

Interdisciplinary Health Sciences PhD Program, University of Texas, El Paso
Psychometrics, Fall 2016, Instructor: C. Sobin

Course name:	Psychometrics
Course no.:	CHSC 6380
Course CRN:	16632
Semester/year	Fall 2016
Graduate credit hours:	3
Class location:	HSSN Rm 131
Class meeting time:	Thursdays 2:00 – 4:50pm FIRST CLASS Aug 25th FINAL PAPER DUE Dec 6th (in lieu of Final Exam)
Class instructor:	Dr. Christina Sobin, HSSN 401, casobin@utep.edu
Office hours:	Mondays 10am – 12pm and by appointment
Course description:	This course introduces students to the principles of psychometrics as they apply to the most common types of measurement instruments used in health sciences research. Through discussion, application, lectures and group exercises, students will learn classical testing theory, test reliability and test validity; the steps and logic of test construction; theories and applications of factor analytic techniques; how to evaluate test items; and how to critically evaluate tests and rating scales for use in research. Students who complete this course will be able apply principles learned in a variety of research applications requiring quantitative measurement of human characteristics and responses.
Pre-Requisites:	CHSC 6305 (Quantitative Methods for the Health Sciences I) with a grade of “B” or better, or with approval of instructor, completion of a similar graduate level statistics course with a grade of “B” or better, and departmental approval.
Required text:	Miller LA & Lovler RL (2016). Foundations of Psychological Testing: A Practical Approach (5th ed). Thousand Oaks, CA: Sage.
Optional Study Guide:	Stetz TA, Miller LA & Lovler RL (2016). Student study guide for Foundations of Psychological Testing: A Practical Approach. Thousand Oaks, CA: Sage.
Course format:	Graduate seminar format focusing on discussion, student participation and presentation, critical analysis-guided lecture, case studies, multimedia, written assignments, exams and final paper.

<p>Major learning objectives:</p>	<p>By the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Describe the characteristics of and name different types of psychological tests. 2. Rapidly locate resources for psychometrically sound health sciences research instruments. 3. State and discuss the major practical and ethical concerns in the use of tests. 4. Identify test applications that do and do not meet basic ethical standards. 5. Articulate the advantages and disadvantages of computerized tests. 6. Define the reliability/precision of tests, explain generalizability theory, and discuss differences between true score and random error. 7. Explain the concept of “validity” and how it relates to psychological tests; know and execute steps for generating evidence of validity based on test content. 8. Know and execute steps for determining evidence of test validity based on test-criterion relationships; interpret a validity coefficient; explain the concept of regression and interpret a multiple regression formula. 9. Explain and discuss “construct” and “construct explication” in the context of test development and test validity. 10. Explain and discuss exploratory and confirmatory factor analysis. 11. Know the steps for constructing health sciences surveys and how to interpret survey data.
<p>Assessment strategies:</p>	<ol style="list-style-type: none"> 1. Weekly written assignments and student-led discussion of key concepts with critical analysis. 2. Section examinations (3) including essay and multiple-choice assessment. 3. Final paper with critical evaluation of validity of published tests in the student’s research area.
<p>Grading Scale:</p>	<p>Grading scale:</p> <ul style="list-style-type: none"> A (> 90%-exceptional graduate-level performance) B (80-89%-average graduate-level performance) C (70-79%-below average graduate-level performance) D (60-69%-unacceptable graduate-level performance) F (< 60%-very unacceptable graduate-level performance) <p>Grading components:</p> <ul style="list-style-type: none"> Weekly assignments and class participation in critical analysis of key concepts: 30% Section Exams (3) (Essay and Multiple-Choice Test): 30% Final Paper – Critical Analysis of Published Test Instruments: 40%
<p>Incomplete (I):</p>	<p>The grade of “I” (incomplete) is considered only in very rare circumstances involving fully documented emergencies, must be requested at least three weeks prior to the last class of the fall term, and is given at the discretion of the instructor.</p>

