PSYC 5300.001 Psychology Proseminar
Stephen F. Austin State University
Fall 2021
Mondays 4:00pm to 6:30pm
269 McKibben Education Building

Professor:
Dr. Dusty Jenkins
Department of Psychology
Office: 215C McKibben Education Building
Email: jenkinsdd1@sfasu.edu
Phone: 936-468-1432

Professor’s Office Hours:
Mondays 10am-noon
Tuesdays 11am-noon and 1:30-3:00pm
Wednesdays no office hours
Thursdays 11am-noon and 1:30-3:00pm
Fridays 10:00am-noon

Course Books:
• How to write a lot: Practical guide to productive academic writing by Silvia; 2019
• Your graduate training in psychology: Effective strategies for success by Giordano, Davis, & Licht (editors); 2012 (2nd edition)
• Publication Manual of the American Psychological Association (7th edition)
• Other scholarly reading materials will be assigned throughout the semester

Course Description: 3 semester hours. This course will include graduate-level coverage of professional issues in the field of psychology. Students will be introduced to faculty research and will be guided in building professional portfolios and developing individual research interests.

Program Learning Outcomes:

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<th>PLO</th>
<th>Proficiency Level</th>
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<td>The student will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.</td>
<td>Advanced/Mastery</td>
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<tr>
<td>The student will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.</td>
<td>Advanced/Mastery</td>
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<tr>
<td>The student will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.</td>
<td>Mastery</td>
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The student will understand and apply psychological principles to personal, social, and organizational issues.  

The student will value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.

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<tr>
<th>Mastery</th>
<th>Advanced/Mastery</th>
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**Student Learning Outcomes:**
Upon completion of this course, students should have successfully:
- Analyzed the various components that lead to success in psychology graduate programs and careers
- Evaluated several areas of psychology research and developed their own general area of psychological research interest
- Evaluated several areas of psychology-related advanced education and/or career opportunities and set attainable goals regarding future academic or professional pursuit
- Developed a curriculum vitae (CV) and an application letter for a professional position
- Established an effective writing routine which produced a thorough literature review

**What is a seminar class?**
Seminars are typically small, discussion-based classes (as opposed to larger, lecture-based classes). They are best suited for advanced level students who will read assigned materials ahead of time, ponder on the readings, perhaps look up additional information regarding the assigned topic, and who come to class prepared with discussion points and questions based on the assigned topic. Though the professor serves as an overall facilitator of the course, the quality of the course is mostly shaped by the amount and quality of participation from the students. Thus, in order to get the most out of the learning experience students are expected and strongly encouraged to be active participants in the learning process as opposed to being passive recipients of information.

**General Course Policies and Expectations**

**Academic Integrity:** Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty:** Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.
Penalties for academic dishonesty may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university. A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3). Please visit [http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf](http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf) for the complete policy about academic dishonesty.

**Students with Disabilities:** To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 / 936-468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Civility in the Classroom:** You are expected to maintain a classroom environment that is conducive to learning. All students are expected to respect other students and their ideas. Disruptive, distracting, or disrespectful behavior (including but not limit to texting, emailing, or making excessive noise) will not be tolerated. Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom.

**Email Communication:** Students are expected to check their SFA email account at least once per business day. Students will be held accountable for any announcements/class changes sent to their SFA email address regardless of whether student chooses to check their official SFA email. Please use your SFA email account to send email to the course instructor (as opposed to D2L email or your personal email address).

**Late Assignments:** You are expected to turn in all assignments by the due date. However, if you find you will not be able to complete an assignment by the deadline, please email Dr. Jenkins BEFORE the assignment deadline and state how much of an extension you are requesting. She will reply with a new due date. If you do not turn in your assignment by the new extended due date, you will earn a zero on the assignment.

**Note about Communication:** Any information that you share with the professor, intentionally or unintentionally, may be reiterated to other university professionals as necessary (e.g., threats to self or others, certain instances of assault, poor class attendance or academic performance, etc.).
**Student Resources:** SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services  
[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)  
Human Services Room 202  
936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline 1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741

Here are some additional student resources available on campus that you might find of interest:

- Family Crisis Center On-campus Outreach Office, 936.468.7233  
- The Health Clinic, 936.468.4008  
- Food Pantry, 936.468.1088  
- Academic Assistance and Resource Center (AARC), 936.468.4108

**COVID-19 Reporting:**
As of August 4, 2020, all SFA employees and students are required to make a report to the university when they take a COVID test; they should not wait until the test results come back to make the report. See full details about test reporting and other required action steps related to possible or confirmed COVID infection or exposure at [https://www.sfasu.edu/covid19](http://https://www.sfasu.edu/covid19).

**Class attendance:**
You are expected to attend every class. However, if you are ill please stay home and get notes from a classmate. Please follow all guidance from SFA [https://www.sfasu.edu/covid19](http://https://www.sfasu.edu/covid19) regarding COVID procedures.
Your final course grade will be comprised of how well you do on the following:

- Class participation
- CV
- Letter of application for professional position
- Increasing evidence of productivity
- Analysis and goals for academic and professional pursuit
- Effort put toward establishing consistent writing schedule
- Literature review
- Correct application of APA formatting rules
- Final binder: presentation and organization

**Class Participation:** You will be graded heavily on your preparation for and participation during class. You are expected to be on time and present for every class. You are expected to read all assigned chapters and readings before class. Always come prepared to fully engage in discussions regarding the reading materials! Also, throughout the semester various faculty members will visit our class. You are expected to be engaged and professional during faculty visits. Additionally, you will have numerous in- and out-of-class assignments given to you throughout the semester. You are expected to put forth your full efforts to these assignments.

