Instructor/TA Info

Instructor Information

Name: Scott Braithwaite
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Office Hours: Mon 11:00am-12:00pm
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TA Information

Name: Lindsey Osborne
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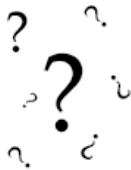**Name**: Mason Ming
Office Location: 1053 JFSB (Psych Central)
Office Phone: (949) 300-4084
Office Hours: Only By Appointment
Email: mshaleming@gmail.com

Course Information

Materials

Item	Price (new)	Price (used)
PSYCHOLOGICAL TESTING 8E - *Required* by KAPLAN, R	246.00	184.50
WRITE IT UP - *Optional* by SILVIA, P	19.95	15.00

Grading Policy

Class Attendance:

Attendance is required as we will be dealing with issues and examples not necessarily covered in the text. To provide incentive for attendance and preparation, quizzes will be used. Quizzes for each lecture topic (worth 10 points each) will be administered throughout the semester covering the text, discussion, or assigned readings. These will be given online or in class (check the syllabus) and cannot be completed if you arrive after the quiz has been administered in-class. The lowest two quiz scores will be thrown out.

Lab attendance is required. Attendance will be taken in the form of a "low stakes quizzes."nAt the end of lab, the TAs will administer the quiz that will ask you to recall things we covered in class that day and in previous lectures; you will get 4 points if you get *every* question right and 3 points if you miss one or more (hence "low stakes"). This is done because of the excellent research on the testing effect (http://en.wikipedia.org/wiki/Testing_effect).

You will 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 one of the TAs.

Class Preparation:

I expect that you will read the material, as listed in the course schedule, *prior to class*. This is expected so you will better understand the topic and contribute to class discussions. In order to complete assignments you may need a calculator with a square root function, memory storage (e.g. flashdrive, dropbox, etc.), and signature card funds to print on campus. If you miss class, please (a) speak to your TAs and obtain notes from at least one trusted classmate, (b) check Learning Suite (under the "Content" tab) for any newly posted material, and (c) attend office hours for additional clarification when needed.

How do I do well in this class? Here's a nice article that explains one very good strategy (http://calnewport.com/blog/2007/10/03/the-art-of-stealth-studying-how-to-earn-a-40-with-only-10-hours-of-work/).

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. All exams except for the final will be administered at the Testing Center (https://testing.byu.edu (https://testing.byu.edu/)) and must be taken during the dates indicated on the course schedule. Study guides will be provided approximately one week before 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/medical/professional school. I also encourage you to contact me or the TAs for help when needed. There will be no test make-ups except under extreme conditions that require prior approval. 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 apply the concepts learned in this course. The project will be completed in **groups of three** so carefully select with whom you will work as you will all share the same grade. You and your group will conceptualize and develop a psychological test, write items for the test, collect and analyze test data, and provide a written summary of the results of an item analysis. This process will be completed over the entire semester. The individual assignments and their corresponding due dates are outlined below.

Please submit your assignments electronically (using Word 2003 or 2007) to Learningsuite. Some assignments are to be submitted to psych309lab@gmail.com with the appropriate file name and procedures. Please refer to "Assignment Submission Instructions" on under the "Content" tab in Learning Suite.

Assignment Grading:

Writing assignments will be graded similar to how a journal evaluates papers when you submit them for publication. There are four main categories: 1) accept as is; 2) minor revisions; 3) major revisions; or, 4) reject. *The goal of this type of grading is to facilitate learning*. You will receive a grade from one of the four

categories for each assignment.

If you receive a *reject* this means you did not put in adequate effort for the assignment (you submitted it planning on revising it after the TAs made comments). Your group will have **one day** to turn the assignment in with a good effort or you will receive a zero for the assignment.

If you receive *major revisions* for an assignment then you have three days (Sunday doesn't count as one of the three days) from the return of the assignment to return revisions improving the assignment--the paper is __due on the third day at noon__. For the introduction only, the first set of revisions is free—meaning you do not lose any points (unless it is clear you didn't put in sufficient effort). For every revision thereafter you lose 2 points. For every other portion of the paper (methods, results, etc.), you will lose 2 points for every revision you need to make--there is no free set of revisions after the introduction. So, it behooves you to get your paper in ship-shape the first time around. If you receive *minor revisions* then you have minor things to improve. The same rules for revisions apply as those for major revisions.

