### Senior Seminar in Psychology

Psychology 483, Spring 2019, Block 5

Instructor: Dr. Steven Neese

Office/Hours: Law Hall 106D, Mon. 1:00-2:00 or by appointment

Phone: 319-895-4528

Email: sneese@cornellcollege.edu

**Meeting Times:** Monday-Friday, 9-11am (unless otherwise specified).

**Optional Text Resource:**

American Psychological Association . (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: Author.

**Course Description:** This course is a capstone experience for psychology majors. It provides psychology majors with opportunities to reflect on the science and profession of psychology and neuroscience as career fields. It also allows psychology majors to consider their future interests and professional pathways. It has a strong research focus, preparing students to write comprehensive research review papers since research proficiency reflects a central focus within the fields of psychology and neuroscience. Themes and topics include the diverse scope of these fields, social responsibility, ethics, the role of scientific psychology and neuroscience in society, and multiculturalism. The class also explores vocational options within psychology and neuroscience, including those within closely related professions. Finally, course content will explore the value of a high quality liberal arts education as excellent preparation for entry into psychology, neuroscience and related professions.

A seminar is a class with many teachers (i.e., the professor and students) and usually involves gaining a deep understanding of crucial issues and methods in a specific area of study. As a result, each seminar member is responsible for coming to class sessions having carefully read the assigned material and having thought critically about the issues at hand. Be ready to lead discussions, contribute to discussions, and to present information both formally and informally to the class.

### Course Objectives:

1. To understand the current issues facing the field of psychology (knowledge).
2. To understand the differing areas of focus across the subfields of psychology and related fields (knowledge).
3. To understand career options and career outlook for undergraduate psychology majors (vocation).
4. To understand options for graduate and professional training in psychology and related fields (vocation).
5. To prepare materials for the job search and/or the graduate school admission process including vitas, resumes, cover letters, and personal statements (vocation).
6. To apply ethical principles to guide ethical decision making in contexts related to psychology (ethical behavior)
7. To understand the ways in which psychological research may inform public policy, individual behavior, and other aspects of everyday living with the goal of improving living conditions within our respective communities (citizenship, well-being)
8. To accurately integrate and convey psychological research via a comprehensive research review paper written in APA Style (knowledge, communication, inquiry, reasoning)
9. To summarize and critique research and theoretical papers on a variety of topics pertinent to the field of psychology via peer-led discussion sections (knowledge, communication, inquiry, reasoning)

**Educational Priorities and Outcomes:** The components of the course fosters the Educational Priorities and Outcomes of Cornell College as follows:

**Learning outcomes - After successfully completing this course, you will be able to:**

1. Utilize their quantitative reasoning skills, critical thinking skills, written and oral communication skills, through reading assignments, a major written review, and presentations:
   1. *communication via written weekly diaries and a research project, oral defense, assigned presentations, and by leading several class discussions*
   2. *inquiry, knowledge, and reasoning via developing a research question/topic, contributing to class discussion, and preparation of questions for class*
2. Recognize and respect human diversity and examine ethical principles related to research in psychology and related disciplines and apply psychological principles to promote personal development:
   1. *ethical behavior via understanding human and animal research ethics, extended discussion and debate of cultural and gender issues in the fields of psychology and neuroscience*
3. Prepare for life after Cornell by exploring individual strengths and personal journey’s throughout their Liberal Arts journey, the process of writing application materials, how psychology and neuroscience inform public policy, and understanding career paths unique to psychology and neuroscience:
   1. *vocation via understanding the divisions of study and career in psychology and neuroscience, preparation of cover letters, vitas, resumes, and personal statements, understanding of career and graduate opportunities in psychology and neuroscience*
   2. *citizenship and well-being via understanding of the role of research and practice in public policy and improving the human condition*

**Summary Statement:** This course supports the Educational Priorities and Outcomes of Cornell College with emphases on knowledge, inquiry, reasoning, communication, vocation, citizenship, well-being and ethical behavior.

**Absence Policy:** Students are allowed a total of **2 unexcused absences (not including discussion leads or presentation days, see below).** Given the nature of this course, missing even a single day of classwork can put you behind. Please notify me if you are planning on missing a course period and ask another class member to pass on the information you missed.

**Tardiness Policy:** Arriving late to class is disruptive to others. Therefore, all students should arrive on time for each class session. Excessive tardiness will result in a loss of participation points.

