



OTRP *online*

office of teaching resources in PSYCHOLOGY

PS302: Tests and Measurements ONLINE Spring 1 2007

Instructor Contact Information

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Park University

Vision Statement

Park University will be a renowned international leader in providing innovative educational opportunities for learners within the global society.

Mission Statement

The mission of Park University, an entrepreneurial institution of learning, is to provide access to academic excellence which will prepare learners to think critically, communicate effectively and engage in lifelong learning while serving a global community.

Course Description

An introduction to the uses of psychological tests and to the techniques of test construction and evaluation. Topics include: a survey of common tests in the areas of general classification, differential testing of abilities and measurement of personality characteristics. Pre-requisite: PS 101. 3:0:3

Overview and Course Goals

PS302 Tests and Measurements provides an introduction to the field of psychometrics. As such, the course covers issues ranging from statistical considerations to test construction, administration, interpretation to evaluation of assessments. As we move through each of these topics, a number of common tests will be introduced and discussions will centered around the ability to be an effective consumer of psychometric information. The following table highlights the weekly topics:

<i>Week 1</i>	Introduction to Psychometric Basics
<i>Week 2</i>	Basic Statistics of Tests and Measurements
<i>Week 3</i>	Creating and Implementing Assessments
<i>Week 4</i>	Intelligence Testing
<i>Week 5</i>	Application of Ability and Standardized Testing
<i>Week 6</i>	Testing in Clinical and Counseling Psychology
<i>Week 7</i>	Testing in Industrial, Business and Forensic Settings
<i>Week 8</i>	Bias, Ethics, and the Future of Testing

Core Learning Outcomes

Students who successfully complete this course will be able to:

1. Identify key features related to test construction and standardization.
 2. Critically analyze the use of self-report inventories.
 3. Distinguish between the various types of test reliability and validity.
 4. Evaluate the legal, ethical, and professional issues related to test usage.
 5. Identify the properties and applications of personality and intelligence tests.
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Texts/Materials

Required:

Kaplan, R. M. and Saccuzzo, D. P. (2005). Psychological Testing: Principles, Applications, and Issues (Sixth Edition). Thomson/Wadsworth, ISBN 0-534-63306-4.

Recommended:

Nicolai, K. (2005). Student Workbook for Psychological Testing: Principles, Applications and Issues. Thomson/Wadsworth, ISBN 0-534-63308-0

Order Texts at: <http://direct.mbsbooks.com/park.htm>

Course Policies


Policy #1: Submission of Work:

- A class week is defined as the period of time between Monday 12:01 am MST and Sunday at 11:59 PM MST. The first week begins the first day of the term/semester. Assignments scheduled for completion during a class week should be completed and successfully submitted by the posted due date.
- Create a back up file of every piece of work you submit for grading. This will ensure that a computer glitch or a glitch in cyberspace won't erase your efforts.
- When files are sent attached to an email, the files should be in either Microsoft Word, RTF, ASCII, txt, or PDF file formats.
- **Submission of Late Work:** Late work will only be accepted with written permission.

Policy #2: Ground Rules for Online Communication & Participation

- **General email:** Students should use email for private messages. When sending email other than assignments, you must identify yourself fully by name and class in all emails.
- **Online threaded discussions:** are public messages and all writings in this area will be viewable by the entire class or assigned group members.
- **Online Instructor Response Policy:** I will check email frequently and will respond to course-related questions within 24-48 hours.
- **Observation of "Netiquette":** All your Online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an Online course. What you put into an Online course reflects on your level of professionalism. Here are a couple of Online references that discuss writing Online <http://goto.intwg.com/> and netiquette <http://www.albion.com/netiquette/corerules.html>.
- Please **check the Announcements** area before you ask general course "housekeeping" questions (i.e. how do I submit assignment 3?). If you don't see your question there, then please contact me.

Policy #3: What to do if you experience technical problems or have questions about the Online classroom.

- If you experience computer difficulties (need help downloading a browser or plug-in, you need help logging into the course, or if you experience any errors or problems while in your Online course, click on the  **Help** button in your Online Classroom, then click on the helpdesk menu item, and then fill out the form or call the helpdesk for assistance.
- If the issue is preventing you from submitting or completing any coursework, contact me immediately.