Finally, *accept* means you have done a good job and you receive full credit--it's very rare to get this on your first submission, if you do you should feel awesome.

You are not likely to lose any points if consult your TA *and implement his/her recommendations* before turning in the revisions. ***Each writing assignment can be revised a maximum of 3 times.*** The revisions format only applies to the writing assignments which are #2, #4, #5, #6 and #7(see assignment numbers below). The other assignments will be graded as outlined below. For more information on writing assignments, click on the assignment name in the "Assignments" section of this Syllabus.

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 "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.

Learning Suite:
    All important course materials will be posted to Learning Suite*.* Please check Learning Suite regularly in order to make sure you are current on assignments, grades, and other aspects of the course. Please ensure that communications sent via Learning Suite are directed to your current valid email address.

FHSS Computer Labs:
    Assignments which require SPSS or Stata can be completed in the SWKT computer labs 102, 105, 109, 112, 1150 (Psych Central).

Assignments

Assignment Description

Lab 1 Quiz

| Sep 11 | Due: Monday, Sep 11 at 7:00 pm |

Attendance Quiz

Chapter 1 Quiz

| Sep 18 | Due: Monday, Sep 18 at 4:00 pm |

Chapter 1 quiz

Chapter 2 Quiz

Sep 18	Due: Monday, Sep 18 at 4:00 pm

Reading Questions: What are the different scales of measurement and for which kind of data can we use them? What are the operations we can perform on each scale of measurement and how does this relate to statistics? What is the difference between standardizing a test and norming a test? Why do we do the extra work to create test norms? What is the difference between the skewness and kurtosis of a distribution? Under what conditions would we use the median instead of the mean as a measure of central tendency?

Lab 2 quiz

Sep 18	Due: Monday, Sep 18 at 7:00 pm

On Chapter 2

Replication proposal (Option 2 ONLY)

Sep 18	Due: Monday, Sep 18 at 11:59 pm

Your group must decide on a current psychological test you would like to replicate. The Test must have ALL of the following criteria:
1. The test MUST be a measurement for a hypothetical construct (ask the TAs if you need help identifying what a hypothetical construct is).
2. The test must have an accompanying, published article so that you can identify which statistics the original researchers ran and other necessary information.
3. The test may only contain a maximum of 30 items. Minimum limit of 5 items.
Once you have decided on a test/article that fits all of these criteria, then submit a link to the original **TEST and ARTICLE** here on Learningsuite.

Topic Proposal (Option 1 ONLY)

Sep 18	Due: Monday, Sep 18 at 11:59 pm

Disclaimer: Only do this if you chose option 1 (create your own measure for a hypothetical construct).
Please have ONE member of your group submit a topic proposal including the following elements:
Group name, hypothetical construct, 2 domains, and 1 definition for EACH domain
Example:
"GroupAwesome"
We explored the hypothetical construct of bossiness. We defined our first domain, bossy behavior, as the number of times a person tells others what to do. Our second domain, bossy beliefs, we defined as the extent to which a person thinks they are in charge.

Chapter 6 Quiz

Sep 25	Due: Monday, Sep 25 at 4:00 pm

Reading Questions What are the five stages of writing a test? What are indicators of a good test question? What is the difference between item difficulty and item discriminability? What are the measures of central tendency and how are they different? What are some different types of scales? What are some different scoring methods used in testing?

#1 Article Response Questions

Sep

25	Due: Monday, Sep 25 at 4:00 pm

Assignment 01: Article Review (10 Points)– Many students do not realize that test development is a thriving and integral part of psychology. Psychology students and researchers often focus on correlational research (looking for relationships between variables) as is the focus of Psych 310 and many other courses. In this course, your focus is different and centered on the research precursor to correlational studies (you can't do correlational research without good tests). This course requires that you develop a measure that reliably and validly measures your selected construct.

