

CONTRACT/TIMELINE

Date: _____

Course: _____

Semester: _____

Your Name: _____

Goals as agreed with your mentor/supervisor:

Timeline*:

Notes: _____

Name (supervisor): _____

Signature: _____ Date: _____

Name (supervisor): _____

Signature: _____ Date: _____

*Let your supervisor know if this timeline cannot be met, and immediately determine whether a mutually agreeable alternative timeline can be established.

LAB SIGN-IN SHEET

Name	Date	Time IN	Time OUT	Accomplishments (be specific)	Comments

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CHECKLIST FOR SUBMITTING YOUR PAPERS TO YOUR MENTORS AND TO JOURNALS

Overall

- I checked the manuscript guidelines for the journal to which I plan to send my paper.
- I read two to three papers previously published in this journal, which gave me a sense of the correct formatting and structure to use for my paper.

Editing

- I removed all unnecessary words and phrases for my manuscript.
- Once I finished writing the paper, I put it away for 1–2 days before rereading it for errors. I also read it again for clarity before sending it to my collaborators/mentor.
- I carefully reread the manuscript at least 2 to three times, looking for typos and errors.
- I played “devil’s advocate,” looking for any errors, possible confounds, and logical gaps in my manuscript. I tried to explain any issues still outstanding and back up my views with documentation.
- I looked for ways to make transitions within the manuscript smooth and logical.
- I confirmed that all my sentences were no longer than two lines (especially for a nonnative audience).
- I kept terms in my paper as consistent as possible (e.g., I avoided writing that babies saw an *object*, babies saw the *puppet*, babies saw the *stimulus*, babies saw *it*).
- I avoided using acronyms unnecessarily, which helped the paper flow.
- I read the paper aloud two to three times, which helped me to hear how it flowed (especially for nonnative readers).
- I arranged to have a couple of nonexperts read the paper and confirm that they understood it.
- I had at least two native speakers of the language I’m using in the paper confirm its grammatical correctness.

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CHECKLIST FOR SUBMITTING YOUR PAPERS *(page 2 of 3)*

- I used active verbs and parallel sentence structures wherever possible.
- I did not use the words “prove,” “believe,” or “feel that” in the manuscript.
- I had two to three colleagues/peers in the lab review my paper and integrated many of their suggestions into it.

Title Page

- I made sure that the title of my paper reflected my original big question and the findings of the study.
- I made the title as interesting as possible.
- I checked with all the coauthors about their correct affiliations.
- I acknowledged funding for the study according to the grant’s guidelines (if applicable).
- I confirmed that all the sentences in my manuscript were direct and concise.

Introduction

- I explicitly addressed: “What’s the question, why is the study important, and what’s new?”
- Any reader could find and circle the “What’s the question?” section of my paper.
- Any reader could find and circle the “Why is it important?” section of my paper.
- Any reader could find and circle the “What is new?” section of my paper.

Discussion

- I highlighted my study’s limitations within the discussion section of the paper.

References

- I checked that the references cited in the manuscript were listed in the reference section.
- I checked that all references in the reference section were cited in the manuscript.
- I confirmed that the numbers of the references listed corresponded to the ones cited in the text (if applicable).

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Figures

- I included readily understandable figure captions.
- I included all my figures and graphs.
- I properly labeled the x and y axes on my graph.
- I confirmed that the labels for the x and y axes correspond to the figure captions.
- I included standard error bars (if required).
- I confirmed that my graphs and figures correspond with the data that I presented in the results section of the manuscript.
- I made graphs that were clear and easy to read, and the formatting of my graphs was consistent throughout the paper.
- I used figures and images to help the reader through the manuscript.



Use figures to guide the reader. Helpful: "As shown in Figure 1, children gazed significantly longer at the red box as compared to the blue box." Not helpful: "On average, children gazed for 8 seconds at the red box and 59 seconds at the green box (see Figure 1)."

Other

- I checked with all my collaborators that they wished to be included as authors before I submitted the manuscript.
- I let the authors know that I submitted the manuscript and kept them informed when reviews/comments arrived from the editor.
- I asked my coauthors whether they wanted to be sent a copy of the submitted version of the manuscript.

POSTERS AND PRESENTATION CHECKLIST

- _____ Is the title clear, and does it reflect the theme of my project?

- _____ If I'm in a crowded room full of 200 posters, can someone still see or find my poster?

- _____ Can someone read my poster readily from a distance of 5 feet?

- _____ Do I accurately and concisely describe the research question?

- _____ If I had to leave my poster (try not to do this), could someone understand my presentation without my "walking them through it"?

- _____ When visitors approach my poster, do I introduce myself clearly?

- _____ Did I remember to ask them if they had questions or comments?

- _____ Did I include an abstract with a clear take-home message?

- _____ Did I show my poster to all my coauthors several weeks before my presentation and ask for comments? (And integrate the comments?)

- _____ Did I ask 10 people to read my poster and ask me questions? Were those questions similar? Could I change something in my poster to make it more clear?

- _____ Do I have funding to print a \$30-poster and to purchase a poster tube? If not, how will I solve this problem (e.g., print the poster on standard paper or hold a fundraiser)?

- _____ Is the font consistent?