Policy #4: DISABILITY GUIDELINES

- Park University is committed to meeting the needs of all students that meet the criteria for special assistance. These guidelines are designed to supply directions to students concerning the information necessary to accomplish this goal. It is Park University's policy to comply fully with federal and state law, including Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990, regarding students with disabilities. In the case of any inconsistency between these guidelines and federal and/or state law, the provisions of the law will apply.
 - Additional information concerning the criteria for special assistance and Park University's policies and procedures related to disability can be found on the Park University web page: <http://www.park.edu/disability>.
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Grading Policy

You will be able to track your grade throughout the term. Grades will be determined by your performance on a final exam, 3 integrative assignments, weekly homework assignments, a group controversial issues presentation, mastery questions and participation in online class discussions. Points will be assigned as follows:

Final exam (Week 8)	100 points
Integrative assignments (Weeks 3, 5, 7)	120 points
Weekly homework assignments	80 points
Weekly mastery questions	80 points
Group controversial issues presentation	40 points
Participation in online discussions	80 points
Total	500 points

Final course grades will be determined as follows:

A	90% - 100%	448 points and higher
B	80% - 89%	398 – 447 points
C	70% - 79%	348 – 397 points
D	60% - 69%	298 – 347 points
F	59% and lower	297 points and lower

You will know in advance the standards for each assignment. My goal is to give you prompt, clear, and useful feedback to help you critically analyze psychometric information and communicate this knowledge in a professional manner. Each student is responsible for:

- Completing weekly reading assignments
- Completing weekly homework assignments
- Completing weekly mastery questions
- Participating in weekly on-line class discussions
- Participating in a group controversial issues presentation
- Completing three integrative assignments
- Completing a proctored final examination

Proctored final examination/Project - A final proctored examination will be taken in a proctored testing environment during the 8th week at one of the Park University sites around the country or at an alternative location. For proctored examinations, photo identification is required at the time of the test. [Guidelines for selecting an acceptable proctor](#) can be found on the Park University Website.

- **Other Information on proctored exams:**
 - It will be the responsibility of the student to arrange for a proctor, by the 6th week of the term, which I must accept and approve.
 - Approval of proctors is at my discretion.

- A proctor request form will be made available to you during the first week of class so that you can send your requested proctor to me for approval.
 - Failure to take a final proctored exam (or submit your final project for some online graduate courses) will result in an automatic "F" grade.
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Academic Honesty

Academic integrity is the foundation of the academic community. Because each student has the primary responsibility for being academically honest, students are advised to read and understand all sections of this policy relating to standards of conduct and academic life.

Academic dishonesty includes committing or the attempt to commit cheating, plagiarism, falsifying academic records, and other acts intentionally designed to provide unfair advantage to the students.

- **Cheating** includes, but is not limited to, intentionally giving or receiving unauthorized aid or notes on examinations, papers, laboratory reports, exercises, projects, or class assignments which are intended to be individually completed. Cheating also includes the unauthorized copying of tests or any other deceit or fraud related to the student's academic conduct.
- **Plagiarism** involves the use of quotation without quotation marks, the use of quotations without indication of the source, the use of another's idea without acknowledging the source, the submission of a paper, laboratory report, project, or class assignments (any portion of such) prepared by another person, or incorrect paraphrasing.
- **Falsifying academic records** includes, but is not limited to, altering grades or other academic records.
- **Other acts** that constitute academic dishonesty include:
 - Stealing, manipulating, or interfering with an academic work of another student or faculty member.
 - Collusion with other students on work to be completed by one student.
 - Lying to or deceiving a faculty member.

In the event of alleged academic dishonesty, an Academic Dishonesty Incident Report will be submitted to an Online Academic Director who will then investigate the charge. Students who engage in academic dishonesty are subject to a range of disciplinary actions, from a failing grade on the assignment or activity in question to expulsion from Park University. Park University's academic honesty policy and related procedures can be found in full in the [Park University Undergraduate and Graduate Catalogs](#).

Attendance

Professors are required to keep attendance records and report absences throughout the term. Excused absences can be granted for medical reasons, school sponsored activities, and employment-related demands including temporary duty. The student is responsible for completing all missed work. Any student failing to attend class for two consecutive weeks, without an approved excuse, will be administratively withdrawn and notified via email that you have been withdrawn and a grade of "WH" will be recorded.

An attendance report of "P" (present) will be recorded for students who have logged in to the Online classroom at least once during each week of the term. PLEASE NOTE: Recording of attendance is not equivalent to participation. Participation grades will be assigned according to the criteria in the Grading Policy section of the syllabus.

