Syllabus
Scientific Communication in Psychology (PSYC02)
Summer 2024

Instructor: Dr. Steph Schwartz
(she / her, or they / them)

Lectures: Mondays   KW 140 11:00 - 13:00

Tutorials (all on Thursdays):
	001: KW 140	11:00 13:00
	002: KW 120	13:00 15:00
	003: KW 110	15:00 17:00

Office: SW569
Email: stephanie.schwartz@mail.utoronto.ca
Office Hours: Tuesdays 12:00 – 2:00
        (or by appointment via Zoom)

PSYC02 – Scientific Communication in Psychology

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.

Course Objectives

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

Classroom Expectations

My goal is to support you in meeting these expectations by providing flexible support and resources so you can have the best possible learning:

- For *class/lectures*, I will provide archival notes, with updates or supplements to address specific details tied to the current semester as needed.
- For *tutorials*, I 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.

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.

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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 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.

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.

Finally, **THANK YOU** to Dr. Andrew Cooper for sharing his course materials with me for this course. I cannot stress enough how much I appreciate it!

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Assessment

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).*

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) [20%]

☞Ⅱ   *due by 11:59PM on July 25 (Week 1 presenters) or August 1 (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 10 or Week 11 (see note below), or submit a digital video file with a short, recorded oral summary to be shown in tutorial on your assigned week. 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 July 11th), we will ask your preference and availability for your presentation (Week 10 or 11). As part of your RRP Final Update (due July 11th), you *must* confirm your presentation plan.

II.   Term Paper (35%*]

☞Ⅱ   *due August 7th by 11:59 PM 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.

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III.   Required Weekly Tasks [40%]

☞Ⅱ 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. Attendance [5%]

Both the TAs and I will keep attendance during lecture and tutorials. Attending all lectures and Tutorials will earn you a 'free' 5% of your final mark!

Quercus

The course Quercus website will be your one-stop resource for all course documents, lectures, announcements, and supplementary information. You are highly advised to regularly check course announcements because you are solely responsible for staying on top of all course announcements made through Quercus.

Office Hours

Office hours are a great way to get answers to specific questions you may have. I will hold office hours each week on Tuesday afternoons. I may have to cancel certain office hours due to travel, but if this is the case there will be an announcement posted.

Late assignment submission policy:

Late assignments will be docked 10% per day after their original due dates, and will not be accepted after 1 week past the due date.

I cannot accept assignments after the last day of the course, this is university policy!

Week	Date	Lecture / Videos	Readings (Optional*)	Tutorial	Required Assignments	Due Date
1	May 6th	1.1 Class introduction & overview 1.2 Scientific communication goals	Landrum Chapter 1	None	Pre-course survey & academic integrity check	May 17th, 11:59 PM
2	May 13th	2.1 Research project overview I 2.2 Research project overview II	Landrum Chapters 2 & 5, or Siddaway et al. (2019)	None	Skill Point 1	May 31st, 11:59 PM
	May 20th		**No Class or Tutorial - Victoria Day**			
3	May 27th	3.1 APA style and grammar guidelines 3.2 The mechanics of APA style	Landrum Chapters 4 & 6	May 30th	RRP Proposal task	May 30th, *end of tutorial*
4	June 3rd	4.1 Citations & Sources 4.2 Formatting cites & references	Landrum Chapter 7 APA V 7 Supplements	June 6th	Skill Point 2	June 7th, 11:59 PM
5	June 10th	5.1 Strategies for academic reading I 5.2 Strategies for academic reading II	Sheese & Graziano (2005) Landrum Chapter 3	June 13th	Skill Point 3	June 14, 11:59 PM
6	June 17th** Class will be online	6.1 Narratives & organization 6.2 (De)constructing arguments & evidence		**Reading week – No tutorial**		
7	June 24th	7.1 Results, conclusions, & limitations 7.2 Types of scientific communication	Engelhardt et al. (2011)	June 27th	RRP Status Update & Presentation Preferences	June 28th, *start of the tutorial*
	July 1st	**No Class - Canada Day**	Landrum Chapter 8	July 4th	Skill point 4	July 5th, 11:59 PM
8	July 8th	8.1 Edits, revision, & feedback 8.2 APA formatting essentials	Lewis Jr. & Wai (2020), UTSC writing center links	July 11th	RRP Final update	July 11th, *start of the tutorial*
9	July 15th	9.1 Psychology in the popular press I 9.2 Psychology in the popular press II	Stemwedel (2011) +1 reading mid lecture	July18th	Skill Point 5	July 19th, 11:59 PM
10	July 22nd	10.1 Ethical & legal standards in publishing 10.2 Publication & peer review		July 25th	Presentations during tutorials	Presentation timeslots announced after reading week
11	July 29th	Big picture on psychological science		August 1st	Presentations during tutorials	
12	August 6th (TUESDAY)	**Optional Graduate School discussion and Paper help**	**Term paper is due August 7th @ 11:59 PM!**		End of course survey & Skill point 6	August 7th @ 11:59 PM

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UTSC POLICIES

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 web site (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.