Course/Instructor & Institutional Policies	
Attendance:	It is UTEP policy that all students attend all scheduled classes . Attendance will be taken at each class. When a student registers for a course, it is assumed that she/he has made arrangements to avoid conflicts that would result in chronic tardiness or absence from class. Students are personally responsible for all information or activities presented in class discussions, lectures, assignments, and/or readings. If you are unable to attend class, <i>it is your responsibility to inform the instructor before the class session</i> . Students will be administratively withdrawn for excessive unexcused absences of 2 or more classes. Compliance is mandatory with regard to assignment due dates, student-led discussions and class presentations, reading assignments, exams and all other course activities. Any emergency-related absences must be documented and verified by presentation of documents to the instructor. <i>Please note: chronic tardiness reflects lack of commitment and poor professional behavior; it is also disruptive to classmates and the instructor.</i> You are expected to be seated and ready to begin each class at 2:00 PM.
Reading assignments:	Successful completion of homework assignments requires the completion and consideration of all assigned readings prior to class. Most students find that at least 5 days are required to complete the reading assignments for each class, identify and develop written answers to study questions and to develop in-depth student-led discussion questions.
Writing standards:	Effective leadership in health sciences research and academia requires highly developed written and oral communication skills. Excellent writing skills are a critical element of communication and information dissemination. The IHS PhD Program recognizes and expects sound writing skills as the norm for course work. It is each student's responsibility to accurately assess their current level of writing skill and seek additional help with writing as needed. Speak with the instructor for additional writing resources and courses available on-campus (e.g., UTEP Writing Center).
Late assignments:	Due dates for homework, exams, presentations and other assignments are designed for fairness to all students. No exceptions will be made except in cases of unexpected university-designated closures. All assignments are due at the beginning of class. <i>Late submissions are not accepted.</i>
Electronic use policies:	<i>All cellular telephones, pagers, headphones, iPods, iPads, mp3 players, earpieces, and other forms of communication and entertainment technology equipment must be powered off and put away during the class period.</i> If a situation should arise which necessitates a student to be contacted by a physician or family member, the instructor shall be notified and cell phone can be set to "vibrate." Please be advised that students who use unauthorized technology during class time will be dismissed from that week's class session.
Class participation:	The class is conducted as a graduate seminar and relies on active student participation. In addition to weekly assignments for student-led summary, critical analysis and discussion of key concepts, students must be prepared to discuss, answer questions, and participate in all class activities.
Special accommodations:	If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 915.747.5148, , or visit their office located in UTEP Union East, Room 106. For additional information, visit http://sa.utep.edu/cass/ . CASS Staff are the only individuals who can validate and authorize accommodations for students with disabilities.

Student conduct:

ETHICAL CONDUCT IS A CENTRAL TENET AND GUIDING PRINCIPLE OF ALL ACTIVITIES, DECISIONS AND CRITICAL ANALYSES CARRIED OUT BY ACADEMICIANS. For this reason, students in the Interdisciplinary Health Sciences PhD Program at UTEP are expected to be above reproach in all scholastic activities.

Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another student, any act designed to give unfair advantage to a student or the attempt to commit such acts." Regent's Rules and Regulations, Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. From the UTEP Dean of Student Affairs Office: "It is an official policy of university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (<http://studentaffairs.utep.edu/Default.aspx?tabid=4386>)

Examples of "cheating" include:

- Copying from the homework, in-class work or exam paper of another student, engaging in written, oral, or any other means of communication with another student during an exam or homework assignment, or giving aid to or seeking aid from another student during a test;
- Possession and/or use during an exam or home test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed "crib notes";
- Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;
- Collaborating with or seeking aid from another student for an assignment without authority;
- Substituting for another person, or permitting another person to substitute for one's self, to take a test;
- Falsifying research data, laboratory reports, and/or other records or academic work offered for credit.

"Plagiarism" means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from on-line and other material.

"Collusion" means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.

