

PNB 2XD3 – Integrated Psychology, Neuroscience & Behaviour – Winter 2014

Course Objectives

1. Improve written skills
2. Demonstrate the integration of Psychology, Neuroscience & Behaviour (PNB)
3. Introduce students to PNB faculty

This course is different from many other courses you may have taken. The primary goal here is to improve your writing; a secondary goal is to enhance your understanding. As such, it is the clarity of writing that is being evaluated. In order to do this effectively, the writing assignments are highly constrained with very specific requirements. While some of the requirements may seem trivial, each is equally important (word count, page formatting, sentence structure).

Instructor: David I. Shore

Teaching assistants:

Jessica Cali
Anna Finkelshtein
Michell LaPointe
Kathleen Oliver
Amy Pachai

Students (first three letters of last name):

(ADR-CHE)
(CHO-JIA)
(KAH-MER)
(MEU-RAM)
(RAY-ZYT)

Guest lecturers: Paul Andrews, Sigal Balshine, Patrick Bennett, Steven Brown, Dick Day, Denys deCatanzaro, Jeff Galef, Deda Gillespie, Dan Goldreich, Aaron Goldstein, Meghan McConnell, Bruce Milliken, Jillian O’Conner, Jennifer Ostovich, Mel Rutherford, Louis Schmidt, Laurel Trainor, Scott Watter.

Primary Contact: pnb2xd3@psychology.mcmaster.ca

Class place & time: Tuesday, Wednesday & Friday @ 12:30 in BSB/B136

Tutorial place & time: Monday @ 13:30 in KTH/B135

Dr. Shore’s Office hours: Tuesday between 2-4 starting on January 14. Given that office hours are so rarely attended, I am asking any students wanting to meet with me to please email me directly (dshore@mcmaster.ca) before 8 am Tuesday morning if you plan to attend the office hours.

TA office hours: To be determined.

Required Texts:

- Strunk, W. & White, E.B. (2009). *The Elements of Style*. Boston: Allyn & Bacon.
- Zinsser, W. (2001). *On Writing Well*. New York: Harper Collins.
- Henderson, E. & Moran, K.M. (2010). *The Empowered Writer*. Toronto: Oxford University Press.
- Various articles posted to Avenue and retrieved from the Library.

Evaluation breakdown (see Master Rubric posted on Avenue2Learn):

Type of assessment	Number	Value
Essays	2 + final resubmission	50%
Précis writing	Best 4/6 + final resubmission	25%
Quizzes	5	25%
Peer Editing	4	
Cue card questions/ in-class assignments	TBA	
Final Reflection & Learning Portfolio	1 each	+/- one letter grade

Grading Policy: The instructors reserve the right to adjust final marks up or down, on an individual basis, in the light of special circumstances and/or the individual's total performance in the course. Final grades may also be adjusted up or down on a class-wide basis depending on overall performance. Details of the course requirements may be subject to change. If requirements are altered, a revised course outline will be posted on the webpage and the details will be announced in class. Attention is drawn to [Statement on Academic Ethics and the Senate Resolutions on Academic Dishonesty](#) as found in the Senate Policy Statements distributed at registration and available in the Senate Office. Any student who infringes on these resolutions will be treated according to the published policy.

Missed Work Policy: If you are absent from the university for a temporary medical issue (i.e., the flu), lasting fewer than 5 days, you may report your absence using the McMaster Student Absence Form. Absences for a longer duration or for other reasons must be reported to your Faculty/Program office, with documentation. When using the MSAF, report your absence to [the course e-mail address \(see above\)](#). You must speak to the instructor in person before or after class within 5 business days. Grades will be adjusted accordingly. Misuse of the MSAF form to gain an unfair advantage will be considered a breach of the Academic Integrity Policy.

Communication policy: E-mail communications must originate from your designated McMaster e-mail account. Should we need to communicate with you about individual matters, the e-mail will be sent to this account. You should monitor this account regularly. E-mail sent from third-party providers (yahoo, hotmail, cogeco, sympatico, gmail, etc.) will not be answered. We have this policy for three reasons: 1. reduce the amount of incoming spam to our accounts; 2. ensure that we know with whom we are communicating; 3. teach the professional use of e-mail. Please note that instructors and TAs cannot return long distance telephone calls. The fastest avenue for feedback concerning course-related problems is the course e-mail address <pnb2xd3@psychology.mcmaster.ca>. This will be monitored daily and a response will be sent within two business days.

In this course we will be using Avenue2Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Students should also be aware that they will be providing feedback and evaluations of other students. In doing this, your identity will be communicated to the other student. Be honest in your assessment of their material and provide constructive comments. Do not inflate hour assessments as the instructors will consider this inappropriate and it will give the submitting student a false sense of accomplishment. We will talk, during lectures, on how to edit and evaluate a piece of written work and you will be given clear guidelines on how to conduct your assessment. Any concerns or questions regarding this process should be address to the instructors of the course as soon as possible.

Essay Writing: You will submit two essays during the term. Each essay will capture and communicate an idea related to Psychology, Neuroscience & Behaviour. This is an expository essay focused on teaching and informing the audience. The essay must include at least 5 citations to the primary literature.

You are allowed 5 paragraphs: a lead paragraph with the hook as the first sentence and the thesis as the last; three body paragraphs representing the beginning, middle and end of the exposition of your thesis; and, a final paragraph with your conclusion as the first sentence. The thesis, the topic sentence of each body paragraph, and the conclusion sentence must be simple sentences without subordinate clauses or phrases. No more than 750 words.

