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TA <b>Boaz Saffer</b>	Office Kenny 2011 office hours: Thursday 1-2 pm	email: <a href="mailto:bysaffer@psych.ubc.ca">bysaffer@psych.ubc.ca</a>

Class is held most Tuesdays at 12:30-1:50 pm in Angus 237

### Course Description

This seminar is a required component of the 2-year honors program in Psychology. The course provides an orientation to psychological research; effective oral and written presentation of research findings, and critical evaluation of research. Students carry out a research project and report on its development during seminars. Students also discuss ongoing research in department laboratories, with emphasis on choice of problems, research design, and data analysis.

For information about the BA and BSc honors programs, please see the Department's website

<http://psych.ubc.ca/undergraduate/honours-program/>

the University Academic Calendar for BA Psychology students

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,101>

and for BSc Behavioral Neuroscience students.

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,436>

### Approach to Learning

Class meetings are held in a seminar format, with the focus on professional issues, practical research skills, and writing and presentation skills. The course involves exposure to a range of research areas within psychology. Participation in out-of-class activities is integral (e.g., attending departmental colloquia and completing an online tutorial). Some class meetings will be replaced by mini-conferences or social events, intended to promote a sense of community among honors students. Regardless, total class time will not exceed 32 hours over the course of the year (equivalent to the 24 scheduled 80-minute class sessions).

### Research Project

Being an honors student means doing psychological research and communicating that experience to others both orally and in writing. These research activities will happen almost entirely outside of class.

Each student conducts a research project under the supervision of a faculty member from the Department of Psychology or related Departments conducting behavioral research. This student-mentor relationship is the responsibility of each student to initiate and maintain.

Your overall research performance (partly as communicated to me by your research supervisor) will contribute to your overall course grade. Students are required to make oral presentations to the class each semester about related topics, including their own work, and to produce a written product of their research project. The paper takes the form of a manuscript suitable for submission as a journal article, using APA-style formatting. The final paper (your thesis) is due Tuesday, **March 31** (our last day of class). The length of the paper will vary from student to student depending on the nature of the research project, but most papers will be somewhere around 20-30 pages. Preliminary versions of most parts of the paper (each worth 5% of the course grade) are due at specific points in the year (see the course calendar). You will receive feedback on these preliminary versions. As a starter, the introduction section of your thesis is due part way through the fall term (in late October).

**Course Requirements (grade breakdown)**

**Class attendance and participation (10%)** This course depends on your active participation. Students are expected to share ideas and opinions in discussions, and to ask questions in response to class presentations. Participation includes engagement in class and in other activities in preparation for class, as assessed by the instructor and the TA.

**Live presentations (20%)** At several points in the course, each student will give a brief talk in class. The primary purpose of these talk is to develop presentation skills, including audience engagement, the use of PowerPoint, and responding to questions. The topics of these talks will include:

- Summary and defense of relevant background research
- Teaching a relevant topic to other students (e.g., research technique, statistical analysis)
- Reporting progress on your research project

**Science Journalism (10%)** There is an opportunity for you to practice science journalism after attending (or listening to the audio-recording of) one of the public colloquia sponsored by the Department each year - see <https://psych.ubc.ca/news-events/colloquia/> for a current schedule and to access recordings of previous colloquia. Colloquia are typically held on Thursdays at 12:30-1:50 though times may differ from time to time for various reasons. Your assignment is to write a first-hand account of one of these for a public audience in 300 words or less. In this report, you should:

- identify the speaker and provide the title of the talk
- explain the importance of the topic
- summarize one of the speaker's main points
- tell us something about yourself that makes this point meaningful to you
- comment on the stylistic aspects of the presentation

Submit your report (in Word or pdf format) to the Canvas website for the course before the February reading break (Feb 11).