WEEKLY PLAN

Dates	Topic	Homework and Preparation for Class	In-Class Activities
SECTION I – OVERVIEW OF PSYCHOLOGICAL TESTING			
Aug 19 - Aug 24	Defining Psychological Tests	<p><u>Reading Assignment:</u></p> <ul style="list-style-type: none"> - Chapter 1, <i>What Are Psychological Tests?</i> <p>- Prepare answer to assigned question for presentation to class</p>	<p style="text-align: center;">WEEK 1 – Aug 25th</p> <ul style="list-style-type: none"> - Review of syllabus and discussion of assignments - Detailed discussion of Final Paper - Overview of Chapter 1 with class discussion and critical analysis - Distribute writing assignment questions for next week; assign “in-depth” questions.
Aug 26 – Aug 31	Psychological Testing Importance/Role in Health Sciences	<p><u>Reading Assignment:</u></p> <ul style="list-style-type: none"> - Chapter 2, <i>Why Is Psychological Testing Important?</i> <p><u>Writing Assignment:</u></p> <ul style="list-style-type: none"> - Prepare concise but comprehensive type-written answers for all of study questions and in-depth response/class exercise/examples for the one concept/problem/question to which you were assigned. - Bring <u>two</u> hard copies of answers to class; turn in one copy before class begins; keep second copy to use during class discussion and modify as needed. 	<p style="text-align: center;">WEEK 2 – Sep 1st</p> <ul style="list-style-type: none"> - Turn-in written answers to study questions before class begins. - Student-led in-depth discussion and critical analysis of key concepts; summary of key points; discussion of questions. - Distribute writing assignment questions for next week. - Assign in-depth problem/concept/exercise/question for presentation to class.
Sept 2 - Sept 7	Testing Ethics, Professional Standards, Special Populations	<p><u>Reading Assignment:</u></p> <ul style="list-style-type: none"> - Chapter 3, <i>Is There a Right or Wrong Way to Use Psychological Tests?</i> <p><u>Writing Assignment:</u></p> <ul style="list-style-type: none"> - Prepare concise but comprehensive type-written answers for all of study questions and in-depth response/class exercise/examples for the one concept/problem/question to which you were assigned. - Bring <u>two</u> hard copies of answers to class; turn in one copy before class begins; keep second copy to use during class discussion and modify as needed. 	<p style="text-align: center;">WEEK 3 – Sep 8th</p> <ul style="list-style-type: none"> - Turn-in written answers to study questions before class begins. - Student-led in-depth discussion and critical analysis of key concepts; summary of key points; discussion of questions. - Distribute writing assignment questions for next week. - Assign in-depth problem/concept/exercise/question for presentation to class.

<p>Sep 9 - Sept 14</p>	<p>Computerized Testing</p>	<p><u>Reading Assignment:</u> - Chapter 4, <i>How Does Computerized Testing Work?</i></p> <p><u>Writing Assignment:</u> - Prepare concise but comprehensive type-written answers for all of study questions and in-depth response/class exercise/examples for the one concept/problem/question to which you were assigned. - Bring <u>two</u> hard copies of answers to class; turn in one copy before class begins; keep second copy to use during class discussion and modify as needed.</p>	<p>WEEK 4 – Sep 15th</p> <ul style="list-style-type: none"> - Turn-in written answers to study questions before class begins. - Student-led in-depth discussion and critical analysis of key concepts; summary of key points; discussion of questions. - Distribute study guide questions for next week. - Assign in-depth problem/concept/exercise/question for presentation to class.
<p>Sep 16 - Sep 21</p>	<p>SECTION I EXAM</p> <p>Test Score Interpretation</p>	<p><u>Prepare for SECTION EXAM I:</u> ESSAY: 1500 words, question to be assigned in class; <u>upload to TurnItIn.com no later than Tuesday Sep 20th, 10am.</u> MULTIPLE-CHOICE TEST: 30 items (approx 30 min) in-class</p> <p><u>Reading Assignment:</u> Chapter 5, <i>How Do Test Users Interpret Test Scores?</i></p> <p><u>Writing Assignments (no hardcopy written assignment due on test days):</u> - Review study questions and use to guide reading. - Prepare examples/problems/exercises for one assigned concept/question.</p>	<p>WEEK 5 – Sep 22nd</p> <ul style="list-style-type: none"> - MULTIPLE-CHOICE TEST (30 min) - Student-led in-depth discussion and critical analysis of key concepts; summary of key points; discussion of questions. - Distribute writing assignment questions for next week. - Assign in-depth problem/concept/exercise/question for presentation to class.
<p>SECTION II – PSYCHOMETRIC PRINCIPLES</p>			
<p>Sep 23 - Sep 28</p>	<p>Test Reliability and the Concept of Precision</p>	<p><u>Reading Assignment:</u> - Chapter 6, <i>What is Test Reliability/Precision?</i></p> <p><u>Writing Assignment:</u> - Prepare concise but comprehensive type-written answers for all of study questions and in-depth response/class exercise/examples for the one concept/problem/question to which you were assigned. - Bring <u>two</u> hard copies of answers to class; turn in one copy before class begins; keep second copy to use during class discussion and modify as needed.</p>	<p>WEEK 6 – Sep 29th</p> <ul style="list-style-type: none"> - Turn-in written answers to study questions before class begins. - Student-led in-depth discussion and critical analysis of key concepts; summary of key points; discussion of questions. - Distribute writing assignment questions for next week. - Assign in-depth problem/concept/exercise/question for presentation to class.

