Research Seminar
PSY 497
Spring 2016

Where: McKibben Education Building (ED), Room 192 (Tuesdays) & Room 127 (Thursdays)
Lecture: Tuesday and Thursday, 11:00-12:15pm

Professor: Dr. Lauren Brewer
Office: ED 215R
E-mail: BrewerLE@sfasu.edu
Phone: (936) 468-1470*
Office Hours: Tues. & Thurs.: 1:45-3:45pm; Friday: 10-11am or by appointment
*Email is the best way to contact me. It may take several days for me to respond to any voice messages left on my office phone. I also cannot make long-distance calls from my office. If you need to speak with me, please come by during office hours or make an appointment.

GAs: Margaret Hance
Email: HanceMA@jacks.sfasu.edu
Stacey Kerr
Email: KerrSA@jacks.sfasu.edu
Office Hours: By appointment

Materials


Email: The course requires that you have and use your SFA Jacks email account. You are responsible for messages sent by professors, graduate assistants, and other SFA officials to your SFA Jacks email address. Due to FERPA restrictions, any email correspondence regarding this course must be sent to me or the GAs from your SFA Jacks email account only. Emails sent to me from an address other than your official SFA Jacks email address will not receive a response. You are responsible for checking your email daily.

D2L: The course has a D2L site that can be found at d2l.sfasu.edu. You are responsible for all announcements and materials presented on this web page, so you must check it daily. Your course grades will be posted here. If you do not have access to our class D2L page for any reason, you must contact Dr. Brewer. Emails sent via D2L will not be read. Please email Dr. Brewer using the email instructions above.

Facebook: I’m sure you’re all familiar with the social networking site, Facebook. I have set up a Facebook group specifically for this class that you all can use to learn from each other. I’ll also use it as a medium for psychology-related discussions. The group is entirely optional. I have simply created it to help you. Let’s keep discussions on this page restricted to course related topics only. To find the Facebook group, search for “Research Seminar: PSY497 (Brewer) – Spring 2016”
Teaching Philosophy
The best way to learn about research methods in psychology is to complete a research project yourself. This course serves as the capstone to your undergraduate psychology major. You are the best students in the major, and you’ve shown a strong aptitude for research. I simply couldn’t be more excited to guide you through this experience. Welcome to the course that will change your life forever!

Overview
Course Description: Students design, conduct, analyze, and write up research for presentation at a regional conference. Ideally, students will also submit their manuscript for publication. This is a writing intensive course focusing on completing an individual student research project for the purposes presentation and/or publication. In addition to understanding theory, this course provides each student the opportunity to design, conduct, and present a full-scale research project. The expectation of the course is that the final product will be a research project the student will present at a research conference (e.g., Psi Chi Student Research Conference, Southwestern Psychological Association Regional Conference) and that would be ready for publication in a peer-reviewed journal. The Research Seminar was created to serve as a capstone course to prepare students to successfully enter graduate school and to complete a graduate degree. At the end of this course, students with be encouraged to submit their work to a conference and outstanding projects will be encouraged to submit their final manuscript to a peer-reviewed journal.

Prerequisites: grade of a C or better in PSY 341 or the equivalent and a 3.0 or higher GPA.

Program Learning Outcomes (PLO)

<table>
<thead>
<tr>
<th>PLO</th>
<th>Proficiency Level</th>
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<tbody>
<tr>
<td>The student will demonstrate familiarity with the major concepts,</td>
<td>Advanced</td>
</tr>
<tr>
<td>theoretical perspectives, empirical findings, and historical trends in psychology.</td>
<td></td>
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<tr>
<td>The student will understand and apply basic research methods in</td>
<td>Advanced</td>
</tr>
<tr>
<td>psychology, including research design, data analysis, and</td>
<td></td>
</tr>
<tr>
<td>interpretation.</td>
<td></td>
</tr>
<tr>
<td>The student will respect and use critical thinking, skeptical</td>
<td>Advanced</td>
</tr>
<tr>
<td>inquiry, and, when possible, the scientific approach to solve</td>
<td></td>
</tr>
<tr>
<td>problems related to behavior and mental processes.</td>
<td></td>
</tr>
<tr>
<td>The student will understand and apply psychological principles to</td>
<td>Advanced</td>
</tr>
<tr>
<td>personal, social, and organizational issues.</td>
<td></td>
</tr>
<tr>
<td>The student will value empirical evidence, tolerate ambiguity, act</td>
<td>Advanced</td>
</tr>
<tr>
<td>ethically, and reflect other values that are the underpinnings of</td>
<td></td>
</tr>
<tr>
<td>psychology as a science.</td>
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</tbody>
</table>