<b>Research paper (50%)</b>	<b>Due Date</b>
First draft Introduction (5%)	Nov 5
First draft Method (5%)	Nov 26
First draft Results and Abstract (5%)	Feb 25
Final thesis and research performance (35%)	Mar 31

All assignments should be in Word or PDF formats, adhering to APA style, and submitted electronically to the Canvas website.

Third-year students will have their assignments graded by the TA

Fourth-year students will have their assignments graded by the instructor.

**Live presentation at the PSA conference (10%)** The Psychology Student Association's (PSA) Undergraduate Research Conference (PURC) is held at the end of the winter term each year; this year it is scheduled for Friday evening and Saturday, April 3-4. At this conference, honors students are required to present their research conducted for this course. Third-year students present a poster at the conference, whereas fourth-year students give an oral presentation. Presenting at the conference is a required part of the course and so students are responsible for meeting deadlines such as registering for the conference (and paying the fee), submitting abstracts, etc. A call for submissions usually goes out in January or February. The PSA website «<https://psa.psych.ubc.ca/>» provides regular updates about the PURC.

**Prizes for Students**

The Department awards the Morris Belkin Prize each year for the best PSYC 449 thesis, and the three best honors theses are awarded the Canadian Psychological Association Certificate of Academic Excellence. Honors students are often competitive for other UBC awards, including the Morris Belkin Prize for the best undergraduate paper, the Jean Bolocan Prize, the Eric Eich Award, the Richard Tees Award, the PSA Awards, the Peter Crocker Award, and the International Undergraduate Award in Psychology.

**Essential reference**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

**Reading resources**

The History of Neuroscience in Autobiography

<https://www.sciencedirect.com/bookseries/the-history-of-neuroscience-in-autobiography>

Classics in the History of Psychology

<https://psychclassics.yorku.ca/author.htm>

Anholt, R. R. H. (2006). *Dazzle 'em with style: The art of oral scientific presentation* (2nd ed.). Philadelphia: Elsevier Academic Press.

Nicol, A. A. M., & Pexman, P. M. (2010). *Displaying your findings: A practical guide for creating figures, posters, and presentations* (6th ed.). Washington, DC: American Psychological Association.

MOXIE <https://www.youtube.com/watch?v=DEUsx2oLqD4>

BETTER POSTERS <https://www.youtube.com/watch?v=1RwJbhcCA58&feature=youtu.be>

Bem, D. J. (2003). Writing the empirical journal article. Unpublished manuscript, Cornell University. Retrieved from <https://psychology.yale.edu/sites/default/files/bemempirical.pdf> [a version of this article was published in J. M. Darley, M. P. Zanna, & H. L. Roediger, III (Eds.), *The compleat academic: A career guide* (2nd ed., pp. 185-219). Washington, DC: American Psychological Association.

Nosek, B. A., Ebersole, C. R., DeHaven, A. C., & Mellor, D. T. (2018). The preregistration revolution. *Proceedings of the National Academy of Sciences*, 115(11), 2600-2606.

Kuhn, T. S. (2012). *The structure of scientific revolutions*. University of Chicago press.

Spiegelhalter, D. (2019). *The art of statistics: How to learn from data*. New York: Penguin.

**Course policies** (for additional information see the section of the UBC Calendar on academic regulations <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,0,0,0>):

**Email** Ensure that you regularly check the email address that you have registered with the University.

**Attendance** This course depends on your active participation.

**Academic accommodation** The University accommodates students with disabilities who have registered with and been assessed by UBC's Center for Accessibility. The University also accommodates students whose religious observances conflict with attendance and submitting assignments. Please inform the professor early in the course if you require any accommodation on these grounds. For course policies regarding academic accommodation, refer to the UBC calendar: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,34,0,0>

**Academic concession** If you encounter medical, emotional, or personal problems that affect your attendance or academic performance, please notify the professor as well as your faculty's Academic Advising Office. For course policies regarding in-term academic concessions, please refer to the UBC calendar: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>.

