links	09-Mar	PROJECT MILESTONE RRP Final Update & Presentation Format Opt-In	09-Mar start of tut
10	13-Mar	10.1 Psychology in the Popular Press I 10.2 Psychology in the Popular Press II	Stemwedel (2011) (+ 1 reading mid lecture)	16-Mar	SKILL BUILDING Skill Point 	21-Mar @ 23:59
11	20-Mar	9.1 Ethical & Legal Standards in Publishing 9.2 Publication & Peer Review		23-Mar	PRESENTATIONS IN TUTORIAL	Presentation timeslots for Week 11 and 12 will be scheduled by Reading Week. Files must be submitted by 23:59 on 3/23 (Week 11 presenters + digital) or 3/29 (Week 12 presenters)
12	27-Mar	12.1 Big Picture on Psychological Science		30-Mar		
13	03-Apr	NO LECTURE OR TUTORIALS THIS WEEK !! 3 ASSIGNMENTS DUE !!	TERM PAPER (must be submitted to pass class)	08-Apr @ 23:59	End-of-Course Survey & Skill Point 	10-Apr @ 23:59