Student Learning Outcomes: By the end of this course, students should...
1. Be familiar with major psychological concepts along with an understanding of other theoretical perspectives and empirical findings.
2. Understand and apply research methods used to conduct a research experiment, ranging from research design to data analysis and interpretation.
3. Be able to use critical and creative thinking in the development of research projects, and employ the scientific approach to examine research questions.
4. Be able to use skeptical inquiry when reviewing past research.
5. Use empirical evidence and ethical principles to conduct research and analyze data.
**Course Structure:** For the most part, you will set your own class schedule. It will be your responsibility to conscientiously set your schedule and stick to it (and revise your schedule, if needed). This class meets on Tuesdays and Thursday. During most weeks we will have informal “lab meetings” on Tuesdays and open lab/work times on Thursdays. During our “lab meetings,” each student will discuss the progress he or she has made since the last meeting and will identify a clear goal to be accomplished during the upcoming week. These goals should reflect upcoming due dates based on your individual course calendar. Students are expected to attend these “lab meetings” on Tuesday. Failure to attend may result in a reduction of course grade. Unless otherwise stated, students will be allowed to work in their desired location (e.g., computer lab, library, research lab) during the Thursday work days. (Note: On some Thursdays we will meet in the lab before being dismissed to work in your ideal locations. If we meet on a Thursday, you are expected to attend.) Dr. Brewer and the GAs will be available for one-on-one meetings during most Thursday course sessions. Please plan to attend the Thursday work day before you ask for a separate appointment for a one-on-one meeting (exceptions will be made for students trying to meet their own self-imposed deadlines).

**Course Expectations**

**Eagerness to Learn:** Please come to class every day with an eagerness to learn. This course is hard, and it’s time consuming. You are doing something you have probably never done before. It can be scary, but Dr. Brewer and the GAs are here to help!

**Readings and APA Style:** We won’t have assigned readings for class. The APA Style Guide and the textbooks are designed to be used as references. You are expected know how to use (and actually use) APA style, formatting, and grammar.

**Lab Meetings:** These meetings are designed to mirror the kinds of lab meetings you’ll have if (and when!) you enter a Ph.D. program. Please come to class each Tuesday prepared to discuss the progress you have made. Dr. Brewer may also use this time to discuss important upcoming issues, describe common statistical procedures, and discuss other topics relevant to the course (e.g., graduate school, CV writing, submitting to conferences or journals). During these lab meetings, students may not use laptops, tablets, or cell phones. Your focus should be on the person speaking during the meeting. (Occasionally, we may discuss these topics on Thursdays; students should plan to attend class on those Thursdays.)

**Open Lab:** This is a time for you to make progress on your project. This will be the best time to get feedback from Dr. Brewer. These will usually happen on Thursdays.

**Participation:** You are encouraged to provide feedback to your peers both during “Lab Meetings” and via peer review.

**Class Attendance:** Class attendance is required for “Lab Meetings” and when announced. If you must miss class for an excused reason, please provide Dr. Brewer with documentation. If the absence is planned in advance, you will need to send Dr. Brewer an email, which she will read aloud during the lab meeting. In this email you should identify the progress you have made on your project since the last week and clearly state your goals for the next week. Students who miss class for an unexcused reason will lose points on their next graded assignment.
Coming Late to Class/Leaving Early: Students are encouraged to come to class on time and to stay for the entire class period. However, students are allowed to come late and leave early, as long as they a) do their best to minimally disrupt class when they arrive/leave and b) don’t make a habit out of coming late and/or leaving early.

