

SOPHOMORE TUTORIAL SYLLABUS

Psy 971, Fall 2012
Department of Psychology
Harvard University
Tuesdays 1 – 3 pm
William James Hall, Room 802

The course website is <http://isites.harvard.edu/icb/icb.do?keyword=k88506&pageid=icb.page514575>
The instructor is Adena Schachner (amschach@fas.harvard.edu, Office: William James Hall 1160).

The best way to reach me is by email: I will usually respond within 24 hours. I'm also happy to meet in person. Please don't be shy about scheduling a meeting– I'm here to be a resource to you! Just email me to set up a time.

COURSE GOALS

The goal of this course is to help you think, write and communicate like a psychological scientist. You will not be asked to memorize definitions or regurgitate facts. Instead, you will be challenged to think critically and originally, write thoughtfully and persuasively, and contribute to scientific understanding of the human mind.

By the end of this course, you should feel comfortable (1) turning big, imprecise questions about the human mind into concrete, empirical questions, (2) finding and evaluating evidence to bear on your questions, including evaluating the strength of the evidence, (3) using this information to formulate an idea and argument of your own, (4) communicating your ideas through discussion and clear writing, both to other scientists and to your friends and families. In a broad sense, sophomore tutorial will help you become an intelligently skeptical consumer of information: better able to see through the hype, ask the right questions, and evaluate the truth of any claim for yourself.

Accomplishing these goals is both your responsibility and mine. I'm enthusiastically committed to assigning useful, interesting, and provocative articles for discussion, providing relevant and timely feedback on your assignments, being available to answer your questions about the course or anything else psychology-related, and generally doing whatever I can to make the course as worthwhile to you as possible. On your end, I ask that you commit yourself to deeply engaging with the course material and with the assignments outlined in this syllabus.

LEVELS OF ANALYSIS: B, I, G

Throughout the course, our thinking will benefit from three levels of analysis. A good scientific explanation in psychology will almost always appeal to all of these levels of analysis. The levels are complementary, such that each level contributes a different piece of the explanation. Each level is thus inherently dependent on the other levels – the levels interact.

Brain – the *biological mechanisms* that underlie psychological processes. These mechanisms can themselves be considered at different sub-levels, such as the molecular or the neural; but they all provide explanations for how mental processes are carried out physiologically. At this level, we ask: How does the brain make a thinking, feeling mind?

Individual – the *content* of mental processes (the mind). In computer terms, the brain is the hardware, and the individual's mental content is like the software. At this level, we ask: What mental concepts and categories do we have, and where did they come from? What affects a person's beliefs, desires, intentions, and emotions, and how do those things drive behavior?

Group – the *effect of other people* on our mental processes. At this fundamentally social level, we will consider how culture and the social context affect human mental life and behavior, as well as how group similarities and differences can help us to understand human nature.

COMPUTERS AND PHONES

In order to minimize distractions, laptop and cell phone use will be prohibited during class. In my experience (both as a teacher and a student), laptops tend to hinder discussion rather than stimulating it. Please print out the readings and bring them to class with you – you can recycle them at the end of the course.

GRADING

Your weekly discussion comments are worth 15% of your grade, and class participation is worth another 15% (both evenly distributed over the class meetings). The four brief papers are worth a total of 30% (i.e., 7.5% each), and the sophomore essay (broken down into multiple drafts and assignments) covers the remaining 40%.

ATTENDANCE & PARTICIPATION

Attendance is mandatory. The small, discussion-focused nature of this class means that everyone's presence is vital to its success. If you miss class without being excused, the penalty will be double one week's participation grade. Thus each unexcused absence will cost you ~2.75% off of your final grade. Of course, if there is an emergency (medical, family, or other), you're excused so long as you provide a note from your Resident Dean or UHS. Departmental policy states that extracurricular absences (sports, arts, clubs, early vacation, etc.) are not valid excuses for missing class. Please arrive on time (seven minutes after the hour).

You are expected to come to class prepared to discuss all of the articles critically and creatively. Participation grades will reflect not only the quality of your in-class comments, but also how well you respond to classmates and encourage *their* participation in the discussion.