### Grading Breakdown:

### Presentations and class participation:

**Class Presentations (20 points):** One goal of this course is to enhance your ability to articulate your knowledge about topics in a public forum. To achieve these goals you will work to present materials to the class. Students will need to develop presentations several times throughout the block based upon the readings and other assigned materials. Presentations will be graded for creativity and accuracy, as assigned.

**Class discussions (75 total points for leading discussions; 25 for contributing to discussions):** Students will be assigned to serve as a discussant for 2 of the 6 discussion topics outlined below. All students will be assigned to read and be prepared to discuss the content of the articles. Students serving as the discussant for the topic will develop a series of at least 5 questions to encourage other students to think critically about the assigned readings. The purpose of the discussion sessions is to further understand relevant professional issues facing the field of psychology. Next, students should facilitate a conversation with their peers regarding the topic. In this facilitation, discussants should be mindful to get all students involved and lead the discussion in such a way that it is thought-provoking and stimulating for the class. ***The group discussant schedule will be assigned on the first day of class and will be posted on Moodle.***

I also expect all in class to join in discussions to contribute to the class when you are not leading the discussion. You are expected to participate during class both by asking questions and actively listening to others. You will be graded on both the frequency and the quality of your participation throughout the course. ***I will have additional questions for each day for all to talk about.***

**Weekly journal submissions (45 points):** The reflection journal is a place for you to reflect on the issues raised in class. In general, the Reflection Journal will provide an opportunity for you to think creatively and more concretely about the issues raised in class and to be sure that you have an avenue to express your thoughts. Each journal entry should cover at least two days of discussion and be at least 2 pages in length (double-spaced). These are NOT to be informal reflections but should be well written and edited. These are due on the Monday of each week (covering the previous week’s discussions).

**Final presentation (20 points):** Near the end of the semester you will make a brief presentation to the class that provides an overview of your research. This presentation will be modeled after the APA Annual Convention oral presentation formats [A scoring rubric (**Appendix** **2**) is attached to the end of this syllabus.]. You will have 10 minutes to present your research, followed by a few minutes to answer questions from the audience. The use of PowerPoint presentation software will be necessary. Attendance is MANDATORY on all presentation days.

1. **Professional Preparation**

**Personal Essay or Cover Letter (25 Points, Due 4th Monday of the Block):** Students will develop a personal essay similar to essays expected for graduate school applications or a cover letter similar to cover letters expected for job applications. Students should view this essay as an opportunity to develop a personal essay for the graduate school application process or a letter of intent (cover letter) for a job application. The content of personal statements varies widely from person to person. Standard components are 1) to discuss your interests in the field or position, 2) to discuss career aspirations in the field or the position, 3) to discuss possible research interests in the field (these should intersect with the research interests of the faculty of the graduate programs to which you are applying if applicable) or your specific interest in the position, 4) to discuss the manner in which your undergraduate training, abilities, intellect, and personal characteristics combine to make the area or position an ideal career path for you. Personal statements should be 3-5 double-spaced pages and should give your audience a strong positive overview of you as a person and a professional.

**Vita or Resume (25 Points, Due 4th Monday of the Block):** Students will develop a vita or resume for use in future job searches or graduate school applications.

1. **Major review paper (210 Points Total):**

Students will write a comprehensive review paper. The purpose of a review paper is to summarize the existing research on a given topic in order to provide the reader with an overview of the current state of knowledge in the topic area. This assignment will be completed in phases in order to make the task less daunting and to provide feedback to improve writing process and quality at each stage in the research process.

**Initial Reference Page (10 points):** By Thursday of week 1, all students should submit an APA style reference page citing a minimum of 10 references related to the topic that students intend to include in the final paper. The content of the referenced articles to be used in the paper should be summarized in individual summaries (this can be done on notecards, single paragraphs on a word document, etc.). At this point in the writing process, students should begin to note the ways in which they can use each reference in their paper. Students should also note the similarities across findings in order to identify major common themes in the body of research. When discrepant findings are noted across studies, differences in research methodology should be noted in order to offer possible explanations for discrepant findings.

**Extended Reference Page (25 points)**: By Tuesday of week 2, all students will submit an APA-style references page citing a minimum of 25 references (15 new references beyond those obtained during week 1). The content of the newly referenced 15 articles should be summarized in the same manner identified in the initial reference page.