Grading

Each of the course assignments is outlined briefly below. Additional instructions will be given out during class.

Original PSY 341 Manuscript (MS): You will need to give Dr. Brewer a copy of the final manuscript you turned in for PSY 341. If your instructor provided any feedback, please submit that feedback with your 341 MS. You should make a copy for yourself before submitting these documents to Dr. Brewer.

Schedule and attend an individual meeting with Dr. Brewer: Dr. Brewer will discuss your project with you. These meetings are designed to help you; please do not be intimidated. If your ideas are not well formed, Dr. Brewer may encourage you to talk with the GAs and then book a second individual meeting at a later date. These meetings are scheduled for 30 minutes, but may require more or less time. You can schedule a meeting with Dr. Brewer by going to the following website: https://laurenbrewer.youcanbook.me/

Individual Course Calendar: You are the captain of your own ship. You get to decide (within reason) when each graded assignment is due. I encourage you to look at the course calendars for your other courses and make a schedule for this course that accommodates the tests, papers, and assignments in your other classes. For example, if you know you have a busy week in the middle of March (you have several exams, a presentation, and a paper all in the same week), don’t assign any work for this class to be due during that time. Requests to change your individual course calendar will be reviewed by Dr. Brewer on a case-by-case basis. If allowed to change your calendar, you’ll need to a) post a new calendar to D2L and b) email that calendar to Dr. Brewer (brewerle@sfasu.edu), Margaret (HanceMA@jacks.sfasu.edu), and Stacey (KerrSA@jacks.sfasu.edu).

CITI (Ethics) Training: If you haven’t already done so, you will need to complete the CITI online training course on the ethical conduct of research using human participants. Upon successful completion of the course, you will be required to save and turn in the completion certificate (via D2L Dropbox). You will NOT be allowed to submit your IRB application to Dr. Brewer or the IRB until you successfully complete the ethics training and turn in your completion certificate. You should allot roughly 2-3 hours to complete the online trainings. Instructions for completing the CITI training can be found on D2L. If you have already completed CITI Training, please resubmit your certifications.

IRB Application: Before completing any research projects, researchers must have their projects approved by the Institutional Review Board (IRB). You will first submit a draft of your IRB to Dr. Brewer. She will require that you make the necessary revisions and resubmit it to her. If all errors have been corrected, Dr. Brewer will sign the IRB application, get your signature, and submit it on your behalf. If errors remain, Dr. Brewer will send the IRB application back to you and the process will continue until it is ready to be submitted to the IRB office.
Revised PSY 341 MS: After Dr. Brewer and the GAs have given you feedback on your 341 MS, you will need to revise and resubmit this document. The introduction and method sections from this document will likely serve as the introduction and method sections for your final paper.

Data Collection: After the IRB approves your application, you will begin collecting data. You are encouraged to review your protocol and materials with the GAs before you begin collecting data. You will have access to the SONA website, so all of your participants will sign up this way. You will be strongly encouraged to collect data online using Qualtrics (rather than in person using psychology department lab space). It is likely that the design of your study may need to be changed to facilitate online data collection. Note that a 30 minute online study will earn a participant 1 credit whereas a 30 minute in person study will earn a participant 2 credits (students get a 1 credit bonus for all in person studies). Students will be responsible for scheduling sessions, collecting data themselves, and granting participants credit online. Failure to follow these protocols will result in loss of access to the research pool (which will likely mean a student fails the course).

Data Analysis: You will be responsible for analyzing your own data (with the help of Dr. Brewer and the GAs). The textbook is a great resource, and many other wonderful resources are available online. You will be required to submit an output of your results. Please delete any outputs not relevant to the hypotheses you are testing.

Results, Discussion, and Abstract: You will turn in each of these sections separately. It is suggested that you write the abstract last. For each of these assignments, you'll need to solicit feedback from at least one peer (but ideally two or three) in this class. Your peers should sign (or type) their names and write the date in the MS after providing feedback. Please make sure to submit the peer comments with your revised assignments. Comments can be given in Track Changes in Word or via pen on a printed version of the manuscript.

