Course Outline

Instructor **James T. Enns**  
Office at home  
email: jenns@psych.ubc.ca  
office hours: email/zoom to talk almost any daylight hour

**TA Mikayla Pachkowski**  
Office at home  
email: pmikayla@psych.ubc.ca  
office hours: TBA

Synchronous class is held most Tuesdays at 12:30-1:50 pm on Collaborate Ultra (Canvas).

**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, ethics, 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/](http://psych.ubc.ca/undergraduate/honours-program/)

the University Academic Calendar for BA Psychology students  

and for BSc Behavioral Neuroscience students.  

**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 broad range of topics 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 students. Total class time will not exceed 32 hours over the course of the year (equivalent to the 24 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 30** (our last
day of class). The length of the paper will vary, 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 talks 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 viewing a 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.doc format) to the Canvas website for the course before the February reading break (Feb 9).

Research paper (50%)  
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<th>Due Date</th>
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<tr>
<td>Nov 17</td>
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<td>Dec 01</td>
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<tr>
<td>Feb 23</td>
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<td>Mar 30</td>
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All assignments should be in Word format, 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, usually early in April. 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.

Awards and Prizes for Students
The Psychology 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 also competitive for other UBC awards, including the Morris Belkin Prize for the best undergraduate paper, the Jean Bolocon Prize, the Eric Eich Award, the Richard Tees Award, the PSA Awards, the Peter Crocker Award, and the International Undergraduate Award in Psychology.

UBC Award Eligibility
https://students.ubc.ca/enrolment/courses/creditdfail-grading/maintaining-awards-loan-eligibility
Maintaining awards and loan eligibility
Scholarships, prizes, and other academic awards are normally awarded to undergraduate students who have achieved all of the following:
- Registered in at least 24 percentage-graded credits (Note. Awards calculations are based on 24 percentage-graded credits. Taking a course for Credit/D/Fail grading will make you ineligible if you do not have 24 percentage-graded credits).
- Attained a standing in the top 10% of his/her year and faculty, or an average of 75% or higher
- Received a passing grade in all courses
- Completed all courses (e.g., no missing grades or standing deferred courses)

Specific Awards are listed here
https://students.ubc.ca/enrolment/finances/awards-scholarships-bursaries

Awards directed toward Experimental Psychology students
https://students.ubc.ca/enrolment/finances/award-search/vancouver/faculty-arts/department-psychology/1300?destination=enrolment/finances/award-search/result%3Fcampus%3DVancouver%26faculty%3DARTS%26dept%3DPSYC%26level%3DUNGR%26type%3DAll%26name%3D%26id%3D

Awards directed toward Honours students
https://students.ubc.ca/enrolment/finances/awards-scholarships-bursaries/premier-undergraduate-wesbrook-scholarships
Essential reference

Reading resources
The History of Neuroscience in Autobiography

Classics in the History of Psychology
https://psychclassics.yorku.ca/author.htm

Diversity in Psychology/Cog Neuro Researchers (See Canvas Folder Week 1)
Black researchers in perception_2020.pdf
Future of Women in Psychological Science_2020.pdf
SPARK Scholars of Color Database_2020.xlsx
Under represented groups in vision science_2020.pdf