**Review outline (25 points)**: By Thursday of week 2, students should submit an outline specifying the structure of their first draft of the paper. The outline should address the key points to be articulated at each point in the paper and should cite the relevant references. This activity should prepare students to conceptualize the entire structure of the paper before the writing process begins and will include a citation to all references.

**Review draft (50 points)**: A draft of the paper (at least 10 pages) will be submitted to the instructor by Wednesday of week 3. Students will keep all feedback offered on the initial draft and will incorporate the instructor’s feedback into the later drafts of the paper.

**Final draft (100 points)**: Draft 2 will be a (sometimes significantly) reformulated version of draft 1 (at least 25 pages). The revised draft should be comprehensive, paragraphs should flow logically from one another, the language should be concise, and the tone should be formal. Differences in conclusions across studies should be explained in terms of methodological differences and the author should offer 1) overall conclusions regarding the state of current research in great detail with an overarching relevant theory, 2) limitations of the current research, and 3) directions for future research. The final draft of the paper is due (in hard copy) by the final Wednesday of the course.

**Overview of Submission Schedule:**

1) Thursday, Week 1:

a. APA Style References Page with a minimum of 10 cited references.

b. 10 reference summaries (content of each and noting differences and similarities across references).

2) Monday Week 2: Week 1 diary

3) Tuesday, Week 2:

a. APA Style References Page with a minimum of 25 cited references.

b. 25 reference summaries (content of each and noting differences and similarities across references).

4) Thursday, Week 2: Outline for draft 1 of the paper.

5) Monday Week 3: Week 2 diary

6) Wednesday, Week 3:

a. Draft 1 of the paper in APA style (15 page minimum and all 25 references cited).

7) Monday Week 4: Week 3 diary

8) Wednesday, Week 4

a. Final Draft of the paper in APA style (25 page minimum and a minimum of 25 references cited).

***All work is due at 9:00 am on the specified date. No late work will be accepted unless accompanied by a documented excuse.***

**Grading:**

Class Presentations 20

Class Discussions 100

Journal Submissions 45

Research Project Presentation20

Research Project 210

Professional Preparation 50

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**The grade scale is:**

93 or above (A) 83-86% (B) 73-76% (C) 63-66% (D)

90-92% (A-) 803-826% (B-) 70-72% (C-) 60-62% (D-)

87-89% (B+) 77-79% (C+) 67-69% (D+) below 60 (F)

**Technology in class:**

1. **Laptop computers:** Please bring your laptop to class daily.
2. **Cell phones:** Cell phone interruptions are unnecessary, so please ensure that your cell phone does not ring during class. Text messaging during class time is inappropriate, and using the phone as a clock can be disruptive. **We will discuss the cell phone policy in depth on the first day of classes.**

### Cornell College Policies:

**Academic Honesty expectations:** Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading “Academic Honesty."

**Students with disabilities:** Cornell College makes reasonable accommodations for persons with disabilities.  Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format.  For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see [Cornell College disability link.](http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml).

**Discussion Topics:**

1. ***Undergraduate education in psychology and neuroscience and preparing for your futures***: What should a psychology student learn from a psychology education? Is there a standard body of knowledge in psychology? What is the career outlook for someone with an undergraduate degree in psychology or neuroscience? What types of undergraduate experiences are graduate schools prioritizing? What is important to include in a graduate student application?
2. ***The changing climate within psychology and neuroscience***: What implications may prescription privileges have for the field of psychology? What will psychology and neuroscience look like in the future? What impact may this have on these fields?
3. ***Multicultural issues in psychology and neuroscience:*** Does academic psychology have a racial/cultural bias? To what degree is cultural competence important for contemporary psychologists? What issues are faced by immigrant populations in the U.S.? How should psychologists handle issues of acculturation and diversity? What role does culture play in neuroscience research?
4. ***Gender-related issues in psychology and neuroscience:*** To what degree are biases related to sexual orientation and gender present within psychology? How shall we respond effectively to the intersections of social identity (e.g., gender, sexual orientation, ethnicity etc.)? How does the cultural objectification of women influence women and men in science? Is biological sex an important IV in neuroscience research?
5. ***Perceptions of psychology and neuroscience:*** How will globalization change the face of psychology? In what ways is the practice of western psychology ethnocentric? Where is brain knowledge in the public arena? Are pictures truly worth 1,000 words?
6. ***General ethical issues and research ethics:*** What are psychologists’ responsibilities to research participants? How should psychologists study and disseminate findings regarding controversial research? What are the major ethical dilemmas faced by practicing psychologists? How should psychologists address the inclusion of neuroscience research?