Peer Review of Compiled MS: Before you submit the final draft of your MS, you need to first solicit peer feedback. Remember that your peers are busy, so allow ample time for your colleagues to give you feedback on the entire draft. Your peers should sign (or type) their names and write the date in the MS after providing feedback. You are encouraged to have someone review your MS who has never reviewed your work before. This fresh set of eyes will often give you the best perspective.

Final MS: At the end of the semester, you’ll submit your final manuscript (including peer feedback). You should take into consideration your peer’s comments and address them as necessary. You are welcome to ask Dr. Brewer or the GAs to review your MS (and they will happily review it, if they can possibly find the time - remember, they are students too). However, they will not look at your MS until you have feedback from AT LEAST one peer reviewer.

Poster: Rather than taking a final exam for this course, we will have a poster session, similar to the kind you’d see at a research conference. In order to prepare for the conference, you’ll need to create a poster in PowerPoint (examples and templates will be available on D2L). A draft of the poster will be due no later than 4/19/16. You are welcome to ask Dr. Brewer or the GAs to review your poster. However, they will not look at your poster until you have feedback from AT LEAST one peer reviewer. Students must be present to present their poster on 5/10/16 from 10:30am until 12:30pm. The location will be announced shortly.
Class Presentation: Although your classmates will be quite familiar with your project, you will still need to give a formal presentation during the few class periods. Information about what to include in your presentation will be discussed in class.

Psi Chi Student Research Conference at LeTourneau University: Students will be required to submit their research abstract to and attend the Psi Chi Research Conference on Saturday, April 30 2016 from 10am-3pm in Longview, Texas. If accepted, students will be required to present their work. You will need to submit your abstract of up to 150 words no later than Friday, April 8, 2016. You must submit your abstract for a poster; if you’re interested in submitting your work as a talk too, please talk with Dr. Brewer first. You’ll need to identify the project type as “Empirical Research- Student & Faculty.” Information about this conference can be found here: http://www.letu.edu/_Academics/Health_Sciences/Psychology/Events/student_research_conference/

Extra Credit: None

Grading: There are 500 points available in this class (see the final page of the syllabus for a breakdown of the points associated with each graded assignment). To compute your grade, simply divide all of the points you’ve earned (including extra credit) and divide that by 500.

Computing your final grade: \[
\frac{(\text{all points earned} + \text{extra credit})}{500} = \text{Percentage}
\]
\[
\frac{(\text{all points earned} + \text{extra credit})}{\text{Total Points}} = \text{Letter Grade}
\]

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<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Total Points Needed</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>463-500</td>
</tr>
<tr>
<td>B</td>
<td>82-92%</td>
<td>408-462</td>
</tr>
<tr>
<td>C</td>
<td>70-81%</td>
<td>348-407</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>298-347</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>0-297</td>
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Syllabus: This syllabus is your friend! I have designed this syllabus to answer many of the questions you might have about the course. Therefore, please refer to the syllabus FIRST before emailing Dr. Brewer or the GAs.

**Important:** Except in cases in which your final grade has been calculated in error, please do not e-mail Dr. Brewer asking her to change your final grade or to provide you with opportunities for additional work to raise your grade. Standard rounding rules apply (.5 and above).

COURSE POLICIES

Submitting Work: All work will be submitted via Dropbox on D2L. You must submit your work by 11:59pm on the day it is due.

Late Work: Work is considered late if it is submitted after the due date. Students will receive a 10% penalty for each 24 hours the work is late.

Incorrect or Unreadable Files: If you submit the wrong file or the file is unreadable, you will earn a late penalty (see above). Please make sure you are submitting the correct files and that you save and submit your work as a .doc file (unless specified otherwise).
**Document Formatting:** Per the requirements of APA style, all graded work should be typed into a .doc file with 1-inch margins. The text should double-spaced and written in 12-point Times New Roman or Arial font. You do not need to submit a cover page or use a running head when submitting individual portions of your MS (i.e., SPSS output, results, discussion, and abstract).

