

SCIENTIFIC COMMUNICATION IN PSYCHOLOGY
(PSYC02 Y LEC01)
SUMMER 2023 Course Syllabus

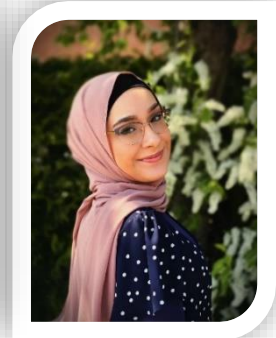
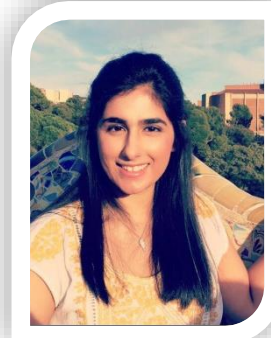
Course Instructors:

Tahira Gulamani and Simar Moussaoui

Class Time and Location: Monday, 9:00 AM – 11:00 AM, in IC230

Office Hours: By appointment: As requested.
Conducted remotely using Zoom. See details and link on Quercus.

Email: tahira.gulamani@mail.utoronto.ca
simar.moussaoui@mail.utoronto.ca



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

Required 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>

Recommended course text:

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

**** Please note:** *Course announcements will be made via Quercus. Please monitor the course website regularly for important updates. Class emails will also be sent through 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. ***

Tutorials and Teaching Assistants:

Tutorial 1 (Wednesday @ 9:00-11am in MW223)

Teaching Assistant: Nicole Cosentino
Email: nicole.cosentino@mail.utoronto.ca

Tutorial 2 (Wednesday @ 1:00-3:00pm in IC200)

Teaching Assistant: Aqsa Zahid
Email: aqsa.zahid@mail.utoronto.ca

Tutorial 3 (Wednesday @ 3:00-5:00pm in IC326)

Teaching Assistant: Emily Collins
Email: emilyanna.collins@mail.utoronto.ca

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

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

1. Format written work according to guidelines described in the 7th edition of the Publication Manual of the American Psychological Association;
2. Systematically search for scholarly articles using major research databases;
3. Critically evaluate the presentation of psychological science in the popular press;
4. Compare and contrast reports of psychological research from the popular press vis-à-vis original research reports; and
5. Summarize and synthesize scientific information on a given topic in psychology, and present this information clearly and concisely in written and oral/audio formats.

Class culture and course structure

This summer semester will be in-person. 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 considering 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.

This course consists of weekly class sessions and weekly tutorials. These are all scheduled to be held in-person. Please see below for comments related to ongoing COVID-19 considerations. Class sessions will largely be lecture-based, in order to introduce the weekly topic. 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 requirement of the course.** However, we have built in some flexibility regarding what engagement can look like. The default remains in-person attendance at tutorial. Regular attendance and participation will be the easiest way to earn your engagement marks. However, if you are feeling at all unwell or have other concerns about coming to campus, you will not be penalized. Online options for participation will be provided via the Quercus course page. Please remain in close communication with your TA about matters related to attendance and engagement. They are here to support your success!

The semester is structured such that you will be doing plenty of reading and writing. When reading the required APA Publication Manual, our goal is for you to be an expert user of the manual, able to easily find and apply the principles and rules of APA Style. We firmly believe that this is a very valuable (though probably not thrilling) skill to have as a psychology student and beyond.

Considerations related to Illness/COVID-19

Illness: If you are unwell or test positive for COVID-19 or are at high risk of having been exposed, **you should not come to campus.** Please contact your TAs to make sure you haven't missed anything important during tutorials.

Delivery mode: If we or the TAs need to switch to online delivery due to symptoms, COVID-19 exposure or other unforeseen circumstance, we will let you know as soon as possible. Our online platform will be Zoom and we will communicate relevant details via Quercus. Please be sure to stay up to date with Quercus updates and announcements. If we or the TAs become ill and cannot teach/lead a tutorial, we will let you know as soon as possible and provide updates via Quercus.

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

Acknowledgements:

My sincere thanks to Dr. Andrew Cooper, Dr. Jessica Dere, Dr. Anthony Ruocco, Dr. David Chan, and Dr. Connie Boudens for generously sharing their ideas and materials.

Important dates:

Make sure to check the table/calendar below to check due dates for Skill Points and RRP update submissions!

May 24th: Tutorial this week will have you selecting your research project topics. It is crucial you attend as you will receive in-person feedback and critical information regarding the project and following weeks to come.

May 26th: Approval for topic selected.

June 30th: submit preliminary slides/outline of presentation for feedback from TA.

July 7th: Slides submitted by this date.

July 12th and 19th: Presentations during tutorial time.

Last day of class August 7th: Term paper due on Quercus, by 11:59pm

PSYC02 IS BUILT AROUND ONE BIG RESEARCH REVIEW PROJECT (RRP).

The course has been developed to consist of: Weekly tasks that encourage scientific communication skill building and project updates/progress, a presentation, and a term paper – all around one topic that students will select in the early weeks of the semester.