*These guidelines are described in detail to serve as a point of reference should questions arrive. This document serves as a contract between the student and the instructor.*

**Assigned Readings:**

**Topic One:** The role and significance of an undergraduate education in psychology and related fields and preparing for your futures

1. American Psychological Association. (2013). *The APA Guidelines for the Undergraduate Psychology Major. Version 2.0.* Washington, DC: Author. Retrieved from [APA Website](http://www.apa.org/education/undergrad/curriculum.aspx)
2. Appleby, D. C., & Appleby, K. M. (2006). Kisses of death in the graduate application process. *Teaching of Psychology, 33*, 19-24.
3. American Psychological Association. (2011). Careers in psychology. Washington, DC: Author. Retrieved from http:www.apa.org/careers/resources/guides/careers.aspx
4. Akil, H., Balice-Gordon, R., Cardozo, D. L., Koroshetz, W., Norris, S.M.P., Sherer, T., … Thiels, E (2016). Neuroscience training for the 21st Century. *Neuron, 90,* 917-926.
5. Careers in Neuroscience/Career Paths: Pharmaceutical Research. Retrieved from: https://www.sfn.org/
6. Careers in Neuroscience/Career Paths: Government Program Management. Retrieved from: https://www.sfn.org/

**Topic Two:** The changing climate within psychology and neuroscience

1. Lavoie, K. L., & Barone, S. (2006). Prescription privileges for psychologists: A comprehensive review and critical analysis of current issues and controversies. *CNS Drugs, 20,* 51-66.
2. Green, C.D. (2015). Why psychology isn’t unified, and probably never will be. *Review of General Psychology, 19*, 207-214
3. Schwartz, S.J., Lilienfeld, S.O., Meca, A., & Sauvigne, K.C. (2016). The Role of Neuroscience within Psychology: A call for inclusiveness over exclusiveness. *American Psychologist, 71,* 52-70.
4. Krakauer, J.W., Ghazanafar, A.A., Gomez-Martin, A., MacIver, M.A., & Poeppel, D. (2017). Neuroscience needs behavior: Correcting a reductionist bias. *Neuron, 30,* 480-490.

**Topic Three:** Multicultural issues in psychology

1. American Psychological Association. (2012). Crossroads: The Psychology of Immigration in the New Century. Washington, DC: Author. Retrieved from [APA website](http://www.apa.org/topics/immigration/report.aspx)
2. Whaley, A. L., & Davis, K. E. (2007). Cultural competence and evidence-based practice in mental health services: A complementary perspective. *American Psychologist, 62,* 563-574. doi: 10.1037/0003-066X.62.6.563
3. Sue, D.W. (2013). Race Talk: The psychology of racial dialogues. *American Psychologist, 68,* 661-672.
4. Chiao, J.Y., Hariri, A.R., Harada, T., Mano, Y., Sadato, N., Parrish, T.B., & Iidaka, T. (2010). Theory and methods in cultural neuroscience. *Social Cognitive and Affective Neuroscience, 5,* 356-361.

**Topic Four:** Gender-Related Issues: Current Topics Within the Fields

1. Reidy, D.E., Shirk, S.A., Sloan, S.D., & Zeichner, A. (2009). Men who aggress against women: Effects of feminine gender role violation on physical aggression in hypermasculine men. *Psychology of Men and Masculinity, 10,* 1-12.
2. American Psychological Association (2007, December). Guidelines for Psychological Practice with Girls and Women, *American Psychologist*, 949-979.
3. Hinsley, A., Sutherland, W.J., & Johnston, A. (2017). Men ask more question than women at a scientific conference. *PLoS ONE, 12*, 1-14.
4. Beery, A.K. & Zucker, I. (2011). Sex bias in neuroscience and biomedical research. *Neuroscience and Biobehavioral Reviews. 35*, 565-572.
5. Clayton, J.A. & Collins, F.S. (2014). Policy: NIH to balance sex in cell and animal studies. *Nature, 509*, 282-283.
6. NIH policy: status quo is also costly & NIH policy: mandate goes too far (2014). *Nature, 510*, 340.
7. Arnsten, A.F.T. (2003). Patricia Goldman-Rakic: A Remembrance. *Neuron, 40*, 465-470.
8. Women in Neuroscience: A numbers game. *Nature Neuroscience, 9*, 853.

