

**Course Code & No. - Section:** PSYC 480 – Section 1  
**Course Title (Credits):** Publication Seminar  
**Term & Year:** Spring / 2015  
**Course Ref. No. (CRN):** 10031

**Instructor:** Christina Frederick, Ph.D.  
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**Office:** PL 305  
**Office Hours:** M 10:00 am - 11:00 am  
T 2:00 pm - 4:00 pm  
W 10:00 am - 11:00 am  
4:00 pm - 5:00 pm  
**Class Meeting Time:** MW 11:30 am – 12:45 pm  
**Location:** TCES 141

**Prerequisites (from Catalog):** PSYC 415, by invite only  
**Corequisites (from Catalog):**

## COURSE DESCRIPTION

This course examines the publication process from the academic perspective, as well as in practice. Students will compose a publishable research paper detailing their research. Toward this end, they will review publication history and publication requirements in journals of their interest. This paper will be submitted for publication in at least one undergraduate research journal and at least one traditional, peer-reviewed, psychological journal focusing on content related to their field of study. A complimentary focus of this class is professional preparedness, thus, additional topics include emphasis of APA style requirements for publication and formation of an academic curriculum vitae for graduate school and career purposes.

## STUDENT OUTCOMES

Upon successful completion of this course, a student will be able to:

1. Write a publishable psychological research paper for an undergraduate research journal or peer-reviewed psychology journal
2. Knowledgeably research and present at psychological conferences
3. Develop a presentable and impressive academic curriculum vitae or resume
4. Display proficiency in written and verbal communication within the field of psychology
5. Demonstrate proficiency in the use of APA style

## METHODS OF ASSESSING STUDENT OUTCOMES

Student outcomes will be assessed using the following:

1. Class attendance and participation
2. In-class writing activities
3. Written take home assignments
4. Class presentations (content, instructor skills, and professionalism)
5. Quality and publishability of final paper produced

## INSTRUCTIONAL STRATEGIES

This class will include mini-lessons from the instructor and enrolled students. Inquiry learning, in-class discussions and student presentations on instructor generated topics, videos, homework assignments, and workshop of a publishable paper will be emphasized. Learning will be independent, in assigned pairs, or in small groups.

**REQUIRED TEXTS AND MATERIALS**

1. *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). (2010). Washington, DC: American Psychological Association. (ISBN: 1-4338-0561-8)
2. Sternberg, R.J. (Ed.). (2000). *Guide to publishing in psychology journals*. New York, NY: Cambridge University Press.

**RECOMMENDED TEXTS AND MATERIALS**

3. Other supplemental readings provided in class or sourced from Prim Library

**ATTENDANCE**

Attendance and participation are essential to the learning process. Students are expected to attend all required scheduled meetings ON TIME and provide NO interruptions (e.g., cell phones, facebook, etc.). Attendance will be recorded at the *beginning* of each class. You are expected to be on time as well as stay for the entire period. Roll will be taken every day. If you choose not to attend class, arrive tardy, or depart early, you will be at an academic disadvantage.

This class includes several focused workshop days, some will generally apply to all students and some will be focused review of individual papers. The syllabus class schedule indicates these dates. Days scheduled for focused review of individual papers require attendance of only the individual whose paper will be reviewed in focus that particular day. If you are not required to be in attendance, the intention is you spend this time working on your draft of your publishable paper for your own review or incorporate feedback from an earlier review workshop related to your research paper.

This is a seminar course and expectations of students are high. Learning is independently motivated and defined by student need. Professionalism is expected and subject matter expertise is developed.

Points are available based on your attendance and participation. You will lose points for any missed classes (or any portions thereof). Excused and unexcused absences are BOTH considered an absence from class and are counted toward the total number of absences in the course. Excessive tardiness and/or repeated disrespect of classroom rules (e.g., use of cell phones) will be penalized by a reduction of your final attendance/participation score.

Being late may cause you to miss important announcements and class material. If you arrive late, *it is your responsibility* to be sure you have been counted present for the day before leaving. Additionally, *you must see me before leaving class to be counted present for the day*. If/when you miss class, you remain responsible for notes and handouts (see a classmate for notes; see me for handouts). I urge you to attend office hours in the event of a missed class. Missing even one class session could significantly impact your grade.