<p>Sep 30 - Oct 5</p>	<p>Determining Test Validity from Test Content</p>	<p><u>Reading:</u> - Chapter 7, <i>How Do We Gather Evidence of Validity Based on the Content of a Test?</i></p> <p><u>Writing Assignment:</u> - Prepare concise but comprehensive type-written answers for all of study questions and in-depth response/class exercise/examples for the one concept/problem/question to which you were assigned. - Bring two hard copies of answers to class; turn in one copy before class begins; keep second copy to use during class discussion and modify as needed.</p>	<p>WEEK 7 – Oct 6th</p> <ul style="list-style-type: none"> - Turn-in written answers to study questions before class begins. - Student-led in-depth discussion and critical analysis of key concepts; summary of key points; discussion of questions. - Distribute writing assignment questions for next week. - Assign in-depth problem/concept/exercise/question for presentation to class.
<p>Oct 7 - Oct 12</p>	<p>Determining Test Validity from Test-Criterion Relationships</p>	<p><u>Reading:</u> - Chapter 8, <i>How Do We Gather Evidence of Validity Based on Test-Criterion Relationships?</i></p> <p><u>Writing Assignment:</u> - Prepare concise but comprehensive type-written answers for all of study questions and in-depth response/class exercise/examples for the one concept/problem/question to which you were assigned. - Bring two hard copies of answers to class; turn in one copy before class begins; keep second copy to use during class discussion and modify as needed.</p>	<p>WEEK 8 – Oct 13th</p> <ul style="list-style-type: none"> - Turn-in written answers to study questions before class begins. - Student-led in-depth discussion and critical analysis of key concepts; summary of key points; discussion of questions. - Distribute writing assignment questions for next week. - Assign in-depth problem/concept/exercise/question for presentation to class.
<p>Oct 14 - Oct 19</p>	<p>Determining Test Validity Based On How a Test Relates to Established Constructs</p>	<p><u>Reading:</u> - Chapter 9, <i>How Do We Gather Evidence of Validity Based on a Test's Relation to Constructs?</i></p> <p><u>Writing Assignment:</u> - Prepare concise but comprehensive type-written answers for all of study questions and in-depth response/class exercise/examples for the one concept/problem/question to which you were assigned. - Bring two hard copies of answers to class; turn in one copy before class begins; keep second copy to use during class discussion and modify as needed.</p>	<p>WEEK 9 – Oct 20th</p> <ul style="list-style-type: none"> - Turn-in written answers to study questions before class begins. - Student-led in-depth discussion and critical analysis of key concepts; summary of key points; discussion of questions. - Distribute study guide questions for next week. - Assign in-depth problem/concept/exercise/question for presentation to class.

<p>Oct 21 - Oct 26</p>	<p>SECTION EXAM II</p> <p>Survey Development and Administration</p>	<p><u>Prepare for SECTION II EXAM:</u> ESSAY: 1500 words, question to be assigned in class; <u>upload to TurnItIn.com no later than Oct 25th, 10am.</u> MULTIPLE-CHOICE TEST: 35 items (approx 30 min) in-class</p> <p><u>Reading Assignment:</u> - Chapter 10, <i>How Do We Construct and Administer Surveys and Use Survey Data?</i></p> <p><u>Writing Assignments (no hardcopy written assignment due on test days):</u> - Review study questions and use to guide reading. - Prepare examples/problems/exercises for one assigned concept/question.</p>	<p>WEEK 10 – Oct 27th</p> <ul style="list-style-type: none"> - MULTIPLE-CHOICE TEST (30 min) - Student-led in-depth discussion and critical analysis of key concepts; summary of key points; discussion of questions. - Distribute writing assignment questions for next week. - Assign in-depth problem/concept/exercise/question for presentation to class.
<p>SECTION III – DEVELOPING AND PILOTING SURVEYS AND PSYCHOLOGICAL TESTS</p>			
<p>Oct 28 - Nov 2</p>	<p>Psychological Test Development</p>	<p><u>Reading Assignment:</u> - Chapter 11, <i>How Do We Develop a Test?</i></p> <p><u>Writing Assignment:</u> - Prepare concise but comprehensive type-written answers for all of study questions and in-depth response/class exercise/examples for the one concept/problem/question to which you were assigned. - Bring <u>two</u> hard copies of answers to class; turn in one copy before class begins; keep second copy to use during class discussion and modify as needed.</p>	<p>WEEK 11 – Nov 3rd</p> <ul style="list-style-type: none"> - Turn-in written answers to study questions before class begins. - Student-led in-depth discussion and critical analysis of key concepts; summary of key points; discussion of questions. - Distribute writing assignment questions for next week. - Assign in-depth problem/concept/exercise/question for presentation to class.
<p>Nov 4 - Nov 9</p>	<p>Assessing the Psychometric Quality of a Test</p>	<p><u>Reading Assignment:</u> - Chapter 12, <i>How Do We Assess the Psychometric Quality of a Test?</i></p> <p><u>Writing Assignment:</u> - Prepare concise but comprehensive type-written answers for all of study questions and in-depth response/class exercise/examples for the one concept/problem/question to which you were assigned. - Bring <u>two</u> hard copies of answers to class; turn in one copy before class begins; keep second copy to use during class discussion and modify as needed.</p>	<p>WEEK 12 – Nov 10th</p> <ul style="list-style-type: none"> - Turn-in written answers to study questions before class begins. - Student-led in-depth discussion and critical analysis of key concepts; summary of key points; discussion of questions. - Distribute writing assignment questions for next week. - Assign in-depth problem/concept/exercise/question for presentation to class.