To help you better understand this approach you are to review a brief article found in the content section (*filename: "Article to Review"*) which addresses the development and validation of a new measure. The article and answer sheet can be found on learning suite under the content tab. You should read this four-page article and answer the questions found in the content section (*filename: "Article Response Questions"*)**.**

Lab 3 quiz

Sep 25	Due: Monday, Sep 25 at 6:30 pm

On Chapter 6

Chapter 3 Quiz

Oct 02	Due: Monday, Oct 02 at 4:00 pm

Reading Questions: When do we use regression analysis? How is bivariate regression different from multiple regression? What are we and what are we not allowed to infer from a regression analysis? What is a residual and how does it relate to the creation of a regression line? Why are there different types of correlations? What determines which kind of correlation coefficient you use? What is discriminant analysis and how might it be used in test construction? Be able to explain the basic idea behind factor analysis to your grandma/grandpa (assuming they are not a statistician!). How is it similar/different from discriminant analysis?

Lab 4 quiz

Oct 02	Due: Monday, Oct 02 at 6:45 pm

On chapter 3

#2 Introduction

Oct 02	Due: Monday, Oct 02 at 11:59 pm

For option 1 see the rubric in the content section entitled:
"#2 Introduction (option 1 rubric)"
For option 2 see the rubric in the content section entitled:
"#2 Introduction (option 2 rubric)"

#3 Test Items and CVRs

Oct 09	Due: Monday, Oct 09 at 4:00 pm

For option 1 see the rubric in the content section entitled: "#3 Test Items and CVRs (option 1 rubric)"
turn in: 30 items, operational definition of your construct, and your intentions regarding face validity BEFORE lab.
For option 2 see the rubric in the content section entitled:
"#3 Test Items and CVRs (option 2 rubric)"
turn in: the compiled items from the original test, the operational definition of the construct, your intentions regarding face validity BEFORE lab.

DURING LAB:
we will create a questionnaire with the test items in preparation for running a CVR analysis of the items the following lab.

Chapter 4 Quiz

Oct
09
Due: Monday, Oct 09 at 4:00 pm

Reading Questions: 1. What is reliability? 2. What is measurement error? 3. Understand test-retest reliability, parallel forms, and slit half reliability. 4. What is internal consistency? What are some statistical tests to measure internal consistency? 5. How can we increase the reliability of a test?

Lab 5 quiz

Oct
09
Due: Monday, Oct 09 at 6:30 pm

on chapter 4

Exam I

Oct
14
Due: Saturday, Oct 14 at 3:00 pm

Exam I

Chapter 5 Quiz

Oct
16
Due: Monday, Oct 16 at 4:00 pm

Reading Questions: What is face validity? How is it different from other types of validity? What is content validity? How do you provide evidence for it? What is criterion validity? What are the types of evidence for criterion validity? What is construct validity? How do you provide evidence for it? How is it related to all the other validities? What is the relationship between reliability and validity.

Lab 6 quiz

Oct
16
Due: Monday, Oct 16 at 6:30 pm

on chapter 5

Chapter 8 Quiz (Review Quiz)

Oct
23
Due: Monday, Oct 23 at 4:00 pm

The questions on this quiz do not come from Chapter 8, rather they are review questions from Exam I. Before taking the Chapter 8 Quiz, make sure that you have taken the time to shore up any areas of weakness that may have become apparent to you when taking Exam I. You will have 7 minutes to complete this online quiz and may only take it once. The questions are free response, not multiple choice like the test. This quiz is closed book, closed notes, closed internet, etc.

Chapter 7 Quiz

Oct
23
Due: Monday, Oct 23 at 4:00 pm

Reading Questions How does the relationship between the examiner and the test taker affect test results? What are expectancy effects? Discuss the research findings about the appearance of expectancy effects? How do subject variables (e.g. CAN YOU GIVE AT LEAST ONE EX.) influence test scores? What are three problems associated with behavioral assessment methodology? You are scrolling social media and see an infographic claiming to teach ways to detect whether others are lying using verbal and nonverbal cues such as lack of eye contact and stuttering. What are some problems with their claims?