**Topic Five:** Perceptions of Psychology and Neuroscience – Changing Views and the Influence of the Field

1. Davidio, J. F., & Esses, V. M. (2007). Psychological research and public policy: Bridging the gap. *Social Issues and Policy Review, 1*, 5-14.
2. Mills, K. (2009). Getting beyond the couch: How does the general public view the science of psychology? *Monitor on Psychology, 40*(3), 28-29.
3. Lilienfeld, S. O. (2012). Public skepticism: Why many people perceive the study of human behavior as unscientific. *American Psychologist, 67*, 1-17.
4. Howard-Jones, P.A. (2014). Neuroscience and education: myths and messages. *Nature Reviews Neuroscience, 15*, 817-824.
5. O’Connor, C., Rees, G., & Joffe, H. (2012). Neuroscience in the public sphere. *Neuron, 74*, 220-226.
6. McCabe, D.P. & Castel, A. D. (2008). See is believing: the effect of brain images on judgements of scientific reasoning. *Cognition, 107*, 343-352.
7. Sperduti, A., Crivellaro, F., Rossi, P.F., & Bondioli, L. (2012). “Do octopuses have a brain?” Knowledge, perceptions, and attitudes towards Neuroscience at school. *PLoS ONE, 7*, e47943.

**Topic Six:** Ethical Issues in Psychology and Neuroscience

1. American Psychological Association. (2010). Ethical principles of psychologists and code of conduct. Washington, DC: Author. [APA website](http://www.apa.org/ethics/code/principles.pdf)
2. Harris, S. E., & Robinson Kurpius, S. E. (2014). Social networking and professional ethics: Client searches, informed consent, & disclosure. *Professional Psychology: Research & Practice, 45,* 11-19.
3. Legerski, J.P. & Bunnell, S.L. (2010). The risks, benefits, and ethics of trauma-focused research participation. *Ethics & Behavior, 20*, 429-442.
4. Fuchs, T. (2006). Ethical issues in neuroscience. *Curr Opin Psychiatry, 19*, 600-607.
5. Mohamed, A.D. (2014). Neuroethical issues in pharmacological cognitive enhancement. *WIREs Cogn Sci, 5*, 533-549.
6. Sahakian, B.J., Bruhl, A.B., Cook, J., Killikelly, G.S., Piercy, T.,,, Jones, P.B. (2015). The impact of neuroscience on society: cognitive enhancement in neuropsychiatric disorders and in healthy people. *Phil Trans R Soc B, 370*, 1-13.
7. Bott, N.T., Radke, A.E., & Kiely, T. (2016). Ethical issues surrounding psychologists’ use of neuroscience in the promotion and practice of psychotherapy. *Professional Psychology: Research and Practice, 47*, 321-329.
8. Schofiled, T.M. (2013). On my way to being a scientist. *Nature, 497*, 27-278.
9. Schwartz, M.A. (2008). The importance of stupidity in scientific research. *Journal of Cell Science, 121*, 1771.

**Schedule:**

We may need to make adjustments as we go. I’ll make announcements of nay necessary changes in class or via e-mail as we progress through the block.

| **Date** | **Readings and topics** | **Assignment Due** |
| --- | --- | --- |
| M Jan 14 | Introductions, assignments, and ideas. |  |
| T Jan 15 | **#1:** What is an UG education in psychology? |  |
| W Jan 16 | **#2-6:** Careers and graduate education. |  |
| R Jan 17 | **#7-8:** Conflict. | APA Style References Page with a minimum of 10 cited references |
| F Jan 18 | No class – research day. |  |
| M Jan 21 | **#9-10:** Resolution? | Week 1 journal diary |
| T Jan 22 | **#11-12:** Culture and immigration. | APA Style References Page with a minimum of 25 cited references. |
| W Jan 23 | **#13-14:** Culture and race. |  |
| R Jan 24 | **#15-16:** Gender issues. | Outline for draft 1 of the paper. |
| F Jan 25 | **#17-22:** Bias in science. | Rough draft of the paper in APA style (10 pages/citations) for peer-review. |
| M Jan 28 | **#23-24:** Psychology and the public. | Week 2 journal diary |
| T Jan 29 | **#25:** Pseudoscience? |  |
| W Jan 30 | **#26-29:** Zeus and Neuroscience. | Draft 1 of the paper in APA style (10 page minimum and all 25 references cited). |
| R Feb 1 | **#30-32:** Ethics in science and practice. |  |
| F Feb 2 | **#33-35:** Neuroethics. |  |
| M Feb 4 | **#36-38:** Crossover ethics. | Week 3 journal diary  Essay/Cover Letter or Resume/CV due |
| T Feb 5 | **Research Presentations** |  |
| W Feb 6 | No class – papers due. | **Final Paper Due at 9 am** |