I will adhere strictly to university policy regarding grade assignments for excessive missed classes.

**RESEARCH PROJECT**

This course requires simultaneous or previous completion of a research project involving human or animal participants with approval granted from Sierra Nevada College's Institutional Review Board (IRB). In this class, you will continue to develop your discussion of previous research within your introduction, method, and discussion and incorporate this information into your publishable paper.

**CLASS REQUIREMENTS**

1. Attendance: See Attendance section (*above*) and specific reference to attendance in the grading policy (*below*).
2. Reading: Students are expected to do the assigned reading *before* class meets to ensure preparation for discussions and learning activities.
3. Participation: Thought questions, discussions, and in-class activities may provide opportunities for students to earn participation points throughout the semester.
4. Student Presentations: To be completed with the purpose of instruction and engagement. It is your responsibility to be the expert and, when presenting on a given topic related to publication, it is your responsibility to thoughtfully and completely explain the issue of interest to other students in attendance.
5. Assignments: Students are required to turn in all assignments and take quizzes on the scheduled dates. NO makeup quizzes or late submissions will be allowed without prior consent from the instructor.

6. Research Paper: Each student *must* submit their paper to at least one undergraduate research journal and one traditional, peer reviewed, psychology journal in a field of interest related to their study by scheduled date indicated on the syllabus.
7. ALL cell phones are to be turned off or silenced prior to entering the classroom. Cell phones are *not* to be used for any purpose (e.g., talking or texting). If I see a cell phone I will ask you to put it away; if I see the phone a second time, you can pick it up from me at the end of class and you forfeit your participation credit for the day. If there is a major emergency requiring cell phone use, please exit our classroom immediately and do not return during the class period. In this case, even if this occurs in the last 5 minutes of class, you will forfeit your attendance and participation credit for the day. This absence will be treated like any other; the student will not be excused from any work due to the missed class.
8. Computer use restricted to that pertinent to class *only* (i.e., no facebook, no twitter, YouTube, etc.). Consequences are dire and Dan O'Bryan-esque.

## INFORMATION LITERACY STATEMENT

Using the library's resources effectively (not just the Internet) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments.

## SIERRA NEVADA COLLEGE LIBRARY

**Library Director** ∞ **Betts Markle** ∞ **emarkle@sierranevada.edu** ∞ **(775) 881-7511**

If you have questions or problems, please contact the library at library@sierranevada.edu. The staff is happy to help you reach your educational goals!

LOGIN information for SNC Prim Library Electronic Databases: <http://libguides.sierranevada.edu/library>

When you need to access SNC's licensed database content from off campus, you will use your first initial and your last name as the username and your 9 digit student ID number as the password.

## SANCTIONS FOR CHEATING AND/OR PLAGIARISM

Plagiarism is defined as, "passing off a source's information, ideas, or words as one's own by omitting to acknowledge the sources." (Teuber & Andres, 1999). This refers to all sources of information; including the Internet.

To avoid plagiarizing, a good rule is to use quotation marks whenever a string of three or more words is copied from another source (e.g., when taking notes from a journal article). Simply paraphrasing and citing a source may not be enough to avoid plagiarizing, however. For example, one of the paragraphs in a paper might be a close paraphrase of a paragraph from another source. Even if the source is cited, the structure of the original source has been plagiarized! Starting with an outline of arguments to be included in a paper and then using information from other sources to back up these arguments should help one avoid plagiarizing in this manner.

Any form of cheating, plagiarism and/or unauthorized use of anything other than the student's own resources will not be tolerated. To be clear, unless explicit written or verbal instructions indicate otherwise, exams and assignments are to be completed individually (i.e., without any collaboration). The instructor will pursue the maximum disciplinary action against the student violating this protocol. I have a strict no tolerance policy. Additionally, if you are caught cheating, you will earn an automatic 0 on that exam/assignment/etc.

Some examples of cheating include, but are not limited to, copying from a classmate's work during an exam, turning in work that is not your own, and using any unapproved aid during an exam.

Both intentional and unintentional plagiarism, as well as any suspicion of cheating, will be reported to the Vice President of Academic Affairs/Provost. I strongly encourage all students to meet with me to discuss this issue before turning in written work.