Essay 1	Essay 2	Item due
January 20	March 10	Lead and Outline (optional references)
January 24	March 14	PEER EDIT 1
February 3	march 24	First draft (extended outline & cue cards)
February 5	March 28	PEER EDIT 2
February 14	April 4	Final Submission including:

1. A cover page with your name and student number; course name, professor name, and TA name; the title, assignment number, and date of submission; and, word count.
2. The extended outline with citations (on the back of the cover).
3. The rubric posted on avenue (page 2; single sided)
4. A reflection on your writing process including major decisions and sources of feedback (max one page).
5. The essay itself (on a new page), including proper APA citations.
6. An annotated bibliography two articles to a page; each article has one sentence each for: question, hypothesis, method, results, implications.
7. A copy of your first draft & your original lead and outline.
8. Appendix A. All edited versions of your first draft (your own and others)
9. Appendix B. All edited version of your original lead and outline.

No spiral submissions, no duo tangs, no folders. Sections 1-7 should be stapled together with the cover page as the front page. Both electronic (to a drop box on Avenue), and hard copy (a physical drop box in the Psychology Building) submissions are required; your final essay and reflection must be entered into your learning portfolio as an artifact. All submissions should be double spaced.

The average of these two submissions and your final resubmission will be used to compute an overall score for essay writing.

Précis Writing: A précis is an accurate summary of the text – it should include all of the important ideas, and avoid all of the secondary ideas. The writing must be your own – your own words, phrases, and sentences. An excellent précis will capture the thesis, outline, and conclusion of the original work. You may cite work other than the original work, but it is not required. For the current assignment, a maximum of 100 words may be used.

The entire submission must be double sided. On one side provide your name and student number; course name, professor name, and TA name (in bold); the title (including the APA citation), précis number, and date of submission; running head, page number, and word count; and, this rubric:

On the other side of the single sheet of paper provide: a single sentence that summarizes the précis, the précis itself, and any references used, in APA format. The original text should be listed in the references, but does not need to be cited. All should be double spaced.

Précis	Grade
Grammar	
Clutter	
Style	
Logic	
Interest	
Summary Sentence	
Format	
Total:	_____

EACH SUBMISSION MUST BE ONLY ONE SHEET OF PAPER.

Due dates:

1. Mon/13/Jan Nagel (1974).
2. Mon/27/Jan Hockett (1960).
3. Mon/10/Feb Nisbett & Wilson (1977)
4. Mon/03/Mar TBA
5. Mon/17/Mar TBA
6. Mon/31/Mar TBA

Your best four (4) grades and your grade on one resubmitted précis will be used to compute an overall score for précis writing.

Your submission is due **before** tutorial on the dates specified above. You must submit both a hard copy (brought to tutorial on the day) and an electronic copy (submitted to an electronic dropbox on Avenue2Learn).

You must keep your graded copies of each assignment for submission in the final package. Additionally, you are responsible for recording your grade for each assignment on the master rubric for the course. All submissions must be entered as artifacts in your Learning Portfolio, and presented in your final Presentation.

Final Submission: The final submission is due on Monday April 21 before 5 pm, and consists of two parts: an electronic learning portfolio and a hard copy submission. The hard copy submission will be covered by the Master Rubric posted on Avenue – you are responsible for entering all grades that you have available to you (Précises, Essays, Quizzes, Cue Cards, Edits). Both submissions will consist of a reflection (max 1 page), a précis resubmission, and an essay resubmission. The hard copy should also contain relevant previous drafts of your work and all graded copies of previous submissions; the learning portfolio should contain copies of all of your submitted work from the term.

Peer Editing: For each essay there are two opportunities for peer editing (lead and outline; first draft). Each author will have two peer editors (see assignments on Avenue). The author must supply a hard copy of their document to each editor at the beginning of tutorial on the day it is due. Each editor is responsible for providing constructive written feedback to the author before class on Friday of that week; you will also complete an on-line form about the submission you edited. Each author will complete an on-line form about the feedback provided. The goal of this exercise is to learn how to help each other improve our writing. We will be talking about how to edit writing during the relevant tutorials. You may also volunteer to edit any other writing of another student; please complete the relevant on-line forms for each instance of editing.

Quizzes: There will be five multiple-choice quizzes throughout the term: Friday January 24, Wednesday February 5, Friday February 14, Monday March 10, and Friday March 21. Each quiz has two sections: section 1 covers the required readings and guest lectures from one of the modules (representing the external world, language and communication, social psychology, emotion, learning and memory; section 2 covers the required readings on writing (Zinsser, Strunk & White, Henderson). These quizzes will be conducted in class (or tutorial) using an iClicker. You must ensure that you bring your iClicker to class and that the iClicker is registered with the relevant website. The questions are meant to be easy if you read the required reading and attend the relevant lecture/tutorial.

Cue card questions/in-class assignments: Throughout the term, there will be mini-assignments and questions asked. You are required to bring a 4”x6” cue card to every class for these submissions – **SUBMISSIONS ON OTHER FORMS OF PAPER WILL NOT BE ACCEPTED.**

A combination of performance on peer editing, the quizzes, and the cue card assignment will be used to compute your performance on this component of the course.