*You will receive separate participation grades for the first and second half of the semester.*

**CV and Letter of Application:** As part of preparing you for your future educational and professional pursuits, we will spend some time developing your curriculum vitae and practice writing an application letter for a professional position. You will get feedback and revise both of these documents before receiving your final grade.

*Place both your initial and final versions in your final binder of materials. Your grade for each will be based on the final versions and how well you incorporated the feedback.*

**Increasing Evidence of Productivity** – To be successful in psychology fields, you need to show evidence of productivity. You will be graded based on the extent to which you have added meaningful activities to your CV over the course of the semester.

*Your final CV will be compared to your initial CV. You will need to highlight the new activities that you have added to your CV.*

**Analysis and Goals for Future Academic and Professional Pursuit:** We will spend some time exploring your educational and future professional pursuits. You will write a typed double-spaced paper that describes your academic and professional goals, and your plans while in graduate school for meeting those goals. Also include a timeline with specific goals indicated. You will be graded on the quality of writing (always!) and convincingly showing that you have put some real thought into assessing and planning for your future goals.

*This will be due in your final binder of materials.*
Effort put toward establishing consistent writing schedule: This class is designed to get you writing instead of just talking about it! You are expected to implement the suggestions in Silva’s book and will be asked to share your writing experiences during class meetings. Your grade will be determined by the professor based on her perception of your effort over the course of the semester. You should also include a typed, double-spaced self-assessment of your writing efforts in your binder. For example, how were you successful, or in what areas did you struggle?

Literature review – You will turn in a 10-15 page literature review on a psychological research topic of your choice that should relate to your overall area of research interests. You should primarily use journal articles (as opposed to books or websites). The paper should be organized logically, use good grammar, and be written in a scientific writing style. It should cover what is known about your topic based on research. End the paper with an analysis of what is missing from the literature. Your literature review will be included in your final binder. You will be graded on how well you met the stated criteria above.

Correct APA Formatting: All citations in your literature review should be in correct APA style.

Final Binder Presentation and Organization – Binders and portfolios are often used in professional settings. Thus, you will be graded on the presentation of your materials. Are they organized and presented in a professional manner? Consider using a table of contents and dividers.

In sum, there are 10 grades in this course. Each will be awarded a score based on a 0-10 scale. The total possible points are 100. The total number of points earned will determine student’s final letter grade (A = 89.5-100; B = 79.5-89; C = 69.5-79; D = 59.5-69; F = 0-59). Final grades are firm.

Withheld Grades: Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. For additional information, go to http://www.sfasu.edu/policies/course-grades-5.5.pdf.

Disputes about Course Grades: In the event of a grade dispute, it is the student’s responsibility to prove that a grade has been calculated incorrectly. Hence, you should always review your graded work, and you should keep a record of all of your graded assignments. Please refer to university policy: http://www.sfasu.edu/policies/final-course-grade-appeals-by-students-6.3.pdf

Please consult with university policy or the instructor if you have questions about anything not covered in this syllabus.
Tentative Class Schedule

PSYC 5300 “Psychology Proseminar” (3 credits) includes graduate-level coverage of professional issues in the field of psychology by introducing students to faculty research and guiding them on building professional portfolios and developing individual research interests. The course typically meets 150 minutes once a week for 14 weeks, includes 150 asynchronous instructional minutes, and meets during the 2-hour final examination period. Students typically have significant weekly reading assignments, writing assignments, and application assignments. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

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<tr>
<th>Date</th>
<th>Activity</th>
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<td>8/23</td>
<td>We will discuss the layout of the course</td>
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<td>8/30</td>
<td>We will discuss being a successful graduate student in psychology. Read Chapters 1 and 2 in Giordano et al.</td>
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<tr>
<td>9/6</td>
<td>Read Chapter 21 in Giordano et al. We will also go over CVs.</td>
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<td>9/13</td>
<td>Initial CV due. We will discuss Chapters 4 and 10 in Giordano et al.</td>
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<tr>
<td>9/20</td>
<td>We will discuss chapters 6, 7, and 8 in Giordano et al. We will also discuss success in academic writing; read the Preface and Chapter 1 in Silva.</td>
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<tr>
<td>9/27</td>
<td>We will discuss the general psychology master’s thesis option. Read Chapters 3 and 20 in Giordano et al.</td>
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<tr>
<td>10/4</td>
<td>We will discuss barriers and strategies for success in academic writing. Read chapters 2, 3, and 4 in Silva.</td>
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<tr>
<td>10/11</td>
<td>We will discuss APA style and academic writing. Read Silva’s Chapters 5 and 6.</td>
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<td>10/18</td>
<td>We will discuss the psychology master’s non-thesis option. Read Chapter 12 in Giordano et al.</td>
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<td>10/25</td>
<td>We will go over presentation skills. Read chapters 15 and 18 in Giordano et al.</td>
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<td>11/1</td>
<td>We will discuss Chapter 23 in Giordano et al. We will go over job search tools and application letters.</td>
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<td>11/8</td>
<td>We will discuss funding/grants; read chapter 19 in Giordano et al.</td>
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<td>11/15</td>
<td>Initial letter of application due. We will discuss assessing academic plans. Read chapters 5 and 22 in Giordano et al.</td>
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<td>11/22</td>
<td>No class. Thanksgiving holiday.</td>
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<tr>
<td>11/29</td>
<td>We will discuss final areas of academic and professional development. Read Chapter 9 in Silva.</td>
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<tr>
<td>12/6 (finals week)</td>
<td>Students will turn in final binder of materials. We will discuss final reflections on writing and plans for achieving academic and professional goals.</td>
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TBA | Opportunities for asynchronous instructional minutes will be announced throughout the semester.

If unforeseen circumstances call for changes to the syllabus, the professor reserves the right to make changes as necessary. Any changes will be announced during class or via email.