*No ball caps, cellular telephones, pagers, earbuds, headphones, extraneous paper, notes, etc. are permitted during any and all periods of assessment (e.g., exams, quizzes, in class assignments, etc.). If I spot one of these present (even if you are not using it) during an unapproved period, you will take an automatic 10% reduction on the assessment in question. In the case I witness the use of such unapproved apparatus, you will receive a 0. Yes, this means you will need to use a watch rather than your cell phone for the time.*

## THE HONOR CODE

Our faculty believes students must be held to high standards of integrity in all aspects of college life to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

## CONSEQUENCES OF VIOLATING THE STUDENT HONOR CODE

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

- 1<sup>st</sup> Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 2<sup>nd</sup> Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 3<sup>rd</sup> Offense: Student is expelled.

## GRADING POLICY

1. Attendance & Participation:  
Points are available based on your attendance and participation. Additional attendance points are awarded on individual focus days. Refer to the Attendance section above for details regarding my expectations. You will lose points for any missed classes (or any portions thereof) and any days for which you are viewed to not be participating in group or class discussions (e.g., on your cell phone).  
*These are the easy points, get them all. =>*
2. Assignments, Presentations, and Quizzes:  
This class incorporates assignments, presentations, readings, and quizzes. *There are no make-ups.* This course is student driven and excellence in research, presentation, and professional preparedness is required. Budget your time to complete written assignments by their due date and attend required classes at all times, particularly activity days. *Late assignments will not be accepted.* Do not submit assignments via email unless you have received prior approval or the request has been made. If you know you will miss class where an assignment is due, have a classmate turn in for you (hardcopy or e-mail) or email it to me on time before the start of class (time stamp) and bring the printed copy (for grading) when you return. For presentations, schedule around any predictable absences as there may be no opportunity for makeup.
3. Research Paper:  
The goal of this course is to compose a publishable paper. The quality of your paper will be assessed by your instructor, improved with multiple independent revisions, peer-feedback, and the response of academic journals to whom you submit your paper for publication. Note, while publication is not required, submission to one undergraduate and one traditional psychology journal is required. The journal's response to your paper (content, format, APA, timing, professionalism, etc.) will be incorporated into your grade.

This project represents the majority of your grade in this course.

4. Final Grades: Based on the number of points earned from quizzes, assignments, presentations, readings, research paper, publication submissions, class participation, and attendance.
5. Grading scale: Grades will be assigned on a strict percentage scale and are *non-negotiable*.

A+ : $\geq 99\%$	B : 82.1 – 87.9%	C- : 70.0 – 72.0%
A : 92.1 – 98.9%	B- : 80.0 – 82.0%	D+ : 68.0 – 69.9%
A- : 90.0 – 92.0%	C+ : 78.0 – 79.9%	D : 62.1 – 67.9%
B+ : 88.0 – 89.9%	C : 72.1 – 77.9%	D- : 60.0 – 62.0%
		F : $< 60.0\%$

## ADA ACCOMMODATIONS

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 (x7534), [hconover@sierranevada.edu](mailto:hconover@sierranevada.edu), or go to the OASIS offices on the third floor of Prim Library during the first week of the semester.

Please inform me as soon as possible if you have a professionally diagnosed and certified disability. Be sure to obtain the proper paperwork and inform me of any required accommodations at least 72 hours *before* scheduled exams, quizzes, papers, assignments, etc. Depending on the type of accommodation, time may be required for me to meet your needs (e.g., private room for exams).

## THE SNC EMAIL SYSTEM

The SNC email system is the official communication vehicle among students, faculty members and administrative staff. It is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

## THE MISSION STATEMENT

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.