It's important that our meetings be a space in which all members of the class are able to share ideas freely. You don't necessarily have to agree with everything everyone else says – in fact, some of the best discussions stem from disagreements – but we should cultivate an environment that is respectful and friendly. Think of this as valuable practice – discussing ideas both critically and courteously is a universally important skill.

TURNING IN ASSIGNMENTS ON TIME

All assignments (except for your final Sophomore Essay; see below) **are due by 10 pm EST** on the day listed, though I will grant you a courtesy extension to midnight.

If your *discussion comment* is later than midnight, it will be penalized 1 whole grade for every *hour* late, with the first deduction occurring one minute after midnight. Discussion comments will be graded from 1-4 (see below), so this means that if you would have earned a 4, you will receive a 3, etc.

If your *brief paper* or *sophomore essay preparation assignment* (not including the final Sophomore Essay; see below) is later than midnight, it will be penalized 2 grade steps for every *day* late. (This means that if you would have earned an A, you will receive a B+; if you would have earned a B+, you will receive a B-, etc.) The first deduction will occur one minute after midnight.

Out of fairness to others, and in keeping with guidelines set by the Undergraduate Office, extensions for class assignments are granted only under rare circumstances involving severe illness or family emergency. Being too overwhelmed or underslept because of other classes or extracurriculars would not merit an extension in this course (sorry). If you're in a tight spot and really need more time, turn in the paper late, take the penalty, and do your best to avoid such situations in the future.

Two hard copies of **the final Sophomore Essay** must be turned in to the Undergraduate Office (**WJH 218**), along with a tutorial evaluation form, by **4 p.m. on December 10th**. You must also email me a copy by that deadline. Final *Essays* submitted late will receive a 0 (no credit). This policy is set by the Undergraduate Office, and I have no power to grant extensions – if issues arise you'll need to contact the UGO directly. I'm told that the UGO only grants extensions extremely rarely and requires documentation of a serious issue from your Resident Dean.

DISCUSSION COMMENTS

Each week, you'll post your discussion comments on the course website by 10 pm on the day before class (Monday). If the website isn't functioning properly, you should email your comments to me and to your classmates before the deadline.

Comments should incorporate more than one of the readings, and should be short, no more than 200 words in total. You will have all of class to expand upon what you've written. Weekly comments will receive grades of 4, 3, 2, or 1, with 4's (the highest mark) going only to those who have made particularly insightful comments.

These comments will be used to inspire discussion and class activities, so keep this in mind as you write. Your goal is not only to show that you read the material, but to contribute interesting and relevant thought-provoking ideas for later discussion. You may wish to address:

- An interesting connection between two of the readings, or a contradiction between their findings
- A proposal for a study to clarify the meaning of a finding or address a relevant unresolved issue
- Comments about a particularly clever or unusual experimental design and how it creates a unique opportunity to learn about the question of interest (list continues on next page...)

- Reasons why the authors' conclusions do not follow from their results, alternative explanations for their findings, methodological flaws, and other criticisms. Before doing this, make a good faith attempt to understand the authors' reasoning, and avoid cheap shots. Also note that authors typically address potential criticisms at the end of an article, often to the reader's satisfaction.

BRIEF PAPERS

Early in the semester you will write four *brief papers*, each ~750 words in length, and each 7.5% of your final grade. You can think of these papers as training for the *Sophomore Essay*.

1. QALMRI Analysis

Due: Saturday, September 15

QALMRI is shorthand for a method we will use to extract key information contained in articles, as well as a helpful organizational structure for your own ideas. For this assignment you will read a short article and answer a series of questions about it, creating a detailed outline that organizes the main elements of the researchers' work. You'll identify the Question the researchers were investigating, possible Alternative answers to the question (including the researchers' hypothesis), the Logic of the experiment, or how its results can distinguish among the alternatives, the Method used to implement this design, the Results they obtained, and the Inferences that can be drawn from their findings.