Lab 7 quiz

Oct
23   Due: Monday, Oct 23 at 6:30 pm

on chapter 7/8

#4 Test Administration and Method

Oct
23   Due: Monday, Oct 23 at 11:59 pm

Test Administration:
Your final test/survey (demographic questions, final 10 items from Assignment 03, and face validity question) should be constructed and administered electronically.
Method:
The second part of this assignment requires writing an APA formatted Method section which should include the following *second level headings*: Participants, Item Construction, Test Administration, and Statistical Analysis. Groups may want to place all of the collected information into an excel spreadsheet so that the data might be easily accessed for upcoming assignments.
For option 1 see the rubric in the content section entitled: "#4 Method Rubric and Instructions (option 1 rubric)"
For option 2 see the rubric in the content section entitled: "#4 Method Rubric and Instructions (option 2 rubric)"

Chapter 9 Quiz

Oct
30   Due: Monday, Oct 30 at 4:00 pm

Reading Questions: How would you explain Spearman's model of general mental ability to your friend who isn't taking this class? How have Binet's tests changed over time? How are Binet's ideas used today? What is the principle of age differentiation? What are the psychometric properties of the Binet? What is the difference between crystallized and fluid intelligence?

Chapter 10 Quiz

Oct
30   Due: Monday, Oct 30 at 4:00 pm

Reading Questions: What are the main differences between how Binet measured intelligence and how Wechsler measured intelligence? What are the subtests and subscales of the WAIS-IV? What are the psychometric properties of the WAIS-IV? The WISC-IV What is the purpose of the WPPSI-III? What is metal age and how do you compute it?

Lab 8 quiz

Oct
30   Due: Monday, Oct 30 at 7:30 pm

On chapter 9

Chapter 11 Quiz (in class)

Nov
06   Due: Monday, Nov 06 at 12:00 am

Quiz IN CLASS
Reading Questions:
1. What are some advantages and disadvantages of the alternative ability tests?
2. What is the purpose of infant development tests? Can they predict later IQ?
3. For the following tests, know 1) why they were created, 2) how they measure ability, 3) their psychometrics (reliability and validity):
Bayley
Brazelton
Kaufman ABC
PPVT
Leiter
Woodcock-Johnson
Bender VGMT
WRAT

Lab 9 quiz

Nov 06	Due: Monday, Nov 06 at 7:00 pm

On chapter 11

Exam II

Nov 11	Due: Saturday, Nov 11 at 3:00 pm

Chapter 12 Quiz

Nov 13	Due: Monday, Nov 13 at 4:00 pm

Reading Questions Compare and contrast individual and group ability tests What is the differences among achievement, aptitude, and intelligence tests? Did you take the ACT or SAT when you applied to BYU? What did you do to prepare for the test? What was your experience taking the test (on the actual test day)? Can you think of any biases or issues with how these tests are administered or used? How well do the SAT, ACT, GRE, LSAT predict future performance? What are some examples of nonverbal group ability tests? Why were they created? What are the psychometrics for these tests?

Lab 10 quiz

Nov 13	Due: Monday, Nov 13 at 6:30 pm

On chapter 12

#5 Results

Nov 13	Due: Monday, Nov 13 at 11:59 pm

You are to analyze your data with STATA using Cronbach's alpha, Pearson's bivariate correlations, face validity, content validity, and factor analysis. This will be further explained during lab. If you need additional assistance, please ask—***DON'T PUT THIS OFF UNTIL THE LAST MINUTE*** or, if you have difficulty completing the analyses, you will be unable to get the help you need.
Once completed, you will be expected to submit an APA formatted Results section that includes your statistical results.
For option 1 see the rubric in the content section entitled: "#5 Results (option 1 rubric)"
For option 2 see the rubric in the content section entitled: "#5 Results (option 2 rubric)"

Chapter 14 Quiz

Nov
20
Due: Monday, Nov 20 at 4:00 pm

Reading Questions What is the projective hypothesis? What are the psychometrics of the Rorschach inkblot test? What would you tell someone who wanted to diagnose you with a mental illness based on the Rorschach alone? How does the Thematic Apperception Test (TAT) compare to the Rorschach on psychometrics? Overall, how helpful/reliable/valid are projective personality tests?

Chapter 17 Quiz

Nov
20
Due: Monday, Nov 20 at 4:00 pm

Reading Questions What is a clinical neuropsychologist? What are some of the different neuropsychological assessments discussed in the chapter? What do they measure? Molly is stressed. She has final projects and tests coming up, she trying to decide if she should go to grad school or work on a cruise ship next year, and she recently went on a date with the cutest boy in her ward, Fabio, and it was beyond awful. How are the 3 components of stress involved in how Molly is feeling? What physical symptoms might you expect to see? What is quality of life and how can we assess it?