## THE CORE THEMES

Liberal Arts

Professional Preparedness

Entrepreneurial Thinking

Sustainability

**CLASS SCHEDULE**

<b>DATE</b>	<b>TOPIC</b>	<b>READING</b>	<b>ASSIGNMENTS/ACTIVITIES</b>	<b>OTHER</b>
Wed. 1/21	1. Introduction 2. Purpose 3. Student project summaries	Sternberg (2000) Ch 1 & 3	Verbal project summary <b>DUE</b> (5 points)	
Mon. 1/26	1. Student presentations on current condition of manuscript (MS) 2. Assign APA sections for presentations 3. Sternberg Chapters 1 & 3	Sternberg (2000) Ch 1 & 3	Turn in current MS (paper) with an APA style cover page including: (a) explanation of progress, (b) missing sections/information, (c) identification of two strengths, and (d) identification of two weaknesses in your paper. This commentary should be present in the author note section. Your presentation will be verbal but the written version is required for tracking, prioritization of duties, and grading. <b>DUE</b> (20 points: 10 points written, 10 points verbal)  Block (syllabus like) Writing Strategy/Schedule <b>DUE</b> (5 points)	<i>Sections to Assign</i> 1. Editorial Process (peer review, MS accept/reject) & Author Responsibilities 2. Preparing MS for Submission & Ethical/Legal Requirements 3. Publisher Policy Requirements, Working with Publisher with Accepted, & Checklist  <i>Last day to drop with 100% refund</i>
Wed. 1/28	1. APA Manual Presentation Workshop	APA: Ch 8	Publication Process (APA, Ch 8)  Assign coverage of APA Manual (Chapter 8 and Appendix) among students  <i>Workshop your APA presentation</i> (include relevant content and engaging activity; with presentation, submit (a) outline or ppt of presentation content, and (b) 6 potential quiz questions—3 closed ended, 3 open ended—with key)	<i>Bring APA Manual</i>
Mon. 2/2	1. APA Manual Presentations 2. Discussion 3. Review missing info from MS and create strategy for completion ( <u>note</u> : focus dates are due dates for <i>fully</i> updated drafts)	APA: Ch 8	Presentation Topics: Editorial Process & Author Responsibilities <b>DUE</b> (10 points)	
Wed. 2/4	1. APA Manual 2. Discussion 3. Review missing info from MS and create strategy/schedule for completion (con't)	APA: Ch 8	Presentation Topics: MS Submission & Ethical/Legal Requirements <b>DUE</b> (10 points)	
Mon. 2/9	1. APA Manual 2. Discussion 3. Writing Strategy/Schedule (this is a live document and will be edited as necessary) 4. Assign Cover Letter	APA: Ch 8	Presentation Topics: Publisher Policy Requirements, Working with Publisher when Accepted, & Checklist <b>DUE</b> (10 points)	<i>Distribute JARS article</i>

Wed. 2/11	<ol style="list-style-type: none"> <li>1. APA Manual Ch 8 Quiz</li> <li>2. APA Manual Appendix</li> <li>3. JARS article</li> <li>4. Discuss journal type(s) of interest for submission</li> <li>5. Approve journals for presentation in next class to ensure variety</li> </ol>	APA: Appendix	<p><b>APA Manual Ch 8 Quiz</b> (10 points)</p> <p>JARS/MARS (APA Manual Appendix and suppl. JARS article)</p> <p>Undergraduate Research Journal Samples (Stanford, Yale, etc.)</p> <p>Visit Library Stacks (exposure to breadth of Psychology journal topics)</p>	
2/16	<i>College Closed</i>			<i>President's Day</i>
Wed. 2/18	<ol style="list-style-type: none"> <li>1. JARS reflection</li> <li>2. Student reports on journals in field of interest</li> <li>3. Attempt to narrow field</li> </ol>		<p>Reflect on the JARS/MARS readings/discussion. Write 1-2 paragraph(s) discussing the relevance of these readings to your writing/publishing experience. <b>DUE</b> (5 points)</p> <p><i>Round Table Discussion</i></p> <p>Each student presents on <i>one</i> undergraduate and <i>one</i> traditional peer reviewed journal, their mission, editorial board composition, content, and submission guidelines/requirements/deadlines. Bring one journal article from each journal discussed. <b>DUE</b> (10 points)</p> <p>First draft of journal cover letter <b>DUE</b> (5 points)</p>	
Mon. 2/23	<ol style="list-style-type: none"> <li>1. Discuss benefits, relation in content, relevance, standards, etc. for each journal presented</li> <li>2. <i>Identify</i> field of interest</li> <li>3. Sternberg's Guide to Publishing in Psychology Journals</li> </ol>	<p>Peruse journal articles submitted by fellow students for appropriateness</p> <p>Sternberg (2000) Ch 4 &amp; 5</p>	<p><i>Round Table Discussion</i> (repeat if necessary)</p> <p>Each student presents on <i>one</i> undergraduate and <i>one</i> traditional peer reviewed journal, their mission, editorial board composition, content, and submission guidelines/requirements/deadlines. <b>DUE</b> (10 points, if repeated)</p> <p><i>Identify and commit</i> to field of interest</p> <p>Discuss Sternberg (2000) reading</p>	