2. Newspaper Watchdog

Due: Saturday, September 22

Major newspapers and magazines frequently report recent psychology findings. This is great for the field, as it helps to communicate our work to a much larger audience. At the same time, much is lost in the translation, and journalists often draw conclusions that are not warranted from the data and/or oversimplify the results. For this assignment, you will choose a recent newspaper article (within the last 3 years) that reports on a psychology finding, as well as read the original journal article it cites. In your paper, after summarizing the main points and conclusions of the newspaper article, explain where the original article and the newspaper story diverge. This could be an inaccurate description of the methodology, a misinterpretation of the underlying theories, or a conclusion lacking the nuance or soundness of the original. If the journalist was faithful to the original, point out strengths and weaknesses shared by both the newspaper and the journal article.

3. Grad Student Interview

Due: Saturday, September 29

Now that you've familiarized yourself with the key elements of scientific research, it's time to try your hand at science writing. William James Hall is packed with talented people doing ground-breaking psychology research, and for this assignment, you'll dive in and find out what they're working on. Your task will be to select a lab that does work that interests you, conduct a 15-20 minute Q&A with a graduate student or post-doc in the lab, and write up what you have found. Your paper will hit all the notes of a QALMRI analysis, but will take the form of a newspaper article. Try to one-up the New York Times by writing a piece that is both true to the science and informative to the public.

4. Focus Paper

Due: Saturday, October 13

Your last brief paper will give you an opportunity to delve deeper into an idea, by either (a) developing your idea for the sophomore essay into a formal proposal, or (b) developing an idea from a discussion comment or from elsewhere in the course. Either way, your paper should include (a) background that

motivates your question, (b) a concise statement of the question itself, (c) an attempt to address your question by either proposing a study to answer the question, or bringing in relevant evidence from existing scientific literature, (d) the way in which your proposed study will answer your question, or the way in which evidence from the scientific literature answers your question, (e) references for the published scientific papers that you have used/cited in your text, in APA format (you must cite at least three such papers).

SOPHOMORE ESSAY

The capstone of this course is your sparkling, 15-page (*not* counting the title page, abstract, or references) *Sophomore Essay*. The Essay must make an original contribution to psychology. Good examples of past *Essays* can be found in the Undergraduate Office, WJH 218. Three kinds of contributions are described below, though I'm willing to consider others:

- *Research proposal*. Highly recommended. Design an experiment to explore a question that has not previously been studied or that would benefit from additional research. Review relevant literature, design an experiment or experiments to test your ideas, predict results, and discuss the implications of the proposed research. If your proposal has great merit, it could provide the groundwork for a senior thesis.
- *Literature integration*. Identify two distinct literatures that you feel could be fruitfully integrated (i.e. bringing them together will help support a novel insight or conclusion). In your paper, review each area, and identify a question that could be answered or issue that could be resolved by bringing the two areas together. Use the empirical data from both areas, propose an answer to the question or attempt to resolve the issue, and convince the reader that merging these two areas led to a useful new insight.
- *Evaluation of two or more existing theories for a phenomenon*. Scientific literatures typically have two or more competing theories, and scientists (like us!) review the evidence (data) and use it to decide what account is most likely to be true. Identify such an argument in the literature, and review the theories and the data supporting each theory. In your paper, state which theory or combination of theories is most convincing, and use the empirical data to support your claim and convince the reader that this is the case.

SOPHOMORE ESSAY PREPARATION ASSIGNMENTS

To help you write the best essay you can, work on the *Essay* will be broken into multiple assignments. This schedule is designed to allow you to tame the Essay Beast in a manageable way, and get useful feedback throughout the process. Also, there's good data showing that externally-imposed deadlines maximize the quality of one's work (Ariely & Wertenbroch, 2002).

1. Initial Essay Ideas – 2%

Due: Saturday, October 6

Before I meet with you individually to discuss your Sophomore Essay, you will submit two potential ideas for your Essay topic. You should state each idea as clearly as possible in a short, one-paragraph

abstract (one for each topic). Make sure to (a) describe the topic generally with relevant background and (b) articulate the specific question that would be addressed by your paper. In addition, you should (c) include at least one reference to a published scientific paper (in APA format) that is directly relevant to each idea. In the subsequent week, I will meet with each of you individually to discuss your proposed topics.