Lab 11 quiz

Nov
20
Due: Monday, Nov 20 at 6:30 pm

on the IQ lecture

IQ Quiz

Nov
27
Due: Monday, Nov 27 at 4:00 pm

IQ Quiz, instructions given in class

Lab 12 quiz

Nov
27
Due: Monday, Nov 27 at 6:30 pm

on chapter 13

#6 Discussion

Nov
27
Due: Monday, Nov 27 at 11:59 pm

Your group will write a Discussion section that summarizes and contextualizes your results within the previous literature. For this assignment you should refer to your original hypothesis, show an understanding of the required 309 concepts, describe the results, address strengths and weaknesses, suggest future research, and provide a succinct conclusion. ***Many students are tempted to restate the numbers from results section; however, you should show your understanding of the findings beyond numbers.***
For option 1 see the rubric in the content section entitled: "#6 Discussion (option 1 rubric)"
For option 2 see the rubric in the content section entitled: "#6 Discussion (option 2 rubric)"

Chapter 13 Quiz

Dec
04
Due: Monday, Dec 04 at 4:00 pm

Reading Questions What is the difference between personality traits and states? What are some examples of each? Why is this difference important for personality testing? What is the deductive strategy for personality tests? What are types of this strategy? What are examples of measures that use these strategies? What is the empirical strategy for personality tests? What are types of this strategy? What are examples of measures that use these strategies? What are the validity scales for the MMPI? What do they measure? How is the NEO Personality Inventory a combination approach? What are the names of the subscales?

Lab 13 quiz- attendance

Dec 04 Due: Monday, Dec 04 at 6:30 pm

on chapter 13

#7 Abstract

Dec 04 Due: Monday, Dec 04 at 11:59 pm

Your group will write an abstract in APA format. The APA manual notes the abstract should be a brief comprehensive summary allowing readers to survey quickly an article's contents. It should be not only dense (reflecting purpose and paper content), but also readable, well-organized, pithy, and self-contained. Begin the abstract with the most important information (do not repeat the title). Include only the most important concepts, findings, or implications. Abstract should be centered at the top of the page and the text should be double-spaced and flush against the left margin with no indentation. An abstract should report on, rather than evaluate, your paper's content. Comparing an abstract with the paper's outline is a good way to verify accuracy.
For option 1 see the rubric in the content section entitled: "#7 Abstract (option 1 rubric)"
For option 2 see the rubric in the content section entitled: "#7 Abstract (option 2 rubric)"

Wrap Up Quiz (in class)

Dec 11 Due: Monday, Dec 11 at 1:00 pm

Quiz in class

Project Presentations

Dec 11 Due: Monday, Dec 11 at 4:00 pm

Compile a 7-9 minute presentation (Powerpoint, Prezi, etc.) regarding your course project.
Please see the rubric for details.

Lab 14 quiz- attendance

Dec 11 Due: Monday, Dec 11 at 6:30 pm

Wrap up

#10 Group Ratings

Dec 11 Due: Monday, Dec 11 at 11:59 pm

You will rate each group member according to their level of availability, preparation, contribution, respectfulness, and dependability regarding your project. You will also be rated on these same criteria. Thirty points come from the average rating of your other group members, and five points are for submitting your own ratings. See file, *"Group Ratings Rubric."*

#9 TA meeting

Dec 11	Due: Monday, Dec 11 at 11:59 pm

You are required to go through any section of the paper you choose with a TA and address any specific concerns you might have. Please schedule for your group to meet with your TA to review your paper outside of normal lab instruction time. TAs discussing your paper with you during lab instruction time will not be counted for this assignment.
You can meet individually or as a group but each individual group member must meet with the TA at some point to receive points for this assignment. This is worth 5 points.

#8 Writing Lab

Dec 11	Due: Monday, Dec 11 at 11:59 pm

Each member of your group is required to attend the FHSS Writing Lab (1175 JFSB) at least once, although attending multiple times is encouraged. Consider that they are there to help you improve the quality of your writing, so the more they see the better off your paper will be. You can all go together or separately. The writing lab will provide documentation that you went over the paper with them.
Each individual member of the group must have documentation that they went to the writing lab and went over either parts of the paper or the whole paper. It is best to do this before turning it in to the TAs so you get the fewest number of revisions possible.
This assignment is worth 5 points.
Meeting with the TA is also worth 5 points.

