

**PSYCHOLOGY 304: PSYCHOLOGICAL TESTING AND MEASUREMENT**  
**Fall 2009 – Sections 001 and 002**  
**Monday and Wednesday – 12:00 -12:50 pm**  
**374 MARB**

**Instructor:** Mikle South, Ph.D.  
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**Office:** 245 TLRB, 422-4058  
**Hours:** By appointment

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**Laboratory Section, Times, and Instructors:**

Section 001: 12:00-12:50 pm Friday 112 SWKT Instructors: Stacie Jackson: slh.jackson@gmail.com  
Scott Elder: scot.elder@gmail.com  
Section 002: 12:00-12:50 pm Friday 102 SWKT Instructors: Katie Taylor: kaytee6387@gmail.com  
Nikki Williams: nikkiwilliams07@gmail.com

**Required Texts:**

1. Kaplan, R. M., & Saccuzzo, D. P. (2009). *Psychological testing: Principles, applications, and issues* (7th ed.). Belmont, CA: Wadsworth/Thomson Learning.
2. American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). New York, NY: American Psychological Association.

**Course Objectives:**

1. Help students become informed regarding psychological testing and measurement.
2. Provide students the foundation of core skills needed to continue in/successfully complete, the psychology major.
3. Assist interested students to prepare themselves for graduate-level study in the social sciences by furnishing them with a solid introduction to the theory and practice of psychological testing.

**BlackBoard:**

All important course materials will be posted to BlackBoard and can be accessed via your regular Route Y account. Please check BlackBoard regularly in order to make sure you are current on assignments, grades, and other aspects of the course. **Please ensure that communications sent via Blackboard are directed to your current valid email address.** ←IMPORTANT

**FHSS Computer Labs:**

Assignments which require SPSS can be completed in the SWKT computer labs 102, 105, 109, 112.

**Course Requirements:**

Class Attendance: Attendance is required as we will be dealing with issues and examples not necessarily covered in the text. To help ensure attendance, quizzes will be used. Seventeen quizzes (worth 10 points each) will be administered throughout the semester covering the text, discussion, or assigned readings. The lowest two scores will be thrown out. I will learn your names and expect you will answer questions and offer comments on the material.

Lab attendance is required. Attendance will be taken and will be worth 5% of your final grade. You have the opportunity to do much of your project in lab. The more engaged you are, the lighter the out-of-class load will be. If problems exist, please talk (in advance) to your TA.

Flu policy

As are all large communities, BYU is preparing for the potential of the H1N1 influenza virus to spread rapidly throughout the campus during the coming winter. Details of BYU's preparation, and advice on what you can do to prepare, can be found at flu.byu.edu. Please read it! In order to contain any possible infection, the administration has advised course instructors to ask any student who is feeling sick with flu-like symptoms (fever with either sore throat or cough) to remain home, away from class and away from all large gatherings. Sick students should remain at home until at least 24 hours after the fever has gone away. Students should also call their doctor or the student health center for advice as soon as possible.

The administration has asked course instructors to provide adequate make-up opportunities for all work missed during a flu-like illness. Accordingly, I will allow all time as needed to miss class during an illness and to make up work at a reasonable time afterward, provided the student provides a doctor's note to document the illness. ALL students who feel sick with fever and sore throat or cough should call the doctor and visit if so advised. If advised to visit the doctor, please obtain a note whether or not you are diagnosed with the flu! When you are ill please call or email your TA or the instructor as soon as possible, and *continue to communicate* with us until you are well. You should also be in contact as much as possible with one or two class members, in order to keep up on what you miss. We will try to facilitate class communication from the beginning of the semester.

For your protection, your instructors will follow the same rules! If your instructor is sick he or she will try to find a replacement to carry the class forward, else will notify students as soon as possible about a class cancellation.

Class Preparation: It is my expectation that you will read the material, as listed in the course schedule, *prior to class* so that you might better understand the topic and that we might have more productive discussions in class. This will help you better understand and retain the material providing an improved educational experience. I have found that students find it easier to glean the most important information when they bring the PowerPoint slides to class in paper or electronic form. In addition, in order to complete the assignments you will need memory storage (i.e., a flashdrive) and signature card funds to print on campus. If you miss class, please (a) speak to your TA and obtain notes from at least one trusted classmate, (b) check BlackBoard for any newly posted material, and (c) attend office hours for additional clarification when needed.