**Appendix 1**

| **Category** | **Rating** |  |  |  | **Score** |
| --- | --- | --- | --- | --- | --- |
|  | **0-2** | **3-5** | **6-8** | **9-10** |  |
| **Abstract** | No organization or structure. Fails to mirror the contents of the review. | Weak organization or structure. Some mirror to the contents of the review. | Good organization and structure. Adequate mirror to the contents of the review. | Strong organization and structure. Clear mirror to the contents of the review. |  |
| **Introductory Paragraph** | No opening sentence and/or use of operational definitions, no transition to general idea of the paper. | Weak opening sentence and use of operational definitions, loosely expresses the general idea of the paper. | Adequate opening sentence and proper use of operational definitions, expresses the general idea of the paper. | Strong opening sentence, proper use of operational definitions, expresses the overall idea of the paper. |  |
| **Theme** | No organization, sequencing, or argument structure. | Weakly organized with no logical sequencing or argument structure. | Well organized, but demonstrates illogical sequencing or argument structure. | Well organized, demonstrates logical sequencing and argument structure. |  |
| **Background/**  **Foundation** | No conclusions are made from the evidence offered. | There is some indication of conclusions from the evidence offered. | Conclusions are reached from the evidence offered. | Detailed conclusions are reached from the evidence offered. |  |
| **Future Directions** | None listed. | Stated, but in an unorganized and nonlinear manner. | A general discussion of future directions is offered. | A detailed discussion of future directions is offered. |  |
| **Articles** | Information is gathered from < 20 articles. | Information is gathered from 21- 22 articles. | Information is gathered from 23-24 articles. | Information is gathered from > 25 sources. |  |
| **Grammar** | There are > 11 grammatical/ spelling errors. | There are 8-10 grammatical/ spelling errors. | There are 5-7 grammatical/ spelling errors. | There are < 4 grammatical/ spelling errors. |  |
| **Pages** | The **body of the paper** is < 21 pages. | The **body of the paper** is 22 pages. | The **body of the paper** is 23-24 pages. | The **body of the paper** is > 25 pages. |  |
|  | **0-2** | **2** | **3-4** | **5** |  |
| **Title page** | Missing or incomplete | Inappropriate title/missing information. | Inappropriate title or missing information. | Appropriate title. Correct format |  |
| **Reference Sheet** | Information is not cited or is cited incorrectly. | Information is cited, but has errors. | Information is cited properly. | Information is cited properly and in APA format. |  |
| **Format** | Font, spacing, and APA format are incorrect. | Font, spacing, or APA format is correct. | Font and spacing, font and APA, or spacing and APA are correct. | Font, spacing, and APA format are correct. |  |
| **Closing statement** | Missing and/or incomplete wrap-up statement(s). | Unclear and inaccurate wrap-up statement(s). | Somewhat clear or nearly accurate wrap-up statement(s). | Clear and accurate wrap-up statement(s). |  |

**Appendix 2**

| **Category** | **Rating** | **Score** |
| --- | --- | --- |
|  | **0 - 5** |  |
| **Importance** | Introduce importance of general research area, central theories and empirical findings in this area, and select citations. |  |
| **Currents** | Clearly explain what you found and what these findings suggest. Focus on current arguments, impasses, etc. |  |
| **Futures** | Clearly explain where the field is and should go. Future directions and limitations should also be discussed. |  |
| **Response to Questions**  **/ Speaking Skills/ Presentation Length** | Demonstrates full knowledge of topic; explains and elaborates on all questions. Has natural delivery; modulates voice; articulate; projects enthusiasm, interest, and confidence; uses body language effectively; proper volume; steady rate; good posture and eye contact: length within +/- 2 minutes of goal. |  |