More details on the attendance policy can be found in the [Park University Undergraduate and Graduate Catalogs](#).

Student Resources

- [McAfee Memorial Library](#) - Online information, links, electronic databases and the Online catalog. Contact the library for further assistance [via email](#) or at 800-270-4347.
 - [Park University Online Bookstore](#) - Select "Online Learning- Graduate," or "Online Learning - Undergraduate," and then click on the appropriate course code (ex. AC 201, PA 501) to see the list of required and optional texts for each course that you are enrolled in.
 - **Advising** - Park University would like to assist you in achieving your educational goals. Your Campus Center Administrator can provide advising to you, please contact them for assistance. If you need contact information for your Campus Center, [click here](#).
 - [Online Tutoring Services](#) - Park University has arranged for Online students to receive five hours of free access to Online tutoring and academic support through Smarthinking. If you would like Online tutoring, please contact me to receive their recommendation and information on how to access the Online tutoring.
 - [Career Counseling](#) - The Career Development Center (CDC) provides services for all stages of career development. The mission of the CDC is to provide the career planning tools to ensure a lifetime of career success.
 - [Online Classroom Technical Support](#) - For technical assistance with the Online classroom, email helpdesk@parkonline.org or call the helpdesk at 866-301-PARK (7275). To see the **technical requirements** for Online courses, please visit the <http://parkonline.org> website: click on the "Technical Requirements" link, and click on "BROWSER Test" to see if your system is ready.
 - [Park Helpdesk](#) - If you have forgotten your User ID or Password, or if you need assistance with your PirateMail account, please email helpdesk@park.edu or call 800-927-3024.
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Course Calendar

The following overview provides some guidelines to assist you in planning your coursework and scheduling the major learning activities in the course:

Week	Readings	Activities
Week 1	Chapters 1 and 2	<ul style="list-style-type: none">• Personal introduction• Discussion activity with peer responses• Homework• Mastery quiz
Week 2	Chapters 3, 4 and 5	<ul style="list-style-type: none">• Discussion activity with peer responses• Homework• Mastery quiz
Week 3	Chapters 6, 7 and 8	<ul style="list-style-type: none">• Discussion activity with peer responses• Homework• Mastery quiz• Integration Assignment #1
Week 4	Chapters 9 and 10	<ul style="list-style-type: none">• Discussion activity with peer responses• Homework• Mastery quiz• Controversial Issues Debate (assigned group only)• Response to Controversial Issues Debate
Week 5	Chapters 11 and 12	<ul style="list-style-type: none">• Discussion activity with peer responses• Homework• Mastery quiz• Controversial Issues Debate (assigned group only)• Response to Controversial Issues Debate• Integration Assignment #2

Week 6	Chapters 13, 14 and 16	<ul style="list-style-type: none"> • Discussion activity with peer responses • Homework • Mastery quiz • Controversial Issues Debate (assigned group only) • Response to Controversial Issues Debate
Week 7	Chapters 18 and 20	<ul style="list-style-type: none"> • Discussion activity with peer responses • Homework • Mastery quiz • Integration Assignment #3
Week 8	Chapters 19 and 21	<ul style="list-style-type: none"> • Discussion activity with peer responses • Homework • Mastery quiz • Bonus Activity (optional) • Final Exam

Assignments

Through the course of this term, you will complete three integration assignments: evaluation of a mock test manual, test review and critique, and creation of a personality test. In addition, you will complete 8 weekly discussions, homeworks, and quizzes as well as participate in a group project examining controversial issues in testing. The following pages provide more detailed information about each of these assignments.

Integration Assignment #1: Evaluation of a Mock Test Manual

Due Date: Sunday of Week 3

Submission: Submit as an RTF or Word attachment via the Dropbox

Directions:

After you have read the Abbreviated Test Manual for the Nelson Critical Thinking Test (NCTT), answer the questions presented below. Your responses should include both a definition of the measurement concept reflected in the question (e.g., reliability, criterion-related validity) *and* reference to specific pieces of information contained in the manual.