**Grade distribution** Note that the honors seminar course is not subject to the grade distribution requirements typical of other courses in the Department of Psychology. Expect the end of year grades to have a mean of 75-80%. All grade appeals must be made in writing to the Instructor

**Office hours** You are encouraged to attend office hours (both professor and TA) not only to ask questions about the honors seminar, but also to chat about more general issues in psychology, graduate school, careers, and so on.

**Class etiquette** In consideration of the instructor and other students, no audible communication devices will be tolerated (cell-phones beeps, etc.). Aim to be minimally disruptive if you arrive late to class or need to leave early. Reserve personal conversations for before and after class. If you seem to be "off-task" with your devices during class (texting, surfing, etc.) you will be asked to leave.

**Missed or late assignments** Extensions on assignments are given on compassionate and medical grounds but are only granted *in advance*. Extensions are not given because of academic or employment workload or other class conflicts. If you only inform us AFTER a deadline that you were sick or indisposed, you will receive no credit.

**Format of assignments** Adherence to format requirements will be part of the evaluation of assignments. Stylistic details such as spelling, grammar, spacing, etc are all considered in evaluating written work.

**Cheating and other academic offences** Cheating devalues the genuine achievement of other students and will not be tolerated. See the UBC Calendar on academic offences and penalties. <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,0,0>

**Plagiarism** Plagiarism is a form of academic misconduct in which an individual submits or presents the work of another person as his/her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. When referring to the ideas or findings of someone else, acknowledge such with author/date citations. When quoting directly, indicate such with quotation marks and author/date/page citations. Plagiarism is also submitting the same or similar paper more than once at this or another institution. The University subscribes to *TurnItIn*—a service designed to detect and deter plagiarism. See the UBC Calendar on academic offences and penalties. <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,0,0>

Note also the information on the Library website. If you have any questions as to whether or not what you are doing might constitute even a borderline case of academic misconduct, please talk with the professor, your research supervisor, or the TA. See the UBC Library entry:

<https://help.library.ubc.ca/planning-your-research/academic-integrity-plagiarism/>

## Class SCHEDULE (Tuesdays 12:30-1:50)

Week	Topic
Sept 3	UBC Imagine Day – no class
Sept 10	Course overview and social event (Lunch hosted by fourth-year students) Introduction of students and topics of interest  PURC likely on April 3-4.  MURC Saturday, March 21, 2020. Applications accepted from November 26, 2019 to January 20, 20
Sept 17	Psychology as a discipline and as a community of practice First round of in-class assignment “Ask a cognitive neuroscientist.” What kinds of questions can neuroscience answer? How does it answer them? Groups of 4 pose questions and groups of 4 find initial answers
Sept 24	Applying for grad school and funding (led by TA Boaz Saffer)
Oct 01	Grad student perspectives (Panel Discussion of grad students led by TA Boaz Saffer)  Assignment: Form groups of 4 (background, method, results, interpretation): Answer this question for next week. Ask a cognitive neuroscientist: “What role does physical fitness (body) play in cognition (mind)? Base your answer on only ONE original research paper.
Oct 08	Take a hike (meet at Wesbrook Village Blenz coffee to start): Present answers to “Ask a cognitive neuroscientist: What role does physical fitness (body) play in cognition (mind)?” Oral presentations during walk, so no ppt allowed :-)  Scholarly integrity; ethical conduct of research; process of, and ethics in, publishing Assignment: Tri-Council Policy Statement Version 2 Tutorial Course on Research Ethics <a href="http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/">http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/</a>  Third-year students submit certificate of completion to the TA.
Oct 15	Writing an Introduction section Assignment: read Bem (2003) and Nosek et al (2018) Who controls the narrative?  Assignment: register for <i>optional</i> G+PS workshop on Scholarship and Award Opportunities: CGS-M Master’s
Oct 22	Presentations01 (4 4 <sup>th</sup> -year students) Five-min presentation on a figure in the History of Neuroscience Biography Series - tell us the influential “big idea” this person has had on the field - tell us about their life outside of science Student-lead discussion of the relations between life and work