Keep in mind that you will be devoting quite a bit of time and energy to your Sophomore Essay. That being the case, it's critical that you choose a topic of interest to you. Your proposed topics should be ones that you find captivating enough to discuss with classmates, think about in your free time, and mull over excitedly late at night when you should be sleeping.

2. Annotated bibliography – 5% Due: Saturday, October 20
The goal here is to facilitate a solid review of the literature in your area of interest. Getting a sense of the literature will help you hone your question, form a possible thesis statement and think about the structure of your essay. The bibliography should include a minimum of 15 research articles. For each article you must 1) briefly summarize the findings, 2) identify main theoretical points of each article, and 3) describe how each paper relates back to your topic/thesis. Finally, in one paragraph, you should summarize what the articles collectively tell you and what this evidence allows you to say. This can later be used as the basis for your thesis statement, or motivation for your proposed experiment.
3. Five page draft + outline – 5% Due: Saturday, October 27
This first installment of your Essay will allow you to start translating your ideas into the form in which they will ultimately appear in your Essay – and will also allow you to get feedback on your Essay-writing early in the process. This draft should include an abstract, as well as an outline of the full Essay, which should make the logical flow and argument of the paper clear. Break the Essay down into sections and list the main points to be made within each section. Then, flesh out a portion of the outline into five pages worth of full prose. You may turn in any consecutive five-page portion of your Essay, embedded within the outline for context.
4. Peer review – 3% Due: In class Tuesday, November 6
You will exchange Sophomore Essay drafts with a partner in the class, read their paper at home before class, and provide constructive feedback in written comments for in-class discussion with your partner.
5. Ten page draft + outline – 5% Due: Saturday, November 17
The ten-page draft will add a further five pages to the essay, as well as incorporating the suggested revisions and feedback.
6. Full draft – 5% Due: Saturday, December 1
Incorporate the comments from your previous draft, and build on the ten-page draft to create a complete draft of your essay. This should be a polished (no typos, please!), full-length draft of your paper that is very close to what you will ultimately submit as your final Essay. The body of your draft

should be at least fifteen pages, and you should also include a cover page, abstract, and at least fifteen references.

7. Final Essay– 15% Due: Monday, Dec 10 by **4 pm** to WJH 218
You must submit two hard copies of your Essay – at least 15 pages in length, abstract and references excluded – to the Undergraduate Office (WJH 218), along with your paper course evaluation that will be handed out to you in class, and send your Essay to me via email(amschach@fas.harvard.edu). Your Essay is due by 4pm. Don't cut it close; late papers will not be accepted.

LIBRARY SESSION

Everyone taking Sophomore Tutorial is required to attend one library session during the first two weeks. This session provides training on how to access the resources you'll need to research your papers. (You can sign up for one of these during our first meeting.)

WEEKLY READINGS

A good reading is one that inspires you to tell friends about it, causes you to view yourself and the world in a new way, and isn't so thick that you can't staple the pages together. The readings for the course span a variety of topics in psychology that, in my opinion, meet these criteria. These topics were selected for their general interest and relevance to the world-at-large, and also for collectively illuminating a set of fundamental questions about human nature and the human mind.

At first glance, the reading load may not seem like much, but journal articles are surprisingly dense, so set aside a good chunk of time to work your way through them. Keep in mind that most scientists need to read a paper twice to really understand it. In some cases, it will be helpful to read certain papers before others. Accordingly, each week's readings are ordered in a way intended to facilitate comprehension – but of course feel free to skip around.

Most of the readings are available, free of charge, as links on the course website. If a link isn't working, please let me know and I will try to fix it. Ultimately, however, you are responsible for obtaining readings in time for class, and all linked readings can be found using Harvard Library's E-Research (<http://eresearch.lib.harvard.edu/V>).

These online readings include a very useful writing guide: Carson, S.H., Fama, J.M., & Clancy, K. (2008). *Writing for psychology at Harvard: A guide for psychology concentrators*. Cambridge: The President and Fellows of Harvard University.

In addition, **you are required to purchase the Publication Manual of the American Psychological Association (APA), 6th Edition**, which you will need to consult when preparing your writing assignments. APA style is the law of the land for this course.

