

# How to Submit

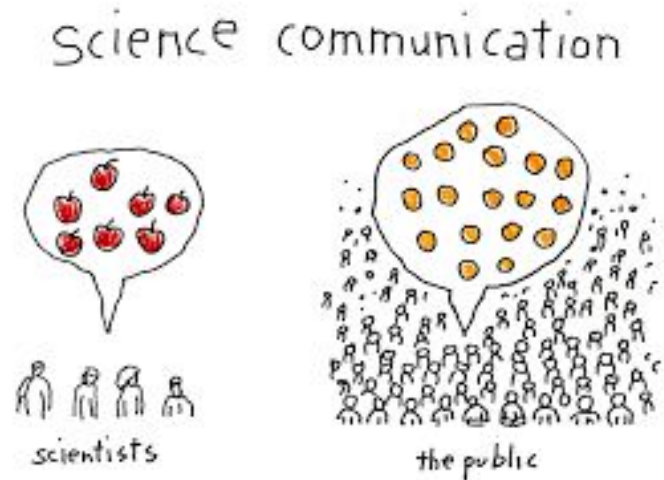


Who are We?

# Agenda

- 1. Concordia's Journal of Accessible Psychology (CJAP)**
  - a. Why write for the public?
  - b. How to write for the public?
    - i. Elements of a science communication article
    - ii. The writing process
    - iii. Removing Jargon (activity)
- 2. Author Guidelines**
  - a. CJAP guidelines
  - b. CJPN Guidelines

# Why write for the public?



- Most academic research is not accessible to the general public!
- But, the public is interested in scientific research. but few accessible sources of academic research.
- Science communication skills are increasingly in demand!
- Getting your research out there! Sell yourself.



# Know your audience, Keep it Simple!

- Target audience guides the complexity of writing
- CJAP: intended for non-specialist educated audience: high school/CEGEP education
  - Avoid jargon and technical terms
  - Readability calculators can be helpful (aim for a grade 8-10 level)  
<http://www.readabilityformulas.com/free-readability-formula-tests.php>
- CJPN: intended for other academics, so the writing will be more complex and technical



# How to start

What do you want to write about?

- Your own research?
- Area of interest?
- Topical/timely controversy?

**Consider:** What is your goal with the article?

- Demonstrate breadth vs. depth
- Grad school
- Etc.





# How to start

Put together the following before you start:

## **\*\*Thesis statement\*\***

- Title
- Hook
- Evidence (3)
- Conclusion



# Title

- Catchy 1 sentence summary of what your thesis statement is - accurate but fun
  - E.g. How to train yourself to find disgusting things less gross
  - E,g, Why the West is weird
  - E.g. Take a paws: How animals learn to inhibit responses
- Strategies to use:
  - Alliteration
  - Strong language (e.g., superlatives)
  - Ask a question
  - Pun/play on words
  - Keep it simple



# Thesis statement - Sandra



In one sentence:  
What do you  
want your reader  
to take away from  
your piece?



Can you support  
this idea with  
evidence?



Must be clear and  
concise

- Guiding principle underlying your whole article - all evidence presented should relate to it

## Examples:

- Mental health services should be covered under universal health care
- Older adults learn and make decisions differently than younger adults do

# Thesis statement

Questions to ask yourself to make your thesis statement:

- Why should we care?
- What does your research lead to?
- Contributions to the real world – why is it so important?

How to get to the core of your argument

- Answering a stream of 'whys'
  - Fine line between enough & too far

# The opening “hook”

- What is going to hook your reader?
  - Pitch your hook to as many people as you can
  - What will catch the eye of most people?
  - Think of what students & profs (all of them!) would be ‘hooked’ by
- This can be: popular trend of the moment, vivid/relatable story, provocative statement, showing impact on humans/society, a question that interests your audience
  - You want the answer to be yes almost 100% of time



# Evidence

- You could have 20 pieces of evidence, but you'll need to select the top 2-4 (usually 3) pieces for you blog.
  - Think of what will appeal to your audience
- Select the strongest and most compelling evidence (not the same as empirically strong)
  - E.g. compelling narrative vs. statistical model
- Possible sources of evidence: statistics, peer reviewed research, personal interviews, case studies, other expert findings, historical evidence, and much more!