How topics will be assigned: During tutorial (week 3 of the semester), students will spend the first half going over their general topics that they were assigned. The instructors will select students' general topics by assigning one option from *Human Experiences*, and a topic from *Entertainment and Technology*. Students will then select their more specific topics under the two umbrella categories they were assigned which they will report on Quercus and receive final approval from their TA.

Human Experiences: Cognition and Learning, Mental Health and Wellness, Development and Growth, Personality and Social Factors, and Achievement and Adversity

Entertainment and Technology: Social Media, “Smart” Devices, and Entertainment Media

For example, topic might be *Entertainment Media + Achievement and Adversity*. And so, they might focus on an off-limits topic (as it will be used as an example throughout the semester) *the multiplayer mode video games affecting post-game prosocial behaviour*. Using this focus, students must select a related newspaper article.

Over the course of the semester, students will spend time in tutorial building their research skills and developing their final RRP.

Students **MUST** receive approval for topic from assigned TA before proceeding with their assignment. Selected topics (specific topics) must be submitted via Quercus no later than **May 26th**.

Evaluations:

Your final grade in PSYC02 is based on several assessments (listed below). These are described briefly below, with further description and detail provided on Quercus later on 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

Engagement in tutorial (attendance and participation) 10%:

Students will be evaluated based on their participation in tutorial discussions (in-person) and engagement with skills exercises and activities. If unable to attend in person due to illness or other concerns, students are expected to be in contact with their TA and to demonstrate engagement on tutorial specific discussion board (with a limit of 2).

Research Review Project (RRP)

As mentioned above, the RRP project is the FOUNDATION of all learning outcomes of PSYC02. This project consists of developing a specific research question that is based on your two topics of your choice from a list of topics. The question that you create must fit in the domain of human psychology. the question must be broad and nontechnical enough so that the general public would be interested. Much of this project will have you build a primary evidence base consisting of experimental and correlational literature. You must incorporate some representation of the popular press.

That is, you will conduct a rigorous review of the scientific literature of this topic, and critically you will be synthesizing findings from these academic articles as well as non academic sources into a very clear and comprehensive summary.

Your RRP will consist of the following **THREE** components:

1) Weekly tasks/updates throughout the course 30%:

Tasks become available by after the end of each class. Tasks can vary between multiple choice quizzes, mini assignments, and **checkpoints for critical steps in your assignments**. Weekly tasks are 0.25-4% each.

You will complete a pre class surveys and a post class survey as well as short lecture-based quizzes. [4 required at 0.25% each].

You will have 3 major checkpoints where you will be providing some updates on your RRP project, end a section where you can ask your TA questions about certain aspects of the project that you need help with or if you have any uncertainties about the process. this is really meant to ensure that you are constantly getting feedback and that you are always on the right track. [3 required at 3% each]

You will also complete 5 skill building tasks that are meant to provide you with opportunities for advanced training, tools and techniques that are critical for this course and learning outcomes. [5 required at 4% each].

2) Presentation assignment 25%:

Students will create a short (~8 minutes) in-person formal presentation that is aimed at the scientific community based on their selected topic.

You will be required to use slides (e.g. Powerpoint) accompanied by your in-person spoken presentation. additional information such as the formatting guidelines, tips, demonstration materials... etc. will all be available on Quercus later on in the semester.

Students must submit their ppt or pdf file via Quercus.

Further details to be discussed in class and tutorials and posted on Quercus.

Due date: **July 10th and 17th** 11:59pm EST. Submitted via Quercus.

3) Term paper 35%:

The term paper will consist of a literature review on the chosen research topic and is aimed at an academic audience. The paper will be 5-7 pages long, not including the title page or reference page(s). Please follow all formatting guidelines from the APA Publication Manual (7th ed.) when writing the term paper. Further details regarding the term paper will be provided in class and on Quercus.

Students must submit their final term paper on the last day of classes.

Due date: **August 7th** by 11:59pm EST. The term paper will be submitted through Quercus as a Word document and will be reviewed for plagiarism using the University's plagiarism detection tool directly through Quercus.

Bonus Opportunity 2%:

Students have the opportunity to gain up to 2% bonus points for completing spontaneous IN-CLASS lecture-based task(s).