CALENDAR AT-A-GLANCE

Discussion comments are due at 10 pm the day before class (Monday). All other assignments are due on Saturday at 10 pm.

Week 1	Sept 10 – 16	Introductions, syllabus, and the mechanics of closely reading a paper	QALMRI Analysis
THEME 1: WHAT MAKES US WHO WE ARE?			
Week 2	Sept 17 – 23	The rise and fall of the Mozart effect (the scientific process in sharp relief)	Discussion comments Newspaper Watchdog
Week 3	Sept 24 – 30	Nature and nurture – How do we know right from wrong?	Discussion comments Grad Student Interview
Week 4	Oct 1 – 7	What’s the best education? (psychology, policy and the real world)	Discussion comments Initial essay ideas
Week 5	Oct 8 - 14	Writing workshop	Focus Paper Also: Individual meetings
THEME 2: THE POWER (AND LIMITS) OF KNOWLEDGE			
Week 6	Oct 15 – 21	Do I know you? Disorders of person perception	Discussion comments Annotated bibliography
Week 7	Oct 22 – 28	Human memory is terrible and yet awesome (fitting together ideas that seem to contradict)	Discussion comments 5 page draft + outline
Week 8	Oct 29 – Nov 4	The wisdom of “crowds”	Discussion comments Also: Peer review prep
Week 9	Nov 5 – 11	Peer review week	Discussion comments
Week 10	Nov 12 – 18	The precognition (ESP) debate	Discussion comments 10 page draft + outline
Week 11	Nov 19 – 20	Writing abstracts and making figures	None
Week 12	Nov 26 – Dec 2	Student Presentations	Soph. Essay Full Draft
Two hard copies of your final Sophomore Essay, along with an evaluation form, are due to the Undergraduate Office (WJH 218) by 4 pm on Dec 10 th . An electronic copy is due to me via email (amschach@fas.harvard.edu) by the same deadline.			

CLASS SCHEDULE

WEEK 1: Introductions, syllabus, and the mechanics of closely reading a paper

1. QALMRI Instructions. (Adapted from: Kosslyn, S.M. & Rosenberg, R.S. (2001). *Psychology: The Brain, The Person, The World*. Boston: Allyn & Bacon.)
2. How to read, critically evaluate, and write research papers. (From: Kosslyn, S.M., & Rosenberg, R.S. (2001). *Fundamentals of psychology: The brain, the person, the world*. New York: Allyn & Bacon.)
3. QALMRI worksheet (don't fill it out, just look it over).
4. Gray, K. & Wegner, D.M. (2008). The sting of intentional pain. *Psychological Science*, 19, 1260-1261.

THEME 1: What makes us who we are? Early development and education

WEEK 2: The rise and fall of the Mozart effect (a.k.a. the scientific process in sharp relief)

1. Rauscher, F. H., Shaw, G. L., & Ky, K. N. (1993). Music and spatial task performance. *Nature*, 365(6447), 611.
2. Nantais, K. M., & Schellenberg, E. G. (1999). The Mozart Effect: An Artifact of Preference. *Psychological Science*. 10(4), 370–373.
3. Schellenberg, E. G. (2004). Music lessons enhance IQ. *Psychological Science*, 15(8), 511–514.
4. Brown, M. (1993, October 14). Mozart makes the brain hum, a study finds. *New York Times*. <http://www.nytimes.com/1993/10/14/us/mozart-makes-the-brain-hum-a-study-finds.html>
5. Goode, E. (1999, Aug 3). Mozart For Baby? Some Say Maybe Not. *New York Times*. <http://www.nytimes.com/1999/08/03/science/mozart-for-baby-some-say-maybe-not.html>

WEEK 3: Nature and nurture – How do we know right from wrong?

1. Bloom, P. (2010, May 5). The moral life of babies. *New York Times*. <http://www.nytimes.com/2010/05/09/magazine/09babies-t.html>
2. Hamlin, J. K., Wynn, K., & Bloom, P. (2007). Social evaluation by preverbal infants. *Nature*, 450(7169), 557–559. (Note: Please also skim the additional online methods.)
3. Warneken, F., & Tomasello, M. (2006). Altruistic helping in human infants and young chimpanzees. *Science*, 311(5765), 1301–1303. (Note: Please also skim the supporting online material.)