**Authorship:** Typically, students are the primary and lead author for the research they complete during this course. Students may opt to thank their PSY 341 teacher, Dr. Brewer, and the GAs for their feedback in the Author’s Note section of the manuscript, or they may decide to include some or all of these people as authors. (The APA says that those who made “a substantial contribution” deserve authorship.)

Many projects, however, require additional studies, which will likely be completed after the course ends but before the project is submitted to a journal or conference. If additional studies are needed, students must seek out a faculty collaborator (and this collaborator deserves authorship). In other words, if any of your data are collected in a faculty member's lab or in conjunction with a faculty mentor, that faculty member needs to be an author on your work. A faculty member or student may approach you about collaborating during the poster session. You should decide how to handle this. If you are ready to be done with the project but a collaborator is interested in pursuing it, you might consider allowing the collaborator to be the lead author. In this case, you would remain on the project, but additional work might not be necessary so the person taking the lead might become the primary author. If you need help navigating authorship, please don’t hesitate to talk with Dr. Brewer.

**ADDITIONAL INFORMATION**

**Civility:** I expect you to act civilly at all times. This means respecting yourself, other students, and Dr. Brewer. Uncivil behavior will not be tolerated. Examples of uncivil behavior include, but are not limited to, ringing or vibrating cell phones, excessive texting, sleeping, talking when another student or I am talking, wearing headphones, using a laptop or tablet during class, disrupting the class in any manner, becoming physically or verbally aggressive, breaking student code of conduct rules, etc. Students engaging in uncivil or disruptive behavior may be asked to leave the classroom. Audio or video recordings without my permission are not allowed.

**Grievances:** I recognize that I am human and make mistakes. It is my hope that any grievances you have with me can be worked out between us via email, during office hours, or by appointment. If you feel that you have been treated unfairly, please come to me first. If you feel that I have not handled your issue in a fair manner, you may contact my department chair, Dr. Scott Hutchens (HutchensS@sfasu.edu). If you have any concerns about the GAs, please discuss your concerns with them first, and then come to me to help resolve the dispute.

**Personal reactions to topics:** Sometimes certain material covered in a psychology class can bring up personal feelings and reactions you may not know what to do with. In these cases, please feel free to make use of the counseling services available on campus via Counseling Services. Their phone number is (936) 468-2401. More information can be found on their website: http://www.sfasu.edu/counselingservices/

**Safe Space:** My office is a safe space, and I am friendly toward all groups of students including those who identify as LGBTQIA. I want you to know that you can feel safe from judgmental attitudes when interacting with me. More information can be found at http://en.wikipedia.org/wiki/Safe_space and http://www.sfasu.edu/counselingservices/193.asp
Copyright Statement: Some of the materials in this course are copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

Academic Integrity (A-9.1): Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. All forms of academic dishonesty will be dealt with seriously and immediately. Please respect SFASU, yourself, and Dr. Brewer enough not to participate in academic dishonesty.

Definition of Academic Dishonesty: Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) falsification or invention of any information, including citations, on an assignment; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism include, but are not limited to: (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from the Internet or another source; and (3) incorporating the words or ideas of an author into one’s paper or presentation without giving the author due credit. Please read the complete policy and the appeals process at:

http://www.sfasu.edu/policies/academic_integrity.asp and http://www.sfasu.edu/policies/academic_appeals_students.asp

Withheld Grades Semester Grades Policy (A-54): 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 course work 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 semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Behavior: Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4). Students who do not attend class regularly or who perform poorly on coursework may be referred to the iCare Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

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, 468-3004 / 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/.
F-1 Visa Holders: There are important federal regulations pertaining to distance education activity for F-1 Visa holders. All students with an F-1 Visa should follow the instructions at the following link to make sure they are in compliance: http://sfaonline.sfasu.edu/f1visaholders.html

Syllabus Change Policy: This syllabus is a guide for the course and is subject to change with advance notice. I reserve the right to make changes to the syllabus, course schedule, and exam dates as necessary. I will announce any changes both in class and on D2L.