- (1) What evidence is presented regarding the **reliability** of the NCTT? Evaluate the meaning and adequacy of this evidence.
- (2) What evidence is presented regarding the **content-related validity** of the NCTT? Evaluate both the meaning and the adequacy of content-related evidence for the validity of the NCTT.
- (3) What evidence is presented regarding the **criterion-related validity** of the NCTT? Evaluate the meaning and adequacy of this evidence.
- (4) What evidence is presented regarding the **construct-related validity** of the NCTT? Evaluate the meaning and adequacy of this evidence.
- (5) Describe one use of the NCTT that you believe is justified, given the information provided in the manual.
- (6) Describe one use of the NCTT that you believe is *not* justified, given the information provided in the manual. In order for the NCTT to be used in this way (or for this purpose), what information would you like to see in the manual?

Assignment from Nicolai, K. (2005). *Student Workbook for Psychological Testing: Principles, Applications and Issues*. Thomson/Wadsworth, ISBN 0-534-63308-0.

Integration Assignment #2: Test Review and Critique

Due Date: Sunday of week 5
Submit: Submit via the dropbox as an RTF or Word attachment

Directions:

Using empirical references as the basis of your review, research a standardized personality, intelligence or educational test and complete a summary critique/report. The review should include: general information about the test including title, author and publisher; a description of the test content, purpose, structure, administration and scoring guidelines; an evaluation of the reliability and validity of the test; a critique of the strengths and weaknesses of using the test in an applied setting; and an analysis of the multicultural application of the test. Your paper must utilize a minimum of 8 references; 5 of these references must be empirical, peer-reviewed, research articles ([empirical references](#)). As such, it is NOT appropriate to select an online test; you must select a published test in which there is information available on the reliability and validity.

Structure and Content of Test Critique:

The Test Review/Critique contains six sections, including references. Information to be presented in each section is presented below.

I. GENERAL INFORMATION

- Title of the test (including edition and form, if applicable)
- Author(s)
- Publisher and date(s) of publication

II. TEST DESCRIPTION

- Test Content
 - construct(s), domain(s) or variable(s) the test measures
 - unidimensionality or multidimensionality of construct
 - theoretical and/or empirical foundations of the test
- Purpose of Test
 - purpose and potential uses of test
 - whom the test is designed for
- Test Structure
 - length of test/number of items
 - subscales (if applicable)
 - item format
- Test Administration
 - administration procedures
 - necessary administrator qualifications and/or training
- Test Scoring
 - type of scoring or scaling
 - scoring procedures (including availability of scoring keys and scoring services, if any)
 - subscale, factor or dimension scores (if applicable)

III. TECHNICAL EVALUATION

- Reliability
 - evidence of reliability (e.g., test-retest, internal consistency)
 - adequacy of reliability evidence to support potential uses of the test
- Validity
 - evidence of validity (e.g., content-, criterion-, construct-related)
 - adequacy of validity evidence to support potential uses of the test

IV: SUMMARY EVALUATION AND CRITIQUE

- Strengths and weaknesses of the test
- A critique of the use of the test in an applied setting

V: MULTICULTURAL APPLICATION

- An analysis of the multicultural application of the test (addressing research on multicultural comparison OR limitations of generalizability based on lack of multicultural data)

VI: REFERENCES

Assignment adapted from Nicolai, K. (2005). *Student Workbook for Psychological Testing: Principles, Applications and Issues*. Thomson/Wadsworth, ISBN 0-534-63308-0.

Integration Assignment #3: Development of a Personality Scale

Description:

For this Integration Assignment, you will develop a structured measure of personality, collect data on the measure, and examine its psychometric properties. You will use one of the deductive approaches to structured test construction (either the logical-content or theoretical strategies) described in Chapter 13 of your text. Before you begin this assignment, be sure to review information on writing and evaluating items in Chapter 6.

Due Date: Sunday of week 7

Submission: Submit as an RTF or Word attachment via the Dropbox

Directions:

Conceptualizing the Personality Scale

- (1) Select a personality construct, trait, or characteristic your scale will attempt to measure.
- (2) Carefully review all material (e.g., book chapters, journal articles, etc.) on the personality construct, trait, or characteristic of interest. Your task will be to write a set of items that reflects the construct domain, so try to identify as many aspects or dimensions of the construct as you can. (Note: This is a fundamental step in the scale construction process and is necessary to provide evidence of the validity of your scale.)
- (3) Consider how you will test the reliability and validity of your scale after you have constructed it. For example, you might want to provide construct-related evidence for the validity of your scale. How might you do this?
- (4) Identify the item format you will use (e.g., dichotomous, Likert scale, checklist, etc.). You must use the same format for all items on the scale.