#### Electronic Devices.

Cell phones should be turned *off* in class. No rings, no texts, no nothing. Computers are welcome as long as you are taking notes and not distracting others (surfing the web, answering email, playing games, etc.).

Exams: Exams will cover the readings, lectures, class discussion, practice exercises, lab exercises, and other areas as determined by the instructor. Exam format will be discussed in class prior to each test and may include multiple choice, matching, short answer, and essay responses. Midterm and final exams will be administered at the Testing Center (<https://testing.byu.edu>) and must be taken during the dates indicated on the course schedule. Study guides will be provided for each exam. I encourage you to form study groups to work on assignments and review exam material. This will help you in this class and create a model for effective study in graduate school. I also encourage you to contact me or the TAs for help. There will be no test make-ups except under extreme conditions that require prior approval from Dr. South. Cheating of any kind will result in a lowered grade and other University sanctions. My door is open to discuss concerns before and after exams.

Course Project – Test Development: The best way to evaluate performance and learning is across domains and not solely through multiple choice examinations. Thus, you will participate in a series of assignments that will allow you to actively apply the concepts learned in this course. The project will be done in triads, so carefully select with whom you will work as you will share the same grade. This project is worth 30% of your grade and is composed of smaller assignments, each of which addresses important aspects of research and writing. You and your partners will conceptualize and develop a psychological test, write items for the test, collect and analyze data, and provide a brief written summary of the results of an item analysis. This process will be completed over the entire semester, and each group will complete a final polished paper as outlined below. The assignments are covered in greater detail in lab materials:

- |                                                    |                                              |
|----------------------------------------------------|----------------------------------------------|
| (a) Assignment 01: Article Review                  | (g) Assignment 07: Abstract                  |
| (b) Assignment 02: Introduction and Topic Proposal | (h) Assignment 08: Writing Review            |
| (c) Assignment 03: Question Domain                 | (i) Assignment 09: Rough Draft (Peer Review) |
| (d) Assignment 04: Test Administration and Methods | (j) Assignment 10: Final Paper               |
| (e) Assignment 05: SPSS Analysis and Results       | (k) Assignment 11: Presentation              |
| (f) Assignment 06: Discussion                      | (l) Ratings of Participation in Your Group   |

Extra Credit: In order to encourage involvement in the academic community, extra credit will be offered for attending certain activities and writing a meaningful summary of the event. You may earn up to 25 points of extra credit throughout the semester. Dr. South and/or the TAs will inform you when possible extra credit opportunities arise. Each extra credit opportunity must be completed within the specified time given to complete the assignment, or by the last day of classes (12/10/2009).

**Grading Policy:**

Your grade will be calculated on the number of points you earn from examinations, attendance, assignments, and group project divided by the total number of points possible. A general rule of thumb for undergraduate college courses is "2-3 hours of study out of class for every hour in class". A 'C' is an acceptable grade and a 'B' a very good grade, while an 'A' represents an outstanding level of accomplishment even in comparison with peers who are often excellent students. We will award grades of C-, D, UW, or E only after individual consideration concerning whether the student's performance in the course merits such a grade.

A	930-1000	93.0-100%	C	700-749	73.0-77.9%
A-	900-929	90.0-92.9%	C-	650-699	70.0-72.9%
B+	880-899	88.0-89.9%	D+	600-649	68.0-69.9%
B	830-879	83.0-87.9%	D	550-599	63.0-67.9%
B-	800-829	80.0-82.9%	D-	500-549	60.0-62.9%
C+	750-799	78.0-79.9%	E	499 &> < 60.0%	

	Points Possible	% of Grade
<b>Exams</b>	<b>500</b>	<b>50%</b>
Exam I	150	
Exam II	150	
Final Exam	200	
<b>Course Project</b>	<b>300</b>	<b>30%</b>
Assignment 01: Article Review	5	
Assignment 02: Introduction and Topic Proposal	25	
Assignment 03: Question Domain	15	
Assignment 04: Test Administration and Methods	20	
Assignment 05: SPSS Analysis and Results	20	
Assignment 06: Discussion	25	
Assignment 07: Abstract	5	
Assignment 08: Rough Draft (Peer Review)	10	
Assignment 09: Writing Review	15	
Assignment 10: Presentation	25	
Assignment 11: Final Paper	100	
Group Ratings of Participation	35	
<b>Quizzes (In Class)</b>	<b>150</b>	<b>15%</b>
<b>Lab Attendance</b>	<b>50</b>	<b>5%</b>
<b>TOTAL</b>	<b>1000</b>	<b>100%</b>