- Oct 29            Presentations02 (4 4<sup>th</sup>-year students) - Biography Series  
  
*optional* G+PS workshop on Scholarship and Award Opportunities: CGS-M Master’s webinar (9:30-11:00) – <https://www.grad.ubc.ca/about-us/events/16996-scholarship-award-opportunities-cgs-m-masters-webinar>  
  
 in person (2:00-4:00) – <https://www.grad.ubc.ca/about-us/events/16995-scholarship-award-opportunities-cgs-m-masters>
- Nov 05            Writing a Method section  
**homework: Introduction section due (5%)**
- Nov 12            No class. Enns attends Psychonomics in Montreal Nov 13-17
- Nov 19            Presentations03 (4 4<sup>th</sup>-year students) - Biography Series
- Nov 26            Presentations04 (4 4<sup>th</sup>-year students) - Biography Series  
  
 Last class before winter break (Lunch hosted by third-year students)  
**homework: Method section due (5%)**

Week	Topic
Jan 07	no class
Jan 14	Preparing a science talk on your work MOXIE <a href="https://www.youtube.com/watch?v=DEUsx2oLqD4">https://www.youtube.com/watch?v=DEUsx2oLqD4</a> BETTER POSTERS <a href="https://www.youtube.com/watch?v=1RwJbhkCA58&amp;feature=youtu.be">https://www.youtube.com/watch?v=1RwJbhkCA58&amp;feature=youtu.be</a>
Jan 21	Writing a Results section, reporting statistics, presenting tables and figures Presentations01 (4 3 <sup>rd</sup> -year students) Five-min presentation on my research idea (no original data)
Jan 28	Writing an Abstract Presentations02 (4 3 <sup>rd</sup> -year students) - research idea (no original data)
Feb 04	Preparing poster presentations (led by TA Boaz Saffer) Presentations03 (4 3 <sup>rd</sup> -year students) - research idea (no original data)
Feb 11	Writing a Discussion <i>homework: Science Journalism due (10%)</i> Presentations04 (4 3 <sup>rd</sup> -year students) - research idea (no original data)
Feb 18	no class (midterm break)

- Feb 25 PURC prep01 (4 4<sup>th</sup>-year students) – practice talk  
*homework:* Preliminary Results section and Abstract due, along with revised Introduction and Method
- Mar 03 PURC prep02 (4 4<sup>th</sup>-year students) – practice talk
- Mar 10 PURC prep03 (4 4<sup>th</sup>-year students) – practice talk
- Mar 17 PURC prep04 (4 4<sup>th</sup>-year students) – practice talk
- Mar 24 PURC prep for all 3<sup>rd</sup>-year students (1 minute elevator pitches to engage listeners)
- Mar 31 course wrap-up and PURC weekend [Apr 3-4]  
*homework:* Final papers (35%)

This year:

PURC is on **Saturday, April 3-4, 2020.**

Application process see UBC Psych website.

MURC is on **Saturday, March 21, 2020.**

Applications to present at MURC accepted from **November 26, 2019 to January 20, 20**

<https://students.ubc.ca/career/career-workshops-events/multidisciplinary-undergraduate-research-conference>

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**Recurring Themes this year**

Science – both its practice and history – is not sterile. It is a living, emoting, adapting, fad-chasing community.

Equity in science. Who pays for doing science? Who pays to consume science? Dominance hierarchies and power structures.

Who controls the narrative? Germ-free science vs the role of story in science. A replication crisis or a theory crisis?

**Draft of other possible assignments for term 2 “Ask a cognitive neuroscientist.”**

Assignment: Form groups of 4 (background, method, results, interpretation): Answer this question for next week. Ask a cognitive neuroscientist: “What role does nature (environment) play in cognition (mind)?”

Assignment: Form groups of 4 (background, method, results, interpretation): Answer this question for next week. Ask a cognitive neuroscientist: “What role does personal identity play in science?”