Developing the Personality Scale and Associated Materials

- (5) Write 10 items you believe measure the construct of interest. Be sure to review the guidelines for writing items presented in Chapter 6 of your text. Also, review the Grading Rubric that will be used to evaluate the items you have written. (Note: The majority of your items should be *face valid*, but you might want to consider incorporating some filler items and/or items that assess response styles.)
- (6) Write a set of demographic items (e.g., gender, age) to accompany your scale.
- (7) Write a set of directions for examinees. These directions will appear at the top of the scale you developed.
- (8) Write a set of instructions for scoring your scale. Be sure to identify items that are reverse-scored. Also, specify what a high or low score on the scale indicates (e.g., greater or lesser degrees of the trait).

Evaluating the Personality Scale

- (9) Administer your scale and additional measures to 5 examinees. Make sure your examinees do not write their names or any other identifying information on the scale.
- (10) Analyze the scale data, including:
 - The median, mean and standard deviation of scores
 - Additional analyses using demographic variables
- (11) Write an APA-style report describing the development and evaluation of your personality scale. The report should contain the following sections:
 - *Introduction* (including a description of the construct and the purpose of the study)
 - *Method* (including descriptions of participants, an appendix of measures, and procedure used to construct and test the scale)
 - *Results* (including a description of specific analyses performed and results)

- *Discussion* (including an evaluation of the properties of the scale you created, how you would revise or improve your scale, and recommendations for further study of the scale)
- *References* (include a minimum of three references)

Assignment adapted from Nicolai, K. (2005). *Student Workbook for Psychological Testing: Principles, Applications and Issues*. Thomson/Wadsworth, ISBN 0-534-63308-0.

Discussions

All online discussions will adhere to the following guidelines:

- **Due Dates** - Initial response due on Thursday by midnight; two peer replies due on Sunday by midnight. Peer replies should be substantial responses and/or insightful questions. Responses that simply state "I agree" or something similar to this will not be accepted.
- **Grading** - Your discussion posting will be graded according to the quality of your response. In order to earn the full 10 points, your posting should be clear, complete, insightful and original; in addition, you must have high-quality peer replies. Responses that are incomplete, vague, lack-detail or repeat previous postings will receive reduced grades. Remember, you should always relate your postings to psychometrics. Postings are not simply your opinion; they involve your opinion but include an application to the relevant psychometric principles.

For example:

Week 1 – Tests and Measurements in the Popular Media

As discussed in Chapter 1 of the textbook, tests and measurements are all around us. Undoubtedly, you have taken a variety of tests throughout your life: classroom tests, driver's tests, tests for military placement, personality inventories, opinion surveys, standardized exams, competency tests, medical checklists. . . the list goes on and on. We are flooded with information about tests and measurements; just type the word "test" into the search engine of your Internet browser and you are likely to have over 250 MILLION hits!

Your task this week is to examine how tests and measurements are reported in the popular media. Using either a newspaper (such as [The New York Times](#) or [USA Today](#)), news website (such as [MSNBC News](#), [BBC News](#), [ABC News](#) or [Fox News](#)) or general audience magazine (such as [Time Magazine](#), [People](#) or [The New Yorker](#)), locate an article focusing on tests or measurements. The article might discuss the results of a test, introduce a new use of testing, debate the relevance of testing or any other issue related to testing or measurement. For example, you might find an article discussing the use of achievement testing to meet the "No Child Left Behind" Act or the use of survey measurement to predict the outcome of political elections (there are many, many other topics, these are just two examples).

Briefly summarize your article. Then, analyze your article to identify the type of test used (see pp. 7-9 of your textbook) and any psychometric evidence provided (such as reliability, validity or statistical information). Finally, what questions are left unanswered after reading the article? List at least one question concerning the test, measurement or related statistics that the article fails to address.

In addition to posting the information pertaining to the article that you located, respond to at least one of the postings provided by your classmates.

Homeworks

The homework assignments highlight key topics for each week. All homework assignments are due on Sunday at midnight and must be submitted through the dropbox.

For example:

Week 5 – Creating a Measure of Creativity

In this assignment, you will describe a creative measure of creativity.

Directions:

In creating your measure of creativity, you will use the definition of creativity found on text pg. 306: *Creativity is the ability to be original, to combine known facts in new ways, or to find new relationships between known facts.*

Complete the following activities:

- Provide your own operational definition of creativity.
- Describe the types of items or tasks on your measure of creativity.
- Give at least three examples of items; include directions for scoring.
- Describe how the test should be administered.