<p>Nov 11 - Nov 16</p>	<p>SECTION III Exam Review of Famous Tests</p>	<p><u>Prepare for SECTION III EXAM:</u> ESSAY: 1500 words, question to be assigned in class; upload to TurnItIn.com no later than Nov 15th, 10am. MULTIPLE-CHOICE TEST: 30 items (approx 30 min) in-class</p> <p><u>Reading Assignment:</u> - Browse Chapters 13, 14 and 15 - Read text Appendix A, Test Spotlights</p> <p><u>Writing Assignments (no hardcopy written assignment due on test days):</u> - Review study questions and use to guide reading. - Prepare examples/problems/exercises for one assigned concept/question.</p>	<p>WEEK 13 – Nov 17th</p> <ul style="list-style-type: none"> - MULTIPLE-CHOICE TEST (30 min) - Student-led in-depth discussion and critical analysis of key concepts; summary of key points; discussion of questions. - Distribute writing assignment questions for next week. - Assign in-depth problem/concept/exercise/question for presentation to class.
<p>Nov 18 - Nov 24</p>	<p>THANKSGIVING WEEK</p>	<p>WORK ON FINAL PAPER</p> <p>PREPARE PRESENTATIONS OF INSTRUMENTS REVIEWED</p>	<p>WEEK 14 – Nov 24th</p> <p>THANKSGIVING – NO CLASS</p>
<p>Nov 25 - Nov 30</p>	<p>Class Presentations – Summary and Critical Analysis of Instruments Reviewed</p>	<p><u>Writing Assignments:</u> - Work on Final Paper - Prepare PowerPoint presentation summaries of instruments reviewed</p>	<p>WEEK 15 – Dec 1st LAST CLASS</p> <p>CLASS PRESENTATIONS 15 minutes per student</p>
		<p>FINAL PAPER DUE no later than Dec 6th 10am uploaded to TurnItIn.com</p>	

OVERVIEW OF ASSIGNMENTS WITH DETAILED INSTRUCTIONS

1. CLASS PARTICIPATION INCLUDING WEEKLY PREPARATION AND SUBMISSION OF WRITTEN ANSWERS TO STUDY QUESTIONS AND IN-DEPTH PREPARATION OF ONE CONCEPT/TOPIC FOR PRESENTATION TO CLASS:

Your class attendance and active participation during each class make up 30% of your final grade. To receive credit for your attendance and participation, you must arrive on time. Students who arrive late to class receive no points for attendance. Each week you will be assigned reading from the textbook. You will be required to prepare relatively brief (one paragraph) written responses to a set of study questions, bring two hardcopies of your writing to class, turn in one hard copy for grading before class begins (not accepted for submission after class begins), and keep one copy to use as the basis for discussion during class. In addition each student will be assigned one concept, topic or “exercise” to prepare for presentation to the class. (For example, when we are studying measures of central tendency, one student may be assigned the task of developing at least one exercise illustrating how the standard deviation is calculated by hand and will be responsible for explaining the concept and leading students in completion of the exercise during class.)