WEEK 4: What's the best education? (a.k.a. psychology, policy and the real world)

1. Diamond, A., Barnett, W. S., Thomas, J., & Munro, S. (2007). Preschool Program Improves Cognitive Control. *Science*, 318(5855), 1387–1388. (Note: Please also read the supporting online material.)
2. Diamond, A., & Lee, K. (2011). Interventions Shown to Aid Executive Function Development in Children 4 to 12 Years Old. *Science*, 333(6045), 959–964.
3. Karpicke, J. D., & Blunt, J. R. (2011). Retrieval Practice Produces More Learning than Elaborative Studying with Concept Mapping. *Science*, 331(6018), 772–775.

- Belluck, P. (2011, June 20) To really learn, quit studying and take a test. *New York Times*. <http://www.nytimes.com/2011/01/21/science/21memory.html>
- Schwarz, A. (2012, June 9). Risky rise of the good grade pill. *The New York Times*. <http://www.nytimes.com/2012/06/10/education/seeking-academic-edge-teenagers-abuse-stimulants.html>

WEEK 5: Writing workshop

- Bem, D.J. (1995). Writing a review article for *Psychological Bulletin*. *Psychological Bulletin*, 118, 172-177.
- Carson, S.H., Fama, J.M., & Clancy, K. (2008). *Writing for psychology at Harvard: A guide for psychology concentrators*.

THEME 2: The power (and limits) of knowledge

WEEK 6: Do I know you? Disorders of person perception

- Hirstein, W., & Ramachandran, V. S. (1997). Capgras syndrome: a novel probe for understanding the neural representation of the identity and familiarity of persons. *Proceedings of the Royal Society B: Biological Sciences*, 264(1380), 437–444.
- Colapinto, J. (2009). Brain Games. *The New Yorker*, 8, 76–87.
- Ellis, H. D., & Lewis, M. B. (2001). Capgras delusion: a window on face recognition. *Trends in Cognitive Sciences*, 5(4), pp. 149-156.
- Sacks, O. (2010, August 30). Face-blind. *The New Yorker*, 86, 36-43.
- Sacks, O. (1985). *The man who mistook his wife for a hat*. Please read two chapters: (a) The man who fell out of bed, and (b) The disembodied lady.

WEEK 7: Human memory is terrible and yet awesome (a.k.a. fitting together ideas that seem to contradict)

- Brady, T. F., Konkle, T., Alvarez, G. A. and Oliva, A. (2008). Visual long-term memory has a massive storage capacity for object details. *Proceedings of the National Academy of Sciences, USA*, 105 (38), 14325-14329.
- Lindsay, D. S., Hagen, L., Read, J. D., Wade, K. A., & Garry, M. (2004). True photographs and false memories. *Psychological Science*, 15(3), 149–154.
- Marcus, G. (2008). *Kluge: The haphazard construction of the human mind*. Please read: Chapter 2, Memory.
- Foer, J. (2011). *Moonwalking with Einstein: The art and science of remembering everything*. Please read: Chapter 1.

WEEK 8. The wisdom of “crowds”

- Galton, F. (1907). Vox populi. *Nature*, 75, 450–451. (2 pages)
- Vul, E., & Pashler, H. (2008). Measuring the Crowd Within. *Psychological Science*, 19(7), 645. (3 pages)

3. Lorenz, J., Rauhut, H., Schweitzer, F., & Helbing, D. (2011). How social influence can undermine the wisdom of crowd effect. *Proceedings of the National Academy of Sciences*, 108(22), 9020. (6 pages)
4. Lehrer, J. (2011). When we're cowed by the crowd. *Wall Street Journal*.
5. Blog post: <http://neuroself.com/2011/05/29/jonah-lehrer-is-not-a-neuroscientist/>

WEEK 9. Peer review week

1. Sense About Science. (2006). *I don't know what to believe: Making sense of science stories*. <http://www.senseaboutscience.org/resources.php/16/i-dont-know-what-to-believe>
2. Peer reviewer's comments on the Brady et al. paper from Week 7. Also examine an earlier draft of this same paper for differences, and for the authors' changes based on reviews.
3. A draft of a classmate's Sophomore Essay, in preparation for peer review activities in class.