# Think of potential criticisms

Some of you could think that being more accepting of themselves could lead to complacency with failure. However, research has been able to demonstrate that self-compassionate people show greater belief and motivation for self-improvement.<sup>3</sup>

Participants in a study by Breines and Chen were asked to think about a weakness or shortcoming that they didn't

- General lit review to see if there IS a prominent opposite view/body of work.
  - If no, move on
  - If yes, summarize it to yourself, integrate into article & counter it if possible or come up with a conclusion about the contradictory evidence (e.g., bilingualism advantage)
- Not always needed, and avoid giving too much space to this
- Note: limitations  $\neq$  criticism! Point out those that are directly relevant only



# Strong conclusion a

- You want to put together a strong and memorable conclusion
- Can include stating your thesis statement, a call to action (think of making your future direction super catchy), relating back to your opening statement
  - Your thesis statement should be evident by reading the conclusion alone
- Have someone else read your conclusion



# The Writing Process

- **You DO NOT need to write sections in order**

- Body of article
  - Conclusion
  - Hook
  - Title
- 
- Body & conclusion – stop, put away– hook & title



- **Befriend Subheaders**

- Why subheaders?
  - Can help you organize your ideas
  - Splits up the body of the article
    - Using subheaders at start vs. end
  - \*Makes writing readable\* – helps digest ideas one at a time
- Crafting Subheaders
  - Outlines your main arguments in an easy-to-scan format
  - Informative enough to draw reader's attention to each section
  - Can pose subheader as question (e.g., what will be answered in that paragraph)
  - Example: "Cognitive Ingredients" of a Successful Lie

# Making Writing Readable

- What makes your article readable?
  - Keeping paragraphs short (3-5 sentences each)
  - Avoid run on sentences
  - Spelling out Acronyms
  - Avoiding Jargon
  - Consistent and Proper Spelling (e.g., behavior vs. behaviour)





# Draft Creation & Editing Process

- After digging into the research and determining what the goal of your submission will be, follow these steps:
  1. Write a first (probably not very good draft) – JUST WRITE !
    - Quantity over Quality
  2. Improve it by removing obvious jargon and using simpler terms
  3. Improve some more by writing shorter and simpler sentences
  4. Compare your draft to your outline to make sure you haven't lost information while making your writing simpler and more concise. Obviously fix this if you have!
  5. Read it through to make sure there isn't too much information (details)
    - Quality over Quantity
- 1. Repeat steps 2-4 as needed
  2. Read it out loud! Have someone else read it and give you feedback on clarity as well as what they understood was the main point of your article
  3. Add subheaders
  4. Put it away for a few days, and then repeat steps 2-6
    - Add your title & hook after you wrote the article and left it for a few days

**Title:** Developmental Underpinnings of Lying

**Hook:** From nonsensical coverups to seamless and convincing false narratives; children get better at lying as they age. From preschool through adolescence, children's cognitive abilities also become more advanced. Could there be a relationship between lying and child development? Researchers suggest lying is the product of our cognitive processes developing. So let's ask ourselves what cognitive abilities do children need to become successful liars?

**Thesis: Statement** Children become successful liars through the development of Theory of Mind and Executive Functions within a social context

### **Evidence**

**Evidence 1:** What cognitive processes are need to successfully lie?

- Inhibition, working memory
- Development of Theory of Mind

**Evidence 2:** Age what age to children noticeably begin lying and why?

- Children as young as 2 can lie but maintaining the lie is poor
- Children aged 7 to 8 can maintain a lie

# Prep Template



# What is Jargon?

- For scientists, jargon is any word or phrase that loses or changes meaning when you use it with people who aren't in your field (or the sciences).
- Common Jargon words in Psychology:

Jargon term	How to translate that for the public
Individual differences	Person to person differences
Mean	Average
Neural mechanism	Brain processes
Between Subjects Design	People were randomly split into two groups ... (describe it!)
Trial	A single run through the test
Control condition	Those who did not get X drug
T-test, ANOVA, Regression, etc.	Just avoid these...

# Avoiding jargon

- Jargon-laden sentence
  - “The present results clearly demonstrate that, even when the home cage intakes are matched, the PR1 reinforcement schedule effectively distinguishes differences in behavior maintained by fat reinforcement induced by intermittent and daily access to an optional fatty food.”  
*Wojnicki et al., 2010 Physiol. Behav.*
- Simple and clear sentence
  - “Rats will work harder to earn a fatty food that is available only sometimes, than they will for a fatty food that is always available.”



