

**PSYCO 400/409
Honors Seminar II
2006-2007**

Leaders

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General Description

The goal of this course is to learn professional skills important for Psychology and other sciences. We will concentrate on skills related to critical appraisal of psychological research, knowledge translation, visual communication, and project management. We will learn these skills through a series of small assignments and activities and we will apply these skills in designing, developing, and evaluating a set of resources that translate scientific findings to a lay audience.

Readings

- Frascara, J. (2004). *Communication design: Principles, methods, and practice*. New York: Allworth Press.
- Ingram, J. (2005). *Theatre of the mind: Raising the curtain on consciousness*. Toronto: Harper Collins.
- Alley, M. (1996). *The craft of scientific writing*, 3rd Ed. New York: Springer - Verlag.

Assignments and Grading

Classroom contributions	20%
Checking the facts and interpretation	15%
Translating your research	15%
Group project	
Resources	40%
Research and development paper	20%

Classroom contributions. This class will only be successful if you contribute to the discussion and presentations and complete the class activities. This will be a subjective mark based on our shared perception of your contributions to the class.

Checking the facts and interpretation. You will select one of the references cited in the Ingram book and compare the actual report to Ingram's interpretation. This assignment consists of a brief, in-class presentation of the report and comparing/contrasting the actual

findings to Ingram's representation and a 3-6 page compare/contrast essay. You will present on the day that we read the section involving your citation, Sept. 28 – Oct. 19.

Translating your research. Throughout the honors program, you have been developing important skills in writing for your peers in the scientific community. In this assignment you will demonstrate these skills by writing a 2 page scientific abstract and then practice your new skills in translating science to a lay audience by writing a 2 page brief for a lay audience. These papers are due Nov. 16.

Group project. You will work on this capstone project throughout the term with two of your colleagues. Select an age group; you may select children, adolescents, young adults, or seniors as your age group. Select a significant health issue that is important to this age group. Design, produce, and evaluate a set of age-appropriate resources to translate the latest research on this health issue to your age group. As part of this project, you will consult with students in DES 590 on visual communication design. You will also work with people in your chosen age group for the design and evaluation of the resources. You will also write a 15-20 page final report rationalizing your design, describing your development, and evaluating your resources. The final paper is due April 12.

I will assign grades roughly as follows:

Percentage Grade	University Grade	Meaning
96 – 100 %	A+	Excellent
86 – 95.9 %	A-, A	Excellent
76 – 85.9 %	B-, B, B+	Good
66 – 75.9 %	C-, C, C+	Satisfactory
60 – 65.9 %	D+	Poor
50 – 59.9 %	D	Minimal pass
0 – 49.9 %	F	Failure

Academic Honesty

"The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <http://www.ualberta.ca/SECRETARIAT/appeals.htm>) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University." (GFC 29 SEP 2003)

Course Outlines

"Policy about course outlines can be found in Section 23.4(2) of the University Calendar." (GFC 29 SEP 2003).

Tentative Schedule

Date	Task
Sept. 7	Introductions
Sept. 14	Communication fundamentals
Sept. 21	Visual communication design basics (read Frascara)
Sept. 28	Translating science to a lay audience (read Ch. 1-4 in Ingram)
Oct. 5	Translating science to a lay audience (read Ch. 5-9 in Ingram)
Oct. 12	Translating science to a lay audience (read Ch. 10-12 in Ingram)
Oct. 19	Translating science to a lay audience (read Ch. 13-16 in Ingram)
Oct. 26	How the experts do it (visit by Richard Cairney, Assoc. Director, Public Affairs, University of Alberta)
Nov. 2	Know your audience I
Nov. 9	Know your audience II
Nov. 16	Writing for different audiences (read Ch. 1-3 in Alley)
Nov. 23	Present and discuss objectives for resources (read Ch. 4 in Frascara)
Jan. 11	Review evaluation design (read Frascara more carefully)
Jan. 18	Present and discuss design proposals
Jan. 25	Writing activities I (read Ch. 4-6 in Alley)
Feb. 1	Writing activities II (read Ch. 5-9 Alley)
Feb. 8	Visual elements activities (read Ch. 3, 4 in Frascara and Ch. 10, 11, 16 in Alley)
Feb. 15	Present and discuss draft resources
Mar. 1, 8	In the community
Mar. 15	Reports on resources and responses
Mar. 22	Problem solving and evaluation
Mar. 29	Present and discuss final resources and evaluations
Ap. 5	Translate learning to designing posters
Ap. 12	Conclusions
Ap. 16	Honors Day!