WEEK 10. The precognition (ESP) debate

1. Bem, D. (2011). Feeling the future: experimental evidence for anomalous retroactive influences on cognition and affect. *Journal of Personality and Social Psychology*, 100, 407-425.
2. Ritchie, S. J., Wiseman, R., & French, C. C. (2012). Failing the Future: Three Unsuccessful Attempts to Replicate Bem's 'Retroactive Facilitation of Recall' Effect. , *PLoS ONE*, 7(3), e33423.
3. Yarkoni, T. (2011.) The psychology of parapsychology, or why good researchers publishing good articles in good journals can still get it totally wrong. <http://www.talyarkoni.org/blog/2011/01/10/the-psychology-of-parapsychology-or-why-good-researchers-publishing-good-articles-in-good-journals-can-still-get-it-totally-wrong/>

Week 11: Writing abstracts and making figures

1. Bernard, P., Gervais, S. J., Allen, J., Campomizzi, S., & Klein, O. (2012). Integrating Sexual Objectification With Object Versus Person Recognition: The Sexualized-Body-Inversion Hypothesis. *Psychological Science*, 23(5), 469–471.
2. Johnson, S. C., Dweck, C., & Chen, F. (2007). Evidence for Infants' Internal Working Models of Attachment. *Psychological Science*.

Week 12. Student presentations on Sophomore Essays

PLAGIARISM

All of the assignments you turn in for this course must be your own, original work. In other words, be careful to avoid anything that could be construed as plagiarism – taking someone else’s work or ideas and passing them off as your own.

- *Severe plagiarism* (“copying”) is the most overt and deceptive form of plagiarism. It involves deliberately presenting someone else’s work as your own. For example, a student might turn in a paper written by another student, or combine blocks of text from published articles or the internet and fail to cite them.
- *Irresponsible plagiarism* (“omission”) is the act of paraphrasing or quoting from a source without giving credit to its creator.
- *Self-plagiarism* (“recycling”) is the act of representing one’s own previous ideas or materials as new and original. For example, a student might turn in all or part of the same paper for more than one course.

All of these actions are unacceptable by University policy, and are dealt with extremely strictly by the Ad Board – so be sure to take the steps outlined below.

How can I avoid plagiarizing?

When in doubt, cite!

- 1) Always cite the source of a finding, idea, or argument that isn’t your own, no matter how much rewording you have done.
- 2) Always put the findings, ideas, and arguments you cite into your own words. If a direct quote is absolutely necessary, put the text in quotation marks and include the relevant page number(s) in your citation.

Hint: Even when you are just compiling ideas into a notes document, include quotation marks and citations. That way, if you later copy-and-paste text from your notes into your paper, it’s easy to remember where the ideas came from, and avoid accidentally mistaking them for your own.

For more information on how to cite others’ work, please consult the Expos Writing with Sources guide: <http://isites.harvard.edu/icb/icb.do?keyword=k24101&pageid=icb.page145319>

For more information on academic integrity, please consult the FAS Handbook for Students: <http://handbook.fas.harvard.edu/icb/icb.do?keyword=k88702&pageid=icb.page516359>

POLICY ON COLLABORATION

Discussion and the exchange of ideas are essential to academic work. For assignments in this course, you are encouraged to consult with your classmates on the choice of paper topics and relevant sources. You may find it useful to discuss your chosen topic with your peers, particularly if you are working on the same topic as a classmate. However, you should ensure that any written work you submit for evaluation is the result of your own research and writing and that it reflects your own approach to the topic.

ACADEMIC ACCOMODATIONS

Students who need accommodations should contact me to discuss and implement satisfactory arrangements for sectioning, course materials, and examinations. Any student needing academic adjustments or accommodations is requested to present their letter from the Accessible Education Office (AEO) and speak with me by the end of the second week of the term. Failure to do so may result in my inability to respond in a timely manner. All discussions will remain confidential, although the AEO may be consulted to discuss appropriate implementation.