Course Calendar

Week Start	Lecture	Reading	Task/Quiz	Due Dates
1 – May 8	1.1 Class Intro and Overview 1.2 Scientific Communications Goals	APA Publication Manual (7 th ed): Chapter 1 and 2	Pre-Class Skill Survey + Academic Integrity Quiz	May 12 th 11:59 PM
2 – May 15	2.1 Initial and Research Project Overview 2.2 RRP cont.	APA Publication Manual (7 th ed): Chapter 3, 4	Skill Point 1	May 24 th 11:59 PM
3 – May 22	3.1 APA Style and Guidelines	APA Publication Manual (7 th ed): Chapter 5, 6	RRP Update	May 26 th 11:59 PM
4 – May 29	4.1 Bias-Free Language and Mechanics of Style 4.2 Communicating science in the post-truth world	APA Publication Manual (7 th ed): Chapter 7, 8 Sheese and Graziano (2005)	Skill Point 2	June 9 th 11:59 PM
5 – June 5	5.1 Academic Reading Strategies	APA Publication Manual (7 th ed): Chapters 9, 10, 12	Skill Point 3	June 14 th 11:59 PM
6 – June 12	6.1 Narratives and Organization	Bushman and Gibson 2010 Tamura WaPo 2010	RRP Status Update and Presentation Details	June 16 th 11:59 PM
7 – June 19	READING WEEK			
8 – June 26	8.1 Psychology in the popular press	TBA	Skill Point 4	July 5 th 11:59 PM
9 – July 3	9.1 Results, Conclusions and Limitations 9.2 Types of Scientific Communication - Elevator Pitch	UTSC Writing Centre – The Writing Process	RRP Final Update	July 7 th 11:59 PM
10 – July 10	9.1 Elevator Pitch cont. 9.2 Edits, Revisions and Feedback	TBA	Skill Point 5 Presentations (IN TUTORIAL)	July 14 th 11:59 PM
11 – July 17	11.1 Ethical Standards and Publication 11.2 Replication Crisis and Open Science	TBA	Presentations (IN TUTORIAL)	
12 – July 24	12.1 Big picture on psychological science	TBA	Post-class Survey	
13 – August 7 th	Optional: Grad school talk	No Reading		August 4 th 11:59 PM
TERM PAPER DUE *** August 7th				

Please note: The class schedule/topic and delivery mode is subject to change due to unforeseen circumstances.

Tutorial Schedule	
Week Start	Topic
1 – May 10	Intro to the course and get to know your TAs
2 – May 17	Intro to APA styling
3 – May 24	Topic selecting and Research question generation + Tutorial Worksheet
4 – May 31	Bias-free Language
5 – June 7	Sheese and Graziano (2005) + Tutorial Worksheet
6 – June 14	Bushman & Gibson (2011) + Tutorial Worksheet
7 – June 21	READING WEEK
8 – June 28	Bushman & Gibson (2011)
9 – July 5	Presentation Preparation
10 – July 12	Presentations
11 – July 19	Presentations
12 – July 26	No Tutorial (if Presentations complete)
TERM PAPER DUE August 7th!	

Please note: The tutorial schedule is subject to change due to unforeseen circumstances. Students are expected to regularly consult the section of the Quercus course page dedicated to their tutorial section for reading materials, resources, and updates from their TA.

Policies for Assignments and Assessments in this Course

In light of their optional nature, no late submissions or extensions will be considered for the following course components:

- Bonus assignments

Late submissions and extensions will also generally not apply to tutorial engagement marks. Case-by-case considerations may be made.

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 if they were absent on the original date due to a verified illness, a serious family emergency (e.g., death of a close family member), or religious observances. Students must follow the departmental policy outlined below when submitting relevant documentation. Only those students who follow this process will be considered for writing the make-up. Students who do not submit their documentation on time, whose documents are not accepted, or who do not 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 each day that it is late. An assignment is considered late as soon as the due date and time passes (i.e., one minute past 11:59 EST), so you are strongly encouraged to submit your assignments early in order to avoid any technical delays. Difficulties with the Quercus portal will not be accepted as a legitimate reason for a late assignment. If you have legitimate documentation to explain your late assignment, you must follow the departmental policy outlined below.

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

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.

POLICIES:

QUERCUS

This course uses the University's learning management system, Quercus, to post information about the course. This may include materials required to complete activities and assignments, as well as important announcements. 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 this course. There are Quercus help guides for students that you can access by clicking on the "?" icon in the left side column.

Plagiarism

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.

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 may also wish to go to the [English Language Development Centre](#). If you decide to use these services in spite of this caution, you must keep a draft of your work and any notes you made before you got help and be prepared to give it to your instructor on request.

RELIGIOUS 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.

EQUITY, DIVERSITY, 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.

Department of Psychology Missed Term Work Policy, SUMMER 2023

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

Note:

- 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 in **PSYC02** through **your assigned TA. Please CC tahira.gulamani@mail.utoronto.ca and simar.moussaoui@mail.utoronto.ca**

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 student's TA (CC Simar and Tahira) **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

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:

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

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

- 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):
 1. Complete the [Request for Missed Term Work Accommodations Form](#).
 2. Email the form ***AND*** your **Accommodation Letter** to the course email specifying how many days extension you are requesting.
- 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):
 1. **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.

Rights and Responsibilities

Copyright in Instructional Settings:

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

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 Office as soon as possible.

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

Family Care Responsibilities:

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-19 pandemic. You may wish to inform me if you are a student with family responsibilities. If you are a student parent or have family responsibilities, you also may wish to visit the Family Care Office website at familycare.utoronto.ca.

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/>