2. SECTION EXAMS:

There will be three Section Exams given throughout the semester. Section Exam scores count for 30% of your final grade. Each Section Exam will have two parts. Part I will be a 1500 word essay question to be prepared during the week before the exam and turned in at the start of the Exam Administration session; Part II will be a multiple-choice in-class exam. The multiple-choice portion of the written exam will require approximately 30 minutes at the start of class. On Exam days, the remainder of the class will follow the format of a regular class and will be used to discuss the weekly reading assignment, with individual student presentations of assigned concepts. On Exam days, you will not be required to submit written answers to study questions; as stated above however, individual students will be responsible for preparing presentations of key concepts.

3. FINAL PAPER – COMPARATIVE ANALYSIS OF MEASUREMENT INSTRUMENTS:

In lieu of a final exam, students will write a final paper that will count for 40% of the final course grade. The paper will be at least 15 pages in length (double-spaced) and will provide a comparative analysis of at least three published measurement instruments likely to be used by student in their research, or highly relevant to the student’s main research question. For example, if a student’s research focuses on diabetes, the student might decide to select and compare three published instruments that assess quality of life in diabetes patients. Students are expected to begin work on the paper no later than September 25th and will work on the paper gradually throughout the semester. Class time will be allotted for discussion of student progress on the final paper and related questions. This assignment will give students the opportunity to critically evaluate current instruments available for measuring a selected construct, draw conclusions regarding which instruments have the strongest psychometric properties, and make decisions about which measurement instruments will be most useful and relevant for proposed research. The paper must follow APA format and style, must be fully referenced and must be submitted no later than December 6th, 10am, uploaded to TurnItIn.com.

GRADING RUBRIC

Every student begins this class with a grade of “A” (490 points). In addition to Unit Exams and the Final Paper with Presentation, your performance on each week’s written answers, critical analysis and class discussion of assigned concepts importantly determines whether you maintain maximum points.

1. WRITTEN ANSWERS TO STUDY QUESTIONS (turned in *before* class begins) AND PARTICIPATION IN CLASS (30% of total grade, 90 points, 6 points per class):

Your WRITTEN ANSWERS to study questions will be scored each week after class with a score of either 3 (very good), 2 (acceptable), or 1 (poor):

3 (“very good”) The written answers follow the required format, have no grammatical or typographical errors, are provided in complete sentences, and demonstrate reasonable or excellent understanding of the concepts queried.

2 (“acceptable”) The written answers are follow the required format, are logically constructed and address the concept queried, but contain some (no more than three) grammatical and/or typographical errors, and/or include one or two incomplete answers.

1 (“poor”) The written answers do not follow the required format, contain more than three grammatical or typographical errors, and/or do not provide complete answers for more than half of the questions.

Your CLASS PARTICIPATION will also be scored each week and will include your in-depth preparation of the assigned concept, and your summary, critical analysis and leading of class discussion on the assigned concept or topic.

3 (“very good”) The concept/topic is well-prepared, the summary for the class is interesting and complete, and provides application examples, and/or exercises to elaborate concept, and/or visual aids, worksheets, etc. depending on concept or topic. Critical analysis is interesting and complex, and the ideas presented stimulate active discussion and new questions.

2 (“acceptable”) The concept/topic is well-prepared, the summary for the class is basic and does not elaborate on information given in the textbook and/or application, meaning and significance of concept/topic is not explored or questioned. Critical analysis is limited and discussion is adequate but not stimulating.

1 (“poor”) Main ideas related to the assigned concept/topic are missed; presenter does not elaborate related concepts/ideas and no application is explored. Critical analysis is minimal or lacking and discussion is inadequate.

2. UNIT EXAMS WITH ESSAY AND MULTIPLE CHOICE COMPONENTS (30% of total grade, 300 points total, 100 per exam):

UNIT EXAM MULTIPLE CHOICE (60 points per exam) (Unit Exam I – 30 questions; Unit Exam II – 35 questions; Unit Exam III – 30 questions)

UNIT EXAM ESSAY QUESTION (40 points per exam) grading follows rubric for written answers above.

3. FINAL PROJECT – 15-PAGE PAPER WITH ORAL PRESENTATION (40% of total grade, 100 points total; 75 points for paper, 25 points for presentation,)

Points will be deducted for not fully meeting the requirements defined in the instructions above, including the logical construction of sentences, paragraphs and sections that address the goal of paper; grammatical correctness and accuracy; APA style formatting; and appropriate and correct referencing.