**PSYC 5300.001 Psychology Proseminar**  
Stephen F. Austin State University  
Fall 2023  
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 11am-noon  
Tuesdays 11am-noon  
Wednesdays 2pm-3pm  
Thursdays 11am-noon  
Fridays 11am-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 may 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>
</tr>
<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>
</tr>
<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.  

Mastery

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

Advanced/Mastery

**Student Learning Outcomes:**
Upon completion of this course, students should have successfully done the following:

- Analyzed the various components that lead to success in psychology graduate programs and associated careers
- Evaluated several areas of psychology research and developed their own general area of psychological research interest
- Evaluated some potential paths for psychology-related advanced education and/or career opportunities and set specific, attainable goals in pursuit of the chosen future academic or professional goals
- 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**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or
academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Note: In this class, use of artificial intelligence (AI) is not allowed on any assignments.

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/.

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 Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:
The Dean of Students Office (Rusk Building, 3\textsuperscript{rd} floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741

Class attendance:
You are expected to attend every class. However, if you must miss class due to unavoidable circumstances, please make sure to get any announcements, notes, etc. that you miss from a peer.
Your final course grade will be comprised of how well you do on the following:

- Class participation
- CV
- Increasing evidence of productivity
- End-of-semester description of goals and outline of intended steps to continue pursuing those goals
- 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. You should email Dr. Jenkins two discussion points that stem from the set of assigned readings by 1:30pm every Monday, and 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 several 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.*

**Curriculum Vitae (CV):** As part of preparing you for your future educational and professional pursuits, we will spend some time developing your CV. Place your initial graded version of your CV as well as your updated final version of your CV (with new activities) in your final binder of materials. If your final version has not incorporated feedback from your initial CV and/or has not been updated with your recent accomplishments, then your CV grade may be altered.

**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. At the end of the semester, you will write a typed double-spaced paper that describes your intended academic and professional goals. You will also produce an outline specifying your specific plans and a timeline while in graduate school for meeting those goals. You will be graded on the quality of writing (always!) and convincingly showing that you have put some real thought into producing a good plan of action to help you achieve your intended 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 Silvia’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 9 grades in this course.** Each class participation grade is worth 15 points; other assignments will each 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 coursework 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 to compute the grade point average. For additional information, go to [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://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](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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<tr>
<td>8/28</td>
<td>We will discuss the layout of the course</td>
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<tr>
<td>9/4</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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<td>9/11</td>
<td>Read Chapter 21 in Giordano et al. We will also go over CVs.</td>
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<td>9/18</td>
<td>CV due. We will discuss Chapters 4 and 10 in Giordano et al.</td>
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<td>9/25</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 Silvia.</td>
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<td>10/2</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>10/9</td>
<td>We will discuss barriers and strategies for success in academic writing. Read chapters 2, 3, and 4 in Silvia.</td>
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<td>10/16</td>
<td>We will discuss APA style and academic writing. Read Silvia’s Chapters 5 and 6.</td>
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<td>10/23</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>10/30</td>
<td>We will go over presentation skills. Read chapters 15 and 18 in Giordano et al.</td>
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<td>11/6</td>
<td>We will discuss chapters 23 and 24 (chose which one you want to read) in Giordano et al. We will go over job search tools.</td>
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<tr>
<td>11/13</td>
<td>We will discuss funding/grants; read chapter 19 in Giordano et al.</td>
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<tr>
<td>11/27</td>
<td>We will discuss assessing academic plans. Read chapters 5 and 22 in Giordano et al.</td>
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<td>12/4</td>
<td>We will discuss final areas of academic and professional development. Read Chapter 9 in Silvia. Students will turn in final binder of materials.</td>
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<tr>
<td>12/11</td>
<td>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 during the semester. Asynchronous minutes are a part of your class participation grade.

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.