Disclaimer: If you disagree with the policies described in this syllabus, you should consider dropping the course. By remaining in this course, you acknowledge and accept the policies as stated herein and accept the policies as stated or amended during the course of the semester.

Important Dates

1/19 – Classes begin
1/21 – Submit original 341 MS with instructor’s feedback
1/22 – Last day to register
1/19-1/25 – Individual meeting with Dr. Brewer
1/26 – Submit individual course calendar
2/12 – Last day to submit IRB application to IRB
3/2 – Last day to apply for August 2016 graduation
3/4 – Last day to resubmit 341 MS to Dr. Brewer
3/14-3/18 – Spring Break (no class)
3/23 – Last day to drop course and/or withdraw from university (with WP/WF grades)
3/24 – Holiday Break (no class)
4/1 - First day to apply for December 2016 graduation
4/8 - Psi Chi Conference submissions due
4/19 - Submit final poster
4/26 – Final manuscript due; Last day to withdraw from the university
4/28 - In-class presentations begins
4/30 – Psi Chi Conference at LeTourneau University in Longview, TX
5/3 & 5/5 – In-class presentations
5/10 @ 10:30am - Final Poster Presentations

Web Resources

SFASU OWL (a brief introduction to APA style): https://mytutor.sfasu.edu:8080/owl/research/5
Purdue OWL (an extensive guide to APA style): https://owl.english.purdue.edu/owl/section/2/10/
More web resources will be posted to D2L.
## Course Calendar

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit original 341 MS (w/ instructor feedback, if given)</td>
<td>10</td>
<td>1/21</td>
</tr>
<tr>
<td>Schedule and attend individual meeting with Dr. Brewer to discuss study</td>
<td>10</td>
<td>1/19 - 1/25</td>
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<tr>
<td>Submit Individual Course Calendar</td>
<td>10</td>
<td>1/26</td>
</tr>
<tr>
<td>Complete CITI training (instructions on D2L)</td>
<td>10</td>
<td>1/28</td>
</tr>
<tr>
<td>Submit IRB application to Dr. Brewer for review</td>
<td>20</td>
<td>2/2</td>
</tr>
<tr>
<td>Submit IRB application to IRB (no later than 2/12)</td>
<td>20</td>
<td>2/9</td>
</tr>
<tr>
<td>Submit revisions to 341 Intro and Method (no later than 3/4)</td>
<td>20</td>
<td>2/18</td>
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<tr>
<td>Collect Data (all participants); enter data, if needed (final data collection by 3/21)</td>
<td>20</td>
<td>2/15 - 3/4</td>
</tr>
<tr>
<td>Analyze data and submit SPSS Output</td>
<td>20</td>
<td>3/22</td>
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<tr>
<td>Submit Results section (w/peer feedback). Included tables and figures, if needed (no later than 3/31)</td>
<td>20</td>
<td>3/29</td>
</tr>
<tr>
<td>Submit Discussion (w/peer feedback; no later than 4/3)</td>
<td>20</td>
<td>3/31</td>
</tr>
<tr>
<td>Submit Abstract (w/peer feedback)</td>
<td>20</td>
<td>4/5</td>
</tr>
<tr>
<td>Abstract Submission to Psi Chi Conference</td>
<td>50</td>
<td>4/8</td>
</tr>
<tr>
<td>Compiled draft reviewed by peer</td>
<td>20</td>
<td>4/12</td>
</tr>
<tr>
<td>Submit completed poster to Dr. Brewer (no later than 4/19)</td>
<td>30</td>
<td>4/14</td>
</tr>
<tr>
<td>Final draft submitted to Dr. Brewer (w/peer feedback; no later than 4/26)</td>
<td>100</td>
<td>4/21</td>
</tr>
<tr>
<td>Project presentation in class</td>
<td>50</td>
<td>4/28, 5/3, 5/7</td>
</tr>
<tr>
<td>Poster presentation (during finals week)</td>
<td>50</td>
<td>5/10 (10:30-12:30pm)</td>
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**Bolded** dates are firm. **Italicized** dates should be chosen by students. The dates listed are simply a guide.