

COGS 260 / NEU221 | Communicating Science

Meeting: Winter 2026, Mon 2:00p-3:50p (all times Pacific)

Location: CSB 180

Instructor: Professor Bradley Voytek (<https://voyteklab.com>)

COURSE DESCRIPTION AND OBJECTIVES

Why should anyone care about our research? When so many people are struggling in so many ways, why should anyone want their hard-earned tax money to go to us so that we can study whatever thing it is that we spend all our time doing in our ivory towers?

In this course, we're going to challenge ourselves to make our research relevant, interesting, and worthwhile to as many people as possible. To do this, we'll think about what makes us care about our own work and hopefully rediscover our own joy for what we do. From there, we can build toward inspiring others' curiosity, wonder, and trust.

But we also must be pragmatic: while it would be nice for the joy of science to be sufficient, we also must be able to convince the world that our work *matters* and that we have a product that is worthy of their investment. To that end, we will practice translating complex ideas into clear, compelling stories for audiences ranging from children to policy makers, grounding our research in the motivations – health, happiness, discovery – that make science matter.

Through supportive critique and creative exercises, we'll learn to communicate not just our data, but also our purpose. We'll refine our communicating skills and build confidence by understanding ourselves and our own motivations, tapping into that so that we can connect our research to peoples' lives. By the end of the quarter, each of us should be ready to speak about our science with authenticity and a sense of why our ideas are worth pursuing.

TENTATIVE Course Schedule:

Week	Topic
(1) Jan 5	Social Responsibility
(2) Jan 12	Basics of Public Speaking and your Archetype
(3) Jan 19	NO CLASS (MLK Day)
(4) Jan 26	Communicating Science to Grade-school Students
(5) Feb 2	Communicating Science to College/Grad School Students
(6) Feb 9	Communicating Science to Grant Reviewers
(7) Feb 16	NO CLASS (President's Day)
(8) Feb 23	Communicating Science to Politicians
(9) Mar 2	Communicating Science to the Public

(10) Mar 9	NO CLASS (CNS)
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TENTATIVE Assignments:

- **Week 1:** Ten-One Hundred Challenge
- **Week 2:** Update Ten-One Hundred, and define your Archetype
- **Week 3:** NO CLASS
- **Week 4:** Write a short summary of an interesting article you read this week that can be understood by a grade schooler. You may be graded by a grade school student on clarity and how well they can understand your summary.
- **Week 5:** Before class, write a list of the qualities you've appreciated the most in your professors that you can reference when you teach.
- **Week 6:** Before class, re-read a review paper that really stood out at you as well written and helpful. Make a list of the qualities that made it better than other review papers you've read.
- **Week 7:** NO CLASS
- **Week 8:** Write an NIH grant-style, one-aim abstract for a research proposal. The experiments proposed should be something new that you're not currently planning.
- **Week 9:** Build up your slide deck: hurdles, inspirations, etc.
- **Week 10:** Give a two-minute "elevator speech" about your research to the class that can be understood by the public.

COURSE MATERIALS

- There is no textbook
- All necessary materials will be provided to you

GRADING & ATTENDANCE**There is no Final Exam**

This is (almost) an entirely new class! This means that it's an experiment in progress. What this means for *you* is that the amount of work you need to do will be less in this quarter than in future iterations of this course as I try to get a sense for what a reasonable and useful workload will be. There will be a few readings and exercises that you must do, including a several career development plans.

Lecture Attendance

Attendance is *mandatory*.

If you are sick, or have a planned absence, let the professor know right away! If the absence is valid, you will be excused, and your attendance grade will not be impacted.

Assignments

Assignments will focus on your professional speaking and communication.

Other important information

Class Conduct

In all interactions in this class, you are expected to be respectful. This includes following the [UC San Diego principles of community](https://ucsd.edu/about/principles.html): <https://ucsd.edu/about/principles.html>

This class will be a welcoming, inclusive, and harassment-free experience for everyone, regardless of gender, gender identity and expression, age, sexual orientation, disability, physical appearance, body size, race, ethnicity, religion (or lack thereof), political beliefs/leanings, or technology choices.

At all times, you should be considerate and respectful. Always refrain from demeaning, discriminatory, or harassing behavior and speech. Last of all, take care of each other.

If you have a concern, please speak with Dr. Voytek, your TAs, or IAs. If you are uncomfortable doing so, that's ok! The [OPHD](https://blink.ucsd.edu/HR/policies/sexual/OPHD.html) (Office for the Prevention of Sexual Harassment and Discrimination) and [CARE](https://care.ucsd.edu/) (confidential advocacy and education office for sexual violence and gender-based violence) are wonderful resources on campus.

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CARE: <https://care.ucsd.edu/>

Academic Integrity

Don't cheat.

Cheating and plagiarism have been and will be strongly penalized. If, for whatever reason, Canvas is down or something else prohibits you from being able to turn in an assignment on time, immediately contact me by emailing your assignment by email (bvoytek@ucsd.edu), or else it will be graded as late.

Disability Access

Students requesting accommodations due to a disability must provide a current Authorization for Accommodation (AFA) letter. These letters are issued by the Office for Students with Disabilities (OSD), which is in Pepper Canyon Hall Suite 300. Please contact Dr. Voytek privately to arrange accommodations.

Contacting the OSD can help you further:

858.534.4382 (phone)

osd@ucsd.edu (email)

<http://disabilities.ucsd.edu>