### **Honor Code Standards**

BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct. Students are responsible not only to adhere to the Honor Code requirement to be honest but also to assist other students in fulfilling their commitment to be honest. (complete version of the Academic Honesty Policy available at [honorcode.byu.edu](http://honorcode.byu.edu))

While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. See <http://www.byu.edu/honorcode> for specific examples of intentional, inadvertent plagiarism, and fabrication, falsification.

#### *Plagiarism*

It is an act of plagiarism to "borrow" ideas or quotes from former students' old papers and from the papers of students presently taking the course with you. Plagiarism also includes quoting or paraphrasing passages from any of your references without giving proper credit to the real authors (i.e., an APA-style citation), because doing so implies that this information came from you. Presenting the ideas of others as one's own is called plagiarism. Plagiarism, as defined by the BYU Honor Code, is a form of intellectual theft. It is an act of fraud; it is dishonest, deceitful, unethical, and can lead to serious and lasting negative consequences for your academic and professional career. For this reason, please follow the course guidelines for when and when not to read other 378 students' papers (including those from other sections) or have them read yours. In addition, please use only those sources that meet the course criteria for acceptable reference materials.

Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### **Preventing Sexual Discrimination or Harassment**

Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to the professor. Alternatively, you may lodge a complaint with the Equal Employment Office (D-240C ASB) or with the Honor Code Office (4440).

### **Students with Disabilities**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the University Accessibility Center located in 2170 WSC (801-422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Opportunity Office at 422-5895, D-282 ASB.

### **Student Learning Outcomes**

Each program at BYU has developed a set of expected student learning outcomes. These will help you understand the objectives of the curriculum in the program, including this class. To learn the expected student outcomes for the programs in this department and college go to <http://learningoutcomes.byu.edu> and click on the College of Family, Home and Social Sciences and then this department. We welcome feedback on the expected student learning outcomes. Any comments or suggestions you have can be sent to [FHSS@byu.edu](mailto:FHSS@byu.edu).

## Course Schedule

<b>Date</b>	<b>Topic</b>	<b>Assignments</b>
8/31	Introduction and Course Overview	
9/2	Basic Concepts	Chapter 1
<b>9/7</b>	<b>NO CLASS—LABOR DAY</b>	
9/9	Norms and Basic Statistics	Chapter 2
9/14	Norms and Basic Statistics	
9/16	Writing and Evaluating Test Items	Chapter 6
9/21	Writing and Evaluating Test Items	
9/23	Correlation and Regression	Chapter 3
9/28	Correlation and Regression	
9/30	Reliability	Chapter 4
10/5	Reliability	
<b>10/5-10/9</b>	<b>EXAM I: Chapters 1-4, 6</b>	<b>Testing Center</b>
10/7	Validity	Chapter 5
10/12	Validity	
10/14	Test Administration	Chapter 7
10/19	Interviewing Techniques	Chapter 8
10/21	Theories of Intelligence/Binet	Chapter 9
10/26	Wechsler Intelligence Scales	Chapter 10
10/28	Wechsler Intelligence Scales	
11/2	Tests of Ability in Education	Chapter 11
<b>11/2-11/6</b>	<b>EXAM II: Chapters 5, 7-11</b>	<b>Testing Center</b>
11/4	Group Ability Tests	Chapter 12
11/9	Group Ability Tests	
11/11	Structured Personality Tests	Chapter 13
11/16	Projective Personality Tests	Chapter 14
11/18	Cognitive/Behavioral Assessment	Chapter 15
11/23	Cognitive/Behavioral Assessment	
<b>11/25</b>	<b>NO CLASS—THANKSGIVING BREAK</b>	
11/30	Neuropsychological Assessment	Chapter 17
12/2	Neuropsychological Assessment	
12/7	Group Presentations	
12/9	Wrap-up	
<b>12/14-12/18</b>	<b>FINAL EXAM: Chapters 12-15, 17, 19</b>	<b>Testing Center</b>

Disclaimer: The instructor reserves the right to change schedule and syllabus at any time. I will let you know when this happens via Blackboard and in-class announcements.