- [https://docs.google.com/document/d/1zwwNbX96HYkKGUmIWCoCX1YLNWWYtbboeK0U\\_dqLEdk/edit](https://docs.google.com/document/d/1zwwNbX96HYkKGUmIWCoCX1YLNWWYtbboeK0U_dqLEdk/edit)

- Google doc: each participants highlights jargon (2mins)
- Stop, talk about it
- Google doc: each person comments ways to change jargon (2-3 mins)
- Stop, talk about it

Let's practice:  
Removing Jargon



# Author Guidelines

# Who Is Eligible?



All *undergraduate students* within the *Department of Psychology at Concordia University* or undergraduate students from other universities who have a supervisor or principal investigator part of CRDH, CSBN or CCRH.



Each student will only be allowed to submit 1 article. If many are submitted, only the first submission will be considered for review.





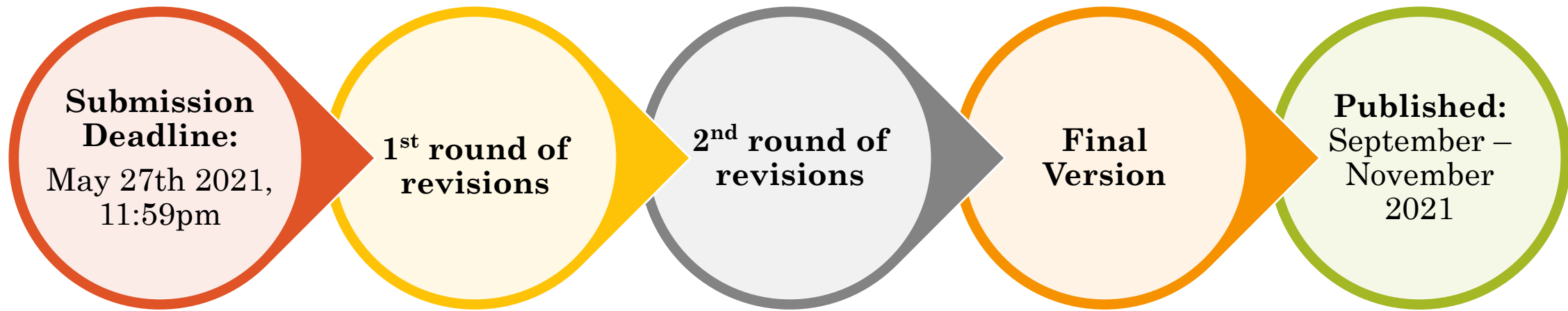
# Awards For Top 3 Articles



- All accepted articles will be considered for a 1st, 2nd, 3rd place prize based on the quality of the work.
- 1st: \$100.00
- 2nd: \$75.00
- 3rd: \$50.00

*Select award recipients will be interviewed for a piece in **Concordia NOW** in September/October 2021!*

# Timeline





# CJAP Author Guidelines

<https://www.concordiapsychjournals.ca/cjap/submit/>



# CJPN Author Guidelines

<https://www.concordiapsychjournals.ca/cjpn/guidelines/>

# Submission Documents

## 1. Article

Check author guidelines for specific article formatting.

**Note:** Only .docx submissions will be accepted.

## 2. Publishing Agreement Document

Please read, print, sign and attach **this document** to your submission along with the article and principal investigator approval document. **Note:** Only .pdf uploads will be accepted.

## 3. Principal Investigator Approval Document

Please read, print, sign and have your supervisor sign **this document**, which is to be submitted along with your article and publishing agreement document.

**Note:** Only .pdf uploads will be accepted.

## 4. Photo/Image

If you take the photograph, make sure all individuals in the photo have given consent to be photographed and are aware these photos will be posted on-line to accompany your article.

If you wish to retrieve an online image, please use website that allows for the free download of images without copyrights such as unsplash.

**Note:** All image formats will be accepted. (Authors may be asked to reformat image or provide a different image by the editorial team).

## 5. Biography & Picture of the Author

All published articles will be accompanied by a photo of the author and a short biography. Your biography should include information on what topic you study at Concordia or what your main field of interest is as well as where you see yourself in the near future (e.g. completing your undergraduate degree, graduate school, a career outside academia, etc.) See the articles page for examples.

**Note:** All image formats will be accepted.





# Questions?

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