**PSYC 890-003 Professional Seminar, Fall 2019**

**Class Location:** TBD, but mostly SUB 1,3b

**Instructor:** Tyler Shaw

**Office Hours:** By appt

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\*Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions and instructor feedback. Students are responsible for the content of university communication sent to their Mason email account and are required to activate that account and check it regularly.

**Course Description/Goals:** This course is designed for graduate students in the HFAC and CBN programs. Success in your career requires a solid background in your discipline and practical experience. A wide range of "survival skills" also are needed, including the ability to communicate effectively, to find and keep a job, to secure funding, and behave responsibly. The overarching objective of this course is to assist in the acquisition of these essential skills. My goals are for you to develop: (1) strategies for maximizing your graduate school experience, (2) the opportunity to explore multiple career paths, (3) materials and processes that will facilitate job attainment and (4) professional skills (including written and oral presentation skills) that will carry into the professional world and promote success in both academic and non-academic careers.

**Course Structure:** The course consists primarily of three themes. The first theme is *an Introduction to Surviving and Thriving in Graduate School and Beyond*. The second theme addresses *Developing Professional Skills* (such as presentation skills and networking). The third theme is focused on *Professional Activities* (including grant-writing and job applications). I will discuss my own knowledge on the subject (yes I will have slides), but I’d like for courses to be primarily discussion based.

**Textbooks/Readings:**

**REQUIRED –those that are highlighted require purchase**

* [1] *APA’s Ethical Principles of Psychologists and Code of Conduct*. Note that this can be read on APA’s web site ([http://www.apa.org/ethics/)](http://www.apa.org/ethics/code.html%29).
* [2] Giacalone, R. A. (2011). The 5 species of journal reviewers. The Chronicle of Higher Education. Online: <http://chronicle.com/article/The-5-Species-of-Journal/130016/>
* [2] Haggerty, K. D. (2012). How to write an anonymous peer review. The Chronicle of Higher Education. Online: <http://chronicle.com/article/How-to-Write-an-Anonymous-Peer/131475>
* [1] Johnson, B. W., & Ridley, C. R. (2004). *The Elements of Mentoring*. Palgrave Macmillan.
* [2] Koegel, T. J. (2007). *The Exceptional Presenter*: *A Proven Formula to Open up and Own the Room*. Greenleaf Book Press. <https://www.amazon.com/s?k=The+Exceptional+Presenter%3A+A+Proven+Formula+to+Open+up+and+Own+the+Room&i=stripbooks&ref=nb_sb_noss> (about 13 bucks)
* [1] Silvia, P. J. (2007). *How to Write a Lot: A Practical Guide to Productive Writing*. American Psychological Association. <https://www.amazon.com/How-Write-Lot-Practical-Productive/dp/1591477433> (about 4 bucks--1st edition is OK)

**RECOMMENDED**

* Campion, M. A. (1993). Editorial: Article review checklist: A criterion checklist for reviewing articles in applied psychology. *Personnel Psychology*, *46*, 705-718.
* Campion, M. A. (1997). Editorial: Rules for references: Suggested guidelines for choosing literary citations for research articles in applied psychology. *Personnel Psychology*, *50*, 165-167.
* [1] Darley, J. M., Zanna, M. P., & Roediger, H. L. (2004). *The compleat academic: A career guide*. (2nd Edition). Washington, D.C.: American Psychological Association.
* Fine, M. A., & Kurdek, L. A. (1993). Reflections on determining authorship credit and authorship order on faculty-student collaborations. *American Psychologist, 48*, 1141-1147.
* Geletkanycz, M. & Tepper, B. J. (2012). Publishing in AMJ–Part 6: Discussing the Implications, Academy of Management Journal, 55, 256-260. <http://mobile.ethicist.aom.org/uploadedFiles/Publications/AMJ/FTE-Implications.pdf>
* Grant, A., & Pollock, T. (2011). Publishing in AMJ-Part 3: Setting the hook. Academy of Management Journal, 54, 873-879. <http://journla.aomonline.org/amj/editorials/FTE-SettingTheHook.pdf>
* Keller, P. A. (1994). *Academic Paths.* Lawrence Erlbaum Associates. Hillsdale, NJ.
* Kosslyn, S. M. (2007). *Clear and to the point: 8 psychological principles for compelling powerpoint presentations*. Oxford Press.
* Newhouse, M. (1997) *Cracking the Academic Nut: A Guide to Preparing for Your Academic Career.* Harvard College.
* Newhouse, M. (1993). *Outside the lvory Tower: A Guide for Academics Considering Alternative Careers.* Harvard College.
* Oetting, E. R. (1992). Ten fatal mistakes in grant writing. In A. E. Kazdin (Ed.). *Methodological issues and strategies in clinical research* (p. 739-748). Washington, D. C.: American Psychological Association.
* On Being a Scientist: Responsible Conduct in Research. National Academy Press, Washington DC, 1995.
* Perlman, B., McCann, L. I., & McFadden, S. H. (Eds.). (2002). *Lessons learned: Practical advice for the teaching of psychology*. Washington, D.C.: American Psychological Association.
* Rheingold, H. L. (1994). *The psychologist’s guide to an academic career.* Washington, D. C.: American Psychological Association.
* Smith, D. (2003a). Five principles for research ethics. *APA Monitor, 34* (1), 56-60.
* Smith, D. (2003b). What you need to know about the new code. *APA Monitor, 34* (1), 62-65. Available online at <http://www.apa.org/monitor/jan03/newcode.html>
* Sparrowe, R. T., & Mayer, K. J. (2011). Publishing in AMJ-Part 4: Grounding hypotheses. Academy of Management Journal, 54, 1098-1102. http://journals. aomonline.org/amj/editorials/FTE-Grounding.pdf
* Sternberg, R. J. (2000). *Guide to publishing in psychology journals*. Cambridge, U.K.: Cambridge University Press.
* *Surviving and Thriving in Academia: A Guide for Women and Ethnic Minorities*. American Psychological Association, 1998.
* Zhang, Y., & Shaw, J. D. (2012). Publishing in AMJ-Part 5: Crafting the methods and results. Academy of Management Journal, 55, 8-12. http://journals. aomonline.org/amj/editorials/FTE-Crating.pdf