Wed. 2/25	<ol style="list-style-type: none"> <li>1. <i>Identify</i> and commit to one UG and one traditional peer-reviewed journal to which you will submit</li> <li>2. Revisit/revise/incorporate journal decision into schedule of writing</li> <li>3. Sternberg's Guide to Publishing in Psychology Journals</li> </ol>	<p>Peruse journal articles submitted by fellow students for appropriateness</p> <p>Sternberg (2000) Ch 6 &amp; 10</p>	<p>3 paragraphs detailing your rationale for selection of (a) field of interest, (b) UG research journal, and (c) traditional peer-reviewed journal <b><i>DUE</i></b> (10 points)</p> <p>Continue discussion of Sternberg (2000)</p>	
2/26 – 2/27				<i>Junior Proficiency Test</i>
Mon. 3/2	<ol style="list-style-type: none"> <li>1. Sternberg's Guide to Publishing in Psychology Journals</li> <li>2. Work on MS</li> </ol>	Sternberg (2000) Ch 7, 8, & 9	<p>Workshop paper in context of Sternberg (2000 readings)</p> <p><i>Workshop Day</i> Given journal decision, revisit first draft and begin revision process</p>	
Wed. 3/4	<ol style="list-style-type: none"> <li>1. Sternberg's Guide to Publishing in Psychology Journals</li> <li>2. Work on MS</li> </ol>	Sternberg (2000) Ch 11 & 13	<p>Workshop paper in context of Sternberg (2000) readings</p> <p><i>Workshop Day</i> Writing, Questions, and Answers</p>	
3/9 - 3/13				<i>Midterms</i>
Mon. 3/9	<ol style="list-style-type: none"> <li>1. Review research paper progress as per writing schedule with group. <i>Keep each other accountable.</i></li> <li>2. Resume/CV and cover letter review; peer feedback</li> </ol>		<p><u>Thoughtful</u> first draft of resume/CV &amp; CV Cover Letter <b><i>DUE</i></b> (10 points)</p>	
Wed. 3/11	1. Resume/CV Workshop		<i>Mini-lecture, strategy, prioritization</i>	
3/16- 3/20	1. <i>Spring Break – enjoy!</i>			<i>Midterm grades filed with Registrar</i>
Mon. 3/23	<ol style="list-style-type: none"> <li>1. Collect CV/Resumes</li> <li>2. Begin: Focus Sessions (3/23/15) Discuss goals, logic, tasks, preparation, feedback value, effort, etc.</li> </ol>		<p><i>Second draft of CV/Resume and CV cover letter</i> <b><i>DUE</i></b> (25 points)</p>	<i>Summer &amp; Fall 2015 Advising 3/30 - 4/10</i>
Mon. 3/23	Focus: Student A		<p>Student A Attendance <b><i>DUE</i></b> (5 points)</p> <p>Updated draft of MS as per schedule of writing and incorporating peer and instructor feedback <b><i>DUE</i></b> (25 points)</p>	<i>Last day to withdrawal from a course without academic penalty</i>



Wed. 3/25	Focus: Student B		<p>Student B Attendance <b><i>DUE</i></b> (5 points)</p> <p>Updated draft of MS as per schedule of writing and incorporating peer and instructor feedback <b><i>DUE</i></b> (25 points)</p>	
Mon. 3/30	Focus: Student C		<p>Student C Attendance <b><i>DUE</i></b> (5 points)</p> <p>Updated draft of MS as per schedule of writing and incorporating peer and instructor feedback <b><i>DUE</i></b> (25 points)</p>	
Wed. 4/1	Focus: Student D		<p>Student D Attendance <b><i>DUE</i></b> (5 points)</p> <p>Updated draft of MS as per schedule of writing and incorporating peer and instructor feedback <b><i>DUE</i></b> (25 points)</p>	
Mon. 4/6	Focus: Student E		<p>Student E Attendance <b><i>DUE</i></b> (5 points)</p> <p>Updated draft of MS as per schedule of writing and incorporating peer and instructor feedback <b><i>DUE</i></b> (25 points)</p>	<i>December Graduation Petition Due</i>

