

# **PSY 4980/6980/7980 - Scientific Graphics & Writing**

TR 2:30-3:50, UH 5000

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Office Hours T 9-2, by appointment

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Textbooks \*Graduate students only

## Schedule for Fall 2017

- Aug 29 Why Graph
- 31 Bring to class the analysis and graphs based on the data tables provided in Blackboard
- Sep 5 Kosslyn, Ch 1 Eye and Mind  
Tufte, Time Series pp 28-43, Data Density pp 161-175
- 7 Student presentations
- Sep 12 Kosslyn, Ch 2 Choosing a Format  
Tufte, Gridlines and Junk pp 112-121
- 14 Student presentations
- Sep 19 Kosslyn, Ch. 3 Creating a Framework  
Tufte, Data/Ink ratio pp 122-125, Proportion and Scale pp 184-190
- 21 Student presentations
- Sep 26 Kosslyn, Ch 4 Pie Graphs, Divided Bars, Visual Tables  
Kosslyn, Ch 5 Bar Graph Variants  
Tufte, Redesign of the Bar Chart pp126-129, Choice of Design pp178-183
- no class 28 No Class
- Oct 3 Student presentations (Pies, Divided Bars, Visual Tables)
- 5 Kosslyn, Ch 6 Line Graphs and Scatterplots  
Tufte, Redesign of the Scatterplot pp130-137

Schedule for Fall 2017	
Oct 17	Fall Break
19	Student presentations
Oct 24	Kosslyn, Ch 8 “Lies, Damned Lies, and Statistics” Tufte, Graphical Integrity pp 54-77 Do the Blackboard assignment on Frog Abundance for class discussion
26	Student presentations
Oct 31	Learning a graphing program that does your bidding (Kaleidagraph is available but there are others); use the tutorials on your own before the class meets. In class we will practice with the program by <b>graphing the data provided for the cost of candy bars</b> . <b>For future use:</b> Bring to class three journal abstracts that you think are good abstracts and three more that you think are not good. The good and the bad abstracts should each include one abstract from your area of psychology, one from a different area of psychology, and one should be from the natural sciences. Keep these as PDF files because we will discuss them later. Browse through your own journal files and use the online journals from the library.
Nov 2	More graphing practice in class: working through tutorials, trying different layouts, etc
Nov 7	Bring to class a graph of your own data (real or imaginary) for discussion. Also bring a more complex graph of data in your field (or someone else’s field) and we will discuss them in class. <b>For future use:</b> Bring in an abstract for a journal article or poster that you have written. Or, write an abstract for a project on which you are working making up the results and conclusions (we are not concerned with true facts, just how you might present the work).
9	How to Write Badly (lecture) Start reading: Olsen, Introduction, Chapters 5, 6, 7, 8, 9, 10. (you can skip chapters 1-4).
Nov 14	Keep reading Olsen chapters; <b>class topic to be determined</b> Read the three editorials from Science and Nature posted in Blackboard

- 16 Olsen, Chapters 11, 12 (pp 185-195 only), 13, 14.  
In class discussion of the six abstracts you have found. Analyze each one using Olsen's schemes of ABT and AAA (mark these on the abstracts). Does this account for why you did or did not like an abstract? You will turn in the six abstracts at the end of class. Rewrite one of the abstracts you didn't like and be