Extra Credit

Dec 11	Due: Monday, Dec 11 at 11:59 pm

Extra Credit: You can earn up to **10 points** of extra credit.
There are four options for extra credit from which you may choose.
First, five points extra credit can be earned for every hour you are a participant in a research project. This means that 6 SONA credits equals 5 extra credit points. You may earn 12 SONA credits for the 10 extra credit points. On your SONA account select the option to allocate these points to psych 309 and we will get a print out of your participation at the end of the term. So you don't need to email us about it.
Second, five points extra credit can be earned for turning in a one-page, single-spaced (12-point font) summary of a peer-reviewed journal article. The article can be from any peer-reviewed journal (e.g., from a psychology journal, a medical journal, etc.). Two article summaries is 10 extra credit points.
Third, you can attend a department/college sponsored lecture and write up a one-page, single-spaced (12-point font) reaction paper where you summarize the content of the lecture, discuss how the principles of measurement you have learned relate to the topic and critique the authors use of measurement in drawing conclusions from his/her research. Each lecture is 5 points.
Fourth, the college offers workshops on Stata, a statistics package like SPSS (but much better).
https://fhssrsc.byu.edu/SitePages/Stata%20Workshops.aspx
(https://fhssrsc.byu.edu/SitePages/Stata%20Workshops.aspx)
You can earn five points extra credit for attending one of these workshops and chatting with me about it afterwards (that's right no write-up needs to be done!).
You can turn in extra credit throughout the semester, but it is formally due on the last day of class at 11:59pm.

Final Exam

Dec 18	Due: Monday, Dec 18 at 5:45 pm

Final Exam from 5:45 to 7:45pm

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. 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 every instructor's 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.

Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at https://titleix.byu.edu/report (https://titleix.byu.edu/report) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at http://titleix.byu.edu (http://titleix.byu.edu) or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. 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 by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain

guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvert or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Lecture	Lab	Assignments
Week 1			
M Sep 11 Monday	Introduction and Course Overview Chapter 1: Basic Concepts	Overview and Introduction, Hypothetical Constructs Select group, Pick (or begin picking) Construct **Lab 1 Quiz**	**Chapter 1 Quiz Opens**
F Sep 15 Friday			**Chapter 2 Quiz Opens** Make sure you have posted 2 truths and a lie in Digital Dialog on Learningsuite.
Week 2			
M Sep 18 Monday	Chapter 2: Norms and Basic Statistics	Writing the Introduction, Option 1 and Option 2, Lit. searches **Lab 2 quiz**	**Chapter 1 Quiz Closes** **Chapter 2 Quiz Closes** **Topic Proposal (Option 1 ONLY)** **Replication proposal (Option 2 ONLY)**
F Sep 22 Friday			**Chapter 6 Quiz Opens**
Week 3			
M Sep 25 Monday	Chapter 6: Writing and Evaluating Test Items	Question Domain/Writing Good Questions, APA References **Lab 3 quiz**	**#1 Article Response Questions** **Chapter 6 Quiz Closes**