Wed. 4/8	1. Mass peer feedback session (i.e., every student present)	Sternberg (2000) Ch 14	Current draft of MS with focus session feedback incorporated for peer review <b><i>DUE</i></b> (10 points)  Evidence of thoughtfully provided feedback (10 points)	
Mon. 4/13	Focus: Student A		Student A Attendance <b><i>DUE</i></b> (5 points)  Updated draft of MS as per schedule of writing and incorporating peer and instructor feedback <b><i>DUE</i></b> (25 points)	
Wed. 4/15	Focus: Student B		Student B Attendance <b><i>DUE</i></b> (5 points)  Updated draft of MS as per schedule of writing and incorporating peer and instructor feedback <b><i>DUE</i></b> (25 points)	
4/18				<i>Weather Make-Up Day</i>
Mon. 4/20	5th Annual Psychology Research Fair			<i>Class Cancelled</i>
Wed. 4/22	Focus: Student C		Student C Attendance <b><i>DUE</i></b> (5 points)  Updated draft of MS as per schedule of writing and incorporating peer and instructor feedback <b><i>DUE</i></b> (25 points)	
Mon. 4/27	Focus: Student D		Student D Attendance <b><i>DUE</i></b> (5 points)  Updated draft of MS as per schedule of writing and incorporating peer and instructor feedback <b><i>DUE</i></b> (25 points)	

Wed. 4/29	Focus: Student E		<p>Student E Attendance <b><i>DUE</i></b> (5 points)</p> <p>Updated draft of MS as per schedule of writing and incorporating peer and instructor feedback <b><i>DUE</i></b> (25 points)</p>	
Mon. 5/4	1. CV/Resume 2. Peer feedback and instructor Q & A 3. Discuss utility of this class		<p>Final draft of CV/Resume <b><i>DUE</i></b> (50 points)</p> <p>Workshop final draft of your MS</p>	
Wed. 5/6				<i>No Classes – Prepare for Finals</i>
	1. Submission Day! 2. Final draft of publication paper (X 2)	Sternberg (2000) Ch 12	<p>Meet at final to submit for publication as a group. Professor present for Q &amp; A, damage control, and moral support.</p> <p>Evidence of 2 journal submissions (journal receipt email, print screen of submission, etc.) <b><i>DUE</i></b> (50 points)</p> <p>Final draft of publication paper for each journal (graded based on completeness, effort in previous tasks, use of APA style, incorporation of journal requirements, and quality for submission) <b><i>DUE</i></b> (50 points)</p>	<b><i>FINAL</i></b>
5/16				<i>Commencement</i>
5/17				<i>Spring Semester 2015 Ends</i>
5/20				<i>Final grades filed with Registrar</i>

\* *Italicized dates reflect days we do not have class, but for which there are special reminders.*

**MOST IMPORTANTLY**

My office hours are for your benefit. Please take advantage of this and come by. You can come to clarify information from class, get help on assignments, get exam study tips, or just to get to know one of your professors. I am in my office for you. This in mind, I hope to see each student at least once over the course of the semester. Please do your best to visit me during my open office hours, however, if you are absolutely unable to visit during those times, contact me for an appointment.

I am looking forward to a fun and educational semester with all of you! Please feel free to ask questions as they occur to you. Most of all, let's have fun!

NOTE: syllabus is tentative and subject to change. Specifically, I reserve the right to accelerate the pace of class if decisions (e.g., regarding journals targeted for publication) are made more efficiently than predicted in this conservative calendar. This will allow more class time for paper review. Changes to this calendar will be announced in class. It is your responsibility to contact a peer for calendar updates, class decisions, and notes, if you miss class.