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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/>

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 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 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 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%)	Due Date
First draft Introduction (5%)	Nov 17
First draft Method (5%)	Dec 01
First draft Results and Abstract (5%)	Feb 23
Final thesis and research performance (35%)	Mar 30

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 Bolocan 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/creditfail-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/departments-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

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>

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](#)

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=1RwJbhkCA58&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 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/>

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

Week	Topic
Sept 08	UBC Imagine Day – no class
Sept 15	Course overview and social event hosted by 4 th year students (now virtual for 2020) Introduction of students and topics of interest PURC on a Friday-Saturday in early April. MURC on a Saturday in mid-March.
Sept 22	Psychology as a discipline and as a community of practice First round of in-class assignment “Ask a cognitive neuroscientist.” Groups of 4 pose questions and groups of 4 find initial answers What kinds of questions can cognitive neuroscience answer? How does it answer them?
Sept 29	Applying for grad school and funding (led by the TA)
Oct 06	Grad student perspectives (Panel Discussion of grad students led by the TA) Homework Assignment for next week: 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: 1. What role does physical fitness (body) play in cognition (mind)? Base your answer on only ONE original research paper. 2. What role does the natural environment play in human cognition? Base your answer on only ONE original research paper.
Oct 13	Find a spot in nature to join the class remotely: Present group answers to 1. What role does physical fitness (body) play in cognition (mind)? 2. What role does the natural environment play in human cognition? Oral presentations only from a spot in nature, 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 http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/ Third-year students submit certificate of completion to the TA.
Oct 20	Writing an Introduction section Homework Assignment for next week: read Bem (2003) and Nosek et al (2018) Form groups of 4 to answer question “Who controls the narrative?”

- 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%)

Week

Topic

Jan 05

no class

Jan 12

Preparing a science talk on your work

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**

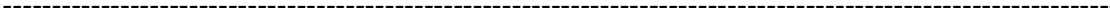
Application process see UBC Psych website

<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?