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. The University of Toronto is a richly diverse community and as such is committed to providing an environment free of any form of harassment, misconduct, or discrimination. In this course, I seek to foster a civil, respectful, and open-minded climate in which we can all work together to develop a better understanding of key questions and debates through meaningful dialogue. As such, I expect all involved with this course to refrain from actions or behaviours that intimidate, humiliate, or demean persons or groups or that undermine their security or self-esteem based on traits related to race, religion, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, receipt of public assistance or record of offences.

UNIVERSITY LAND ACKNOWLEDGEMENT

I wish to acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit.

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Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

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 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 416-287-7560 or email ability.utsc@utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

USE OF GENERATIVE ARTIFICIAL INTELLIGENCE TOOLS

Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce assignments. However, students are ultimately accountable for the work they submit. Students may not use artificial intelligence tools for taking tests, writing research papers, creating computer code, or completing major course assignments. However, these tools may be useful when gathering information from across sources and assimilating it for understanding.

The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense in this course.

RECORDING OF CLASSROOM MATERIAL BY STUDENTS

Recording or photographing any aspect of a university course - lecture, tutorial, seminar, lab, studio, practice session, field trip etc. – without prior approval of all involved and with written approval from the instructor is not permitted.

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<div align="center">DEPARTMENT OF PSYCHOLOGY POLICIES</div>

MISSED TERM WORK POLICY

> Using the Missed Term Work policy below is **optional**. You may prefer to develop your own system (ex. you could create your own online form instead of using our MTW form), but you must account for the following:
> - If there are legitimate, documented reasons beyond a student's control for missed work, they should be accommodated **without academic penalty** (as per the Academic Handbook, 6.6)
> - Students who miss a term test for an acceptable reason (e.g. illness or bereavement) **should be offered a make-up test**. For some courses it may be appropriate to allocate the value of the missed test to another test, or other piece(s) of term work, but this is **strongly discouraged** (as per the Academic Handbook, 7.3)
> - For a **first absence** in a course, students may simply **declare their absence on ACORN**. They can declare absence only once per term, for a period of up to 7 days. ACORN absence declarations should be considered sufficient documentation for missed work.
> - If a student is **away more than once** in the term, they cannot declare additional absences on ACORN. In these cases, you have the **option to request proof** of their second+ absence, for example:
>   - A University approved Verification of Illness (VOI) form
>   - A death certificate, funeral announcement, or other supporting document for bereavement
>   - A note from a university staff member (advisor, coach, residence staff, etc.) who can substantiate the student's claims, sent directly to the instructor by email

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 procedure outlined below.

Procedure:

1. Complete the Request for Missed Term Work Accommodations Form ("MTW Form").

2. Email **BOTH** your MTW Form and Supporting Documentation to stephanie.schwartz@mail.utoronto.ca according to the instructions specified below.

Supporting Documentation Requirements and Deadlines:

Reason for Missed Work	Documentation required for a *first absence* in the term	Documentation required for *subsequent absences* in the term	Deadline for submitting MTW form and supporting documentation
Illness or Injury	ACORN Absence Declaration	UofT Verification of Illness Form	**WITHIN 2 BUSINESS DAYS** of the missed work
Bereavement	ACORN Absence Declaration	A death certificate or funeral announcement	**WITHIN 2 BUSINESS DAYS** of the missed work

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University-sponsored athletic or artistic obligation at the varsity/provincial/national level	ACORN Absence Declaration	A note from a university staff member (advisor, coach, residence staff, etc.) who can substantiate the obligation, sent directly to the course email	**10 BUSINESS DAYS IN ADVANCE** of the missed deadline
Disability-related reasons for students registered with AccessAbility Services	For missed ***TERM TESTS,*** - **Contact your AccessAbility consultant** and have them write to the course email detailing the accommodations needed. For missed ***ASSIGNMENTS,*** - 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), send your **Accommodation Letter** to the course email and specify 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), **contact your AccessAbility consultant** and have them write to the course email detailing the accommodations needed.		**PREFERABLY IN ADVANCE OF THE MISSED WORK, OR AS SOON AS POSSIBLE**
Academic Conflict (e.g. two midterms at the same time)	Screenshot from Quercus demonstrating the conflict.		**10 BUSINESS DAYS IN ADVANCE** of the missed work
Religious Conflict	None required		

Notes:

- The following reasons are not considered sufficient for missed term work: social activities, recreational travel, technological issues, avoidance of assessments or deadlines, work commitments
- Missed Final Exams are handled by the Registrar's Office and should be declared on eService.
- For ACORN absence declarations, the date you declare the absence is required to fall within the seven-day declaration period (i.e.) the absence cannot be submitted proactively or retroactively.
- 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.
- If you are unable to submit your request within the specified number of business days, you must still email your instructor within that window to explain the nature of the delay. Exceptions to the deadlines are made only under exceptional circumstances.
- Multiple assignments due on the same day are not considered academic conflicts. Students are expected to manage their time effectively to meet assignment deadlines.
- Back-to-back tests/quizzes are not considered academic conflicts. Only overlapping activities are conflicts.

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- 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.

<u>Next Steps:</u>

After submitting your documentation, you will receive a response from your instructor or TA. The course instructor reserves the right to decide what accommodations 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.

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.** Examples: If you were granted an extension for a paper but are still unable to meet the new deadline, or if you miss a <u>make-up</u> term test, you must submit *another* MTW form and supply documentation according to the "subsequent absences" column in the chart above. *Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not necessarily be provided.