**COURSE REQUIREMENTS/ASSIGNMENTS/ACTIVITIES**

**Assignments**

A *tentative* listing of reading and project assignments is shown in the schedule below. Readings should be read *before* class the week they are listed. Descriptions of the weekly projects will be discussed in class, along with due dates (generally, assignments will be due at the next class meeting). Due dates may vary from the syllabus depending on how long lectures run. Assignments should be turned in **on paper** the day they are due in class unless it is a discussion board item. Assignments will be graded on a satisfactory/not satisfactory basis.

**Final Exam**

There will be no final exam for this class.

**Attendance**

You are responsible for all information from each class meeting, including dates when assignments are due, information not contained in the text, etc. If you miss a class, you should borrow notes from a classmate and/or download the slides and assignments from Blackboard. More than one undocumented absence from the class will constitute grounds for an unsatisfactory grade in the class.

**Class Cancellation**

In the event that the instructor cannot make it to class (e.g., due to illness), he will email class members to notify you of the cancelation. In the event that the university cancels classes (e.g., for weather), the instructor assumes that you will receive this notification by email, text, or checking either the university website or the information line (703-993-1000). Missed classes will be made up through online lectures and/or exercises. They will be made available on Blackboard and students will receive notification when they are uploaded by email.

**Electronic Distribution of Course Information:**

On-line materials for this class can be accessed through Blackboard (http://courses.gmu.edu). Course materials and handouts are/will be available from this website. Such materials include, but are not limited to, the syllabus, copies of the Powerpoint slides used in class, additional class readings, guidelines/instructions for assignments, and class discussions.

**Grading Policy**

This is a small graduate seminar that requires active discussion and contribution from each member of the class. The course will be enhanced greatly if we can all benefit from each individual student’s ideas, questions, suggestions, and expertise. While you will receive a grade for this course, it’s essentially a pass/fail. If you pass, you get an A. If you fail, you get a C. I don’t anticipate circumstances where students can somehow fall in the middle. Show up, be engaged, ask questions, talk about what you like and don’t like, etc. Note that more than one absence from any given module in the class will constitute grounds for an unsatisfactory grade in the class.

***University Honor policy*:**

***Academic dishonesty in any form will not be tolerated****.* I will deal with academic dishonesty in accordance with George Mason University’s Student Code of Conduct. I recommend that you familiarize yourself with the policies set forth by GMU. The instructor for this course reserves the right to enter a failing grade to any student found guilty of an honor code violation.

***Special needs*:**

Every effort will be made to accommodate students with a disability or special needs. If you are a student with a disability and you need academic accommodations, please both myself and contact the Disability Resource Center (DRC) at 703-993-2474.  All academic accommodations must be arranged through that office.

**Course Schedule**

Topics, readings, and *assignments* **tentatively** follow the schedule below. Due dates for class assignments will not change, but dates for seminar topics might. *All assignments are due at the beginning of class on the due date*. Extensions will not be granted. Five percent will be deducted for every day an assignment is late.

***Important Dates***:

Fall **session start/end: August 26 – December 7, 2019**

**Final exam: TBD**

**Last Day to Add- September 3**

**Last Day to Drop without penalty- September 9**