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

BETTER POSTERS https://www.youtube.com/watch?v=1RwJbhkCA58&feature=youtu.be


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 80-85%. 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. Stylistics 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/
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<tr>
<th>Week</th>
<th>Topic</th>
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<tr>
<td>Sept 08</td>
<td>UBC Imagine Day – no class</td>
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<td>Sept 15</td>
<td>Course overview and social event hosted by 4th year students (now virtual for 2020)</td>
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<td>Introduction of students and topics of interest</td>
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<td>PURC on a Friday-Saturday in early April.</td>
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<td>MURC on a Saturday in mid-March.</td>
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<td>Sept 22</td>
<td>Psychology as a discipline and as a community of practice</td>
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<td>First round of in-class assignment “Ask a cognitive neuroscientist.”</td>
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<td>Groups of 4 pose questions and groups of 4 find initial answers</td>
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<td>What kinds of questions can cognitive neuroscience answer?</td>
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<td>How does it answer them?</td>
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<td>Sept 29</td>
<td>Applying for grad school and funding (led by the TA)</td>
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<td>Oct 06</td>
<td>Grad student perspectives (Panel Discussion of grad students led by the TA)</td>
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<td><strong>Homework Assignment for next week</strong>: Form groups of 4. Assign one student each to background, method, results, interpretation. Answer one of two questions for next week. Ask a cognitive neuroscientist:</td>
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<td>1. What role does physical fitness (body) play in cognition (mind)? Base your answer on only ONE original research paper.</td>
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<td>2. What role does the natural environment play in human cognition? Base your answer on only ONE original research paper.</td>
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<td>Oct 13</td>
<td>Find a spot in nature to join the class remotely: Present group answers to</td>
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<tr>
<td></td>
<td>1. What role does physical fitness (body) play in cognition (mind)?</td>
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<td>2. What role does the natural environment play in human cognition?</td>
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<td>Oral presentations only from a spot in nature, so no ppt allowed :-(</td>
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<td>Scholarly integrity; ethical conduct of research; process of, and ethics in, publishing Assignment: Tri-Council Policy Statement Version 2 Tutorial Course on Research Ethics</td>
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<td><a href="http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/">http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/</a></td>
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<td>Third-year students submit certificate of completion to the TA.</td>
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<td>Oct 20</td>
<td>Writing an Introduction section</td>
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<td><strong>Homework Assignment for next week</strong>: read Bem (2003) and Nosek et al (2018)</td>
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<td>Form groups of 4 to answer question “Who controls the narrative?”</td>
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Each group will choose a side favoring either
1. Psychology suffers from a replication crisis.
2. Psychology suffers from a theory crisis.

Optional assignment: register for optional G+PS workshop on Scholarship and Award Opportunities: CGS-M Master’s

Oct 27
Present group answers to
1. Psychology suffers from a replication crisis.
2. Psychology suffers from a theory crisis.
Oral presentations only, so no ppt allowed :-)

Nov 03
Presentations01 (4 4th-year students) - Biography Series
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
- try to connect the idea with the life
Student-lead discussion of the relations between life and work

Nov 10
Presentations02 (4 4th-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 17
Writing a Method section
**homework: Introduction section due (5%)**

Nov 24
Presentations03 (4 4th-year students) - Biography Series

Dec 01
Presentations04 (4 4th-year students) - Biography Series

Last class before winter break and social event hosted by third-year students
**homework: Method section due (5%)**

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<th>Week</th>
<th>Topic</th>
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<tr>
<td>Jan 05</td>
<td>no class</td>
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<tr>
<td>Jan 12</td>
<td>Preparing a science talk on your work</td>
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MOXIE https://www.youtube.com/watch?v=DEUsx2oLqD4
BETTER POSTERS
https://www.youtube.com/watch?v=1RwJbhkCA58&feature=youtu.be

Jan 19  Writing a Results section, reporting statistics, presenting tables and figures
Presentations01 (4 3rd-year students)
Five-min presentation on my research idea (no original data)

Jan 26  Writing an Abstract
Presentations02 (4 3rd-year students) - research idea (no original data)

Feb 02  Preparing poster presentations (led by TA)
Presentations03 (4 3rd-year students) - research idea (no original data)

Feb 09  Writing a Discussion
homework: Science Journalism due (10%)
Presentations04 (4 3rd-year students) - research idea (no original data)

Feb 16  no class (midterm break)

Feb 23  PURC prep01 (4 4th-year students) – practice talk
homework: Preliminary Results section and Abstract due, along with revised Introduction and Method

Mar 02  PURC prep02 (4 4th-year students) – practice talk

Mar 09  PURC prep03 (4 4th-year students) – practice talk

Mar 16  PURC prep04 (4 4th-year students) – practice talk

Mar 23  PURC prep for all 3rd-year students (1-minute elevator pitches to engage listeners)

Mar 30  course wrap-up
homework: Final papers (35%)

This year:
PURC is on Friday-Saturday, March 26-27
Application process see UBC Psych website https://psych.ubc.ca/events/event/

MURC is on Saturday, March TBA
Applications to present at MURC typically accepted from late November to mid January.
https://students.ubc.ca/career/career-workshops-events/multidisciplinary-undergraduate-research-conference
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?