Overview: Welcome to 692R! This course provides students with opportunities to discuss a variety of professional development issues and to improve presentation/summarization skills. It also provides social students and faculty opportunities to present and obtain feedback on their research, and to learn about others’ research.

Text: There is no text assigned for the course, but readings may be assigned on occasion.

Meeting Times: Though exceptions may occur, we will typically meet every week. Approximately two times per month the meeting will either focus on a professional development issue (which may include the usual suspects {e.g., academic job search, vita construction, publishing, teaching effectiveness} or more exotic topics {e.g., self-promotion, sleep hygiene, Wikipedia}), or student “mini” presentations. Approximately two times per month the meeting will entail the social area research colloquium, in which a somewhat more formal presentation will be given by either graduate students, faculty, or other speakers. The colloquia presentations are an important part of professional development because they provide a venue in which students can hone and polish their presentation skills, learn vicariously from others, obtain feedback on their ongoing research, or get help with difficult issues they have encountered in their research. This is perhaps the most important function of the seminar! They also provide a valuable opportunity to observe how others solve research problems and think about research questions. These are only semi-formal, and are designed to create a low-pressure environment for presenters to hone their skills and “try out” audiences. Accordingly, it is important for audience members to be supportive and constructive in their comments.

Attendance and Participation: All social students are expected to be enrolled and to participate in 692R for 3 credits. The course will be graded. Both the meetings and the colloquia gatherings depend on the presence and participation of students with varying levels of experience in the program. Therefore, all are expected to attend all weekly meetings and the colloquia. The one exception are ABD students who have completed all requirements for the Ph.D. except for the dissertation itself – including having the POS committee-approved dissertation proposal – may elect to skip the weekday meetings at which they are not presenting. However, as members of the social area, they are expected to attend colloquia.

New students learn from the accumulated experiences and training of the older students; when they become older students, they are expected to help the new students. For all meetings, students are expected to come prepared to contribute to discussions of assignments or others’ presentations. Attendance will be taken at both the weekly meetings and colloquia gatherings.

On occasion, there may be other career-relevant conflicts, such as conferences. It is the student’s responsibility to notify the instructor in well in advance of the conflict date. In addition, emergencies may arise, which will be dealt with as needed. Great latitude will be given in cases of true emergencies. On the other hand, absences will be frowned up if the instructor views the absence as arising from a student preferring to be somewhere other than seminar.

All graduate students may present at least once per year at the colloquium gathering or the regular meeting time. First year graduate students will likely present in the 2nd semester, and may give brief (20 minute) presentations rather than full colloquia. Second and third year students may give either moderately long presentations (about 30 minutes) or full
presentations. Students beyond their 3rd year will give full 50 minute presentations. Multiple brief presentations may be scheduled for the same colloquium gathering.

**Electronic distractions:** Students must turn off all electronic devices for the entirety of the time we are meeting (no checking texts, email, websurfing, etc) and devote their full attention to the discussion or presentation.

**Grading:** The course will be graded. Grades will be heavily influenced by attendance, attention, and participation.

**Student Facilitators:** When appropriate, one or two students may serve as facilitators for a scheduled topic. These students will structure and guide our discussion of the topic by (1) identifying sources of relevant information, (2) generating questions for discussion, and (3) serve as the “go to” person for the material. When necessary, the facilitators will distribute the relevant information and questions at least one week prior to the scheduled meeting time. Although facilitators will play an important role by shaping our discussion of the topic, they are not expected to have all of the answers. We are all expected to read the information they have provided and to carefully consider the questions they have raised. In this way, we will all be prepared to share our thoughts and insights.

Outside Speakers: Whenever possible, we will have outside speakers present an informal talk at one of our weekly meetings, have lunch with graduate students, or present a research colloquium. We will pay for these speakers; lodging and travel costs with monies received by the student group, *Graduate Students in Social Psychology*. 