**PSYC 890-DL2 Professional Seminar, Fall 2021**

**Class Location:** Online (asynchronous)

**Instructor:** Tyler Shaw

**Office Hours:** Wed 11a-12p

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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 program. 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:** This class is completely online. The course consists primarily of five themes, and the course content is broken up into 5 corresponding modules. The first theme is *an Introduction to Surviving and Thriving in Graduate School and Beyond*. The second theme deals with *Mentoring, teaching, and presenting in front of an audience.* The third theme addresses *Research Projects and Ethics*. The fourth theme focused on *Establishing your professional identity* (including CV and website development, and networking). The final theme has to do with Grants and grant writing. In the lectures, I will discuss my own knowledge on the subject, and things that I have gathered from other professions from academia and beyond. I’ve been in the game for a while so you can trust that I know what I’m talking about.

**Finding Course Materials:** The delivery mechanism for this course will be Blackboard. All course materials will be disseminated online. Most of the relevant videos will be in course content, separated according to modules. Quizzes (untimed, and open lecture/book) will be available in the “Assignments” tab in blackboard.

**Textbooks/Readings:**

**REQUIRED**

* [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 can be read before or after the lecture material*.* Descriptions of the weekly projects are discussed in videos, along with due dates.

**Quizzes**: Close to every week, there will be a quiz. This will be the most common assignment. The quiz is open note/lecture and untimed. Rather than being evaluative, they are designed to be instructional, and the questions will highlight the learning objectives and important points that I wanted you to capture for that section.

**Assignments:** There will be assignments, specified in the course schedule below. On the days that you must turn something in or upload a file, there will be a submission link under the “Assignments” tab in Blackboard.

**Final Project:** Your final project, which is due the last week of class, is to develop a fully functioning website. Importantly, this does not mean that it has to go live before the end of the semester (you should do that when you are happy and satisfied with the content), but it has to be as comprehensive as you can make it by the end of the semester. Then, as you go through your graduate career, you can gradually add content as you gain more experience.

*Grading policy*:

The final grade will be calculated by summing the above percentages, with 100% as the highest possible total grade. Letter grades will be assigned based on the standard format (scores of .5 and above are rounded up, anything below .5 is rounded down):

A 93%-100%; A- 90%-92%; B+ 87%-89%; B 83%-86%; B- 80%-82%; C 79 and below

**Final Exam**

There will be no final exam for this class.

**Attendance**

Clearly, there will be no attendance policy, but mind the due dates. You are responsible for all information from each video, including dates when assignments are due, information not contained in the text, etc.

**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.

***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 are subject to change at the discretion of the instructor. *All assignments at the end of the week (Sunday)*.

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| --- |
| Module 1: Introduction to Surviving and Thriving in Graduate School  |
| Date | Topic | Reading (Due) | Assignments/Projects |
| **Week 1****Aug 23-27** | Surviving & Thriving in Graduate School* Transitioning from undergrad
* Time management & work-life balance
 | None (Just lecture videos) | Week 1 Quiz |
| Week 2Aug 30-Sep 3 | Surviving & Thriving in Graduate School* Reading journal articles
* Reviewing journal articles
* Review Process
 | <https://www.chronicle.com/article/the-5-species-of-journal-reviewers/> | 1. Write a review (article on blackboard)
 |
| Week 3Sep 6- Sep10 | Surviving & Thriving in Graduate School* Basic writing skills
* The peer-review publication process
* Determining authorship
 | A chapter in Silvia’s How to Write a lot1. Fine & Kurdek (1999)
 | 1. Summarize 1 chapter in Silvia’s *How to write a lot*
 |
| **Module II: Getting Mentoring, strategies for teaching, and presentations** |
| Week 4**Sep 13- Sep 17** | Mentoring and Teaching (Mentoring)* Establishing & maintaining mentoring relationships
 | <https://www.apa.org/gradpsych/2014/01/mentee-mentor> | 1. Week 4 quiz
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| Week 5Sep 20 - Sep 24 | Mentoring and Teaching (Presentation Skills)* Developing content
* Developing supporting materials
* Preparation
 | What 5 Master Presenters do. See Blackboard | 1. Week 5 Quiz
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| **Week 6****Sep 27 - Oct 1** | Mentoring and Teaching (Teaching)* Syllabus
* Developing and Delivering Lectures
 | Synopsis: What the best teachers do (see blackboard) | 1. Week 6 Quiz
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| **Module III: Research Projects and Ethics** |
| Week 7**Oct 4 - Oct 8** | **HFES: NO CLASS** |  |  |
| Week 8Oct 11 - Oct 15 | Research Projects* Developing research ideas

Managing projects* Thesis and Dissertation Planning
 | None (Just lecture videos) | 1. Week 8 Quiz
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| Week 9**Oct 18 - Oct 22** | Ethics* Research Ethics
* Professional Ethics
 | Smith, D. (2003a). Five principles for research ethics. *APA Monitor, 34* (1), 56-60. | 1. Week 9 Quiz
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| Module IV: Establishing your professional identity |
| Week 10**Oct 25 - Oct 29** | Professional Identity * Career paths
* Finding Jobs
* Gap analysis
 | None (Just lecture videos) | Perform a Gap AnaysisUpload a copy of your CV/Resume |
| Week 11**Nov 1 - Nov 5** | Professional Identity (selling yourself)Developing a CV* The importance of having your own website
 | Example resumes/CVs on blackboard | 1. Week 11 quiz
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| Week 12**Nov 8 - Nov 12** |  Professional Identity( Developing Professional Skills)* Networking
* The elevator pitch
 | <https://www.youtube.com/watch?v=aDt6cukCz7k> | 1. Deliver an elevator pitch and upload to blackboard
 |
| Week 13**Nov 15 - Nov 19** | Professional Identity (getting the job)* Applying
* Interviewing

Negotiating salary and bennies | None (Just lecture videos) | 1. Week 13 quiz
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| Module V: Grants |
| Date | Topic | Reading  | Projects (Due) |
| Week 14**Nov 22- Nov 26** | Grants: Winning research sponsorship/finding sources of support* Why you should apply for grants
* Where you should look
 | None (Just lecture videos) | Week 14 Quiz |
| Week 15**Nov 29 - Dec 3** | Grants: Putting the proposal together* Writing the content
 | None (Just lecture videos) | Upload a link to your completed Website (final project) |

***Important Dates***:

Fall **session start/end: August 23 – December 4, 2019**

**Final exam: none**

**Last Day to Add- August 30**

**Last Day to Drop without penalty- September 7**