F Sep 29 Friday			**Chapter 3 Quiz Opens**
Week 4			
M Oct 02 Monday	Chapter 3: Correlation and Regression	Work on Introduction - Not a formal lab **Lab 4 quiz** **Lab 7 quiz Opens**	**Chapter 3 Quiz Closes** **#2 Introduction**
F Oct 06 Friday			**Chapter 4 Quiz Opens**
Week 5			
M Oct 09 Monday	Chapter 4: Reliability	Content Validity Ratios (CVRs)/Enter Questionnaires to Qualtrics **Lab 5 quiz**	***Exam I Begins*** Mon, Oct 9 - Sat, Oct 14 **EXAM I: Chapters 1-4, 6** Where: Testing Center note: Oct 13 @ 4pm the late fee begins **Chapter 4 Quiz Closes** **#3 Test Items and CVRs** **Exam I Opens**
F Oct 13 Friday			**Chapter 5 Quiz Opens**
Sa Oct 14 Saturday			**Exam I Closes** ***Exam I Ends Oct 14***
Week 6			
M Oct 16 Monday	Chapter 5: Validity	CVR Calculation and Writing the Method Section **Lab 6 quiz**	Assignment 3 (cont.): CVR Ratings on Qualtrics Completed. **Chapter 5 Quiz Closes**
F Oct 20 Friday			**Chapter 7 Quiz Opens** **Chapter 8 Quiz (Review Quiz) Opens**
Week 7			
M Oct 23 Monday	Chapter 7: Test Administration Chapter 8: Interviewing Techniques	Statistics Tutorial Work on Methods and Intro revisions **Lab 7 quiz Closes**	**Chapter 7 Quiz Closes** **Chapter 8 Quiz (Review Quiz) Closes** **#4 Test Administration and Method**
F Oct 27 Friday			**Chapter 9 Quiz Opens** **Chapter 10 Quiz Opens**
Week 8			
M Oct 30 Monday	Chapter 9: Theories of Intelligence/Binet Chapter 10: Wechsler Intelligence Scales	Bring data to lab! Statistics Continued... Do Stats on Own Data! **Lab 8 quiz**	Bring data to lab! **Chapter 9 Quiz Closes** **Chapter 10 Quiz Closes**
Week 9			

M Nov 06 Monday	Chapter 10: Wechsler Intelligence Scales Chapter 11: Tests of Ability in Education	Writing the Results Section and APA Tables/Appendices **Lab 9 quiz**	***Exam II Begins Nov 6*** Mon, Nov 6 - Sat, Nov 11 **EXAM II: Chapters 5, 7-11** Where: Testing Center note: Nov 10 @ 4pm late fee begins **Chapter 11 Quiz (in class)** **Exam II Opens**
F Nov 10 Friday			**Chapter 12 Quiz Opens**
Sa Nov 11 Saturday			***Exam II Ends Nov 11*** **Exam II Closes**
Week 10			
M Nov 13 Monday	Chapter 12: Group Ability Tests	Discussion Section Instructions **Lab 10 quiz**	**Chapter 12 Quiz Closes** **#5 Results**
F Nov 17 Friday			**Chapter 14 Quiz Opens** **Chapter 17 Quiz Opens**
Week 11			
M Nov 20 Monday	Chapter 14: Projective Personality Tests Chapter 17: Neuropsychological Assessment	Work on Discussion Section **Lab 11 quiz**	**Chapter 14 Quiz Closes** **Chapter 17 Quiz Closes**
W Nov 22 Wednesday	**No Classes**		
Th Nov 23 Thursday	**Thanksgiving**		
F Nov 24 Friday	**Thanksgiving Holiday**		**IQ Quiz Opens**
Week 12			
M Nov 27 Monday	Does IQ tell the whole story?	Review Abstract Rubric and Presentation Instructions Work on Abstract and Discussion Revisions **Lab 12 quiz**	**#6 Discussion** **IQ Quiz Closes** Ericsson, Krampe & Tesch-Romer (1993) DeliberatePractice(PsychologicalReview).pdf Download Read from beginning to the marked stopping point (on pg. 368) and the entire General Discussion (beginning on page 393).
T Nov 28 Tuesday			
F Dec 01 Friday			**Chapter 13 Quiz Opens**
Week 13			

M Dec 04 Monday	Chapter 13: Structured Personality Tests	Project Presentations **Lab 13 quiz-attendance**	**Chapter 13 Quiz Closes** **#7 Abstract**
T Dec 05 Tuesday			
Week 14			
M Dec 11 Monday	Wrap Up	Project Presentations **Lab 14 quiz-attendance**	***All of your sections must be accepted by midnight, or you will receive a zero for the sections not completed. Please compile all of the "accepted" portions of your papers into one beautiful final paper and submit this final paper to psych309lab@gmail.com by midnight*** **#8 Writing Lab** **#9 TA meeting** **#10 Group Ratings** **Wrap Up Quiz (in class)** **Extra Credit** **Project Presentations**
Th Dec 14 Thursday			
Week 15			
M Dec 18 Monday	Final Exam from 5:45 to 7:45pm		**Final Exam**