Assignment adapted from Nicolai, K. (2005). *Student Workbook for Psychological Testing: Principles, Applications and Issues*. Thomson/Wadsworth, ISBN 0-534-63308-0.

Quizzes

Each week, you will complete a set of multiple-choice questions regarding the key information for that chapter. Quizzes consist of 10 multiple-choice questions. You may complete the mastery quiz assignment as many times as you like *prior to the due date for each quiz*; only the highest score you receive prior to the due date will be recorded.

Controversial Issues Group Debate

The controversial issues presentation involves an in-depth investigation of a controversial topic relevant to the field of psychological testing. We will be examining 3 different controversial issues; one will be presented each week during weeks 4 through 6. You will work in groups to present ONE controversial issue; on the remaining weeks you will be responsible for posting your personal opinion in response to the information presented by the assigned group.

Controversial Issues Presentations:

- At the beginning of the term, I will divide the class into small groups (approximately 3 or 4 people) and assign each group to either the "pro" or "con" side of **one** of the controversial issues (the names of each person in the group will be posted as a response to this discussion thread). For example, one controversial issue might be "Should standardized test scores be used as a basis of college admission requirements?" One group would be required to locate research and information to support a "yes/pro" answer and the other group would be required to research and support a "no/con" answer.
- Each group will have ONE controversial issue that they are responsible for presenting the supporting empirical evidence. You will only work with your group to present ONE set of information; all other weeks you will individually provide your own thoughts and opinions in response to the information provided by the assigned group.
- All controversial issue presentations will take place in the designated discussion thread.
- During your assigned presentation, your group must work together to provide ONE persuasive, informational post to the relevant discussion thread. This may be a page of

- written text, a PowerPoint presentation, an online video, or any other creative way of conveying your information. The information you provide does not have to be lengthy as long as it contains relevant information and is expanded to clearly explain your position. You are required to utilize and correctly reference five (5) quality, academic sources to support your position. You should use correct APA style in formatting your debate information.
- The groups assigned to the controversial issue must post their persuasive information by Thursday at midnight.
 - Finally, everyone in the class should read the controversial issues and post their own position. When responding to the issues, you just need to write whether you support the "yes" or "no" side of the controversy with a sentence or two highlighting why you support that position (due on Sunday by midnight). You do not have to agree with the side of the controversial issue that you were assigned to represent.

Key considerations:

- While there is no "right" answer to these types of controversial issues, there is a body of research that either supports or refutes each side of the position. You should incorporate research into your response.
- This is a persuasive argument, not just an opinion. Your personal opinion may differ from the position that you are assigned to research and represent in the thread; this is fine, just be sure that you still create a persuasive argument for the assigned topic.
- I encourage you to be creative in your presentation of information. You are not limited to simple written text. You can use attachments or links to include a range of visual, audio or internet sources. Really push yourselves to represent your information in a creative, meaningful, interesting fashion. If you need ideas, please feel free to call or email and I will be happy to discuss your project with you.
- Because this project requires group work and research, **START EARLY!** Do not wait until the last minute as it can be time consuming to work in groups in the online environment. You will notice that the topics are all listed on this page and the groups are assigned at the beginning of the term. This means that you should immediately make contact with your group members and start researching your controversial issue.
- It is your responsibility to notify me if all group members have NOT contributed equally. If I don't hear from you, I will assume that everyone provided an equal contribution to the group and all members will receive the same grade. If there was a problem or social loafing with any members of your group, please email me and I will grade accordingly.

Tips for working in online groups:

- Due to the nature of this assignment, it is important that you work together with your group members to create your persuasive argument. This means that you should NOT simply divide the tasks and never communicate with your other group members again.
- I recommend a "divide-conquer-converge" approach to working in groups. In other words, you should: 1) get together to discuss the task and divide responsibilities, 2) each person works on their assigned portion of the task, and 3) get back together as a group to put together the final product.
- When you are working with others in the online environment, there are a range of communication strategies. Obviously, you are able to use email and call each other on the phone. I also highly recommend that each group schedules private chat sessions; I will create a private chat room for each group within our online course. To access the chat, simply click on the chat tab at the top of the page. For those of you who are not familiar with chat, it is a "live" tool in which all of you must be logged on during the same time period. As such, you will want to email each other to set up a chat time that is mutually convenient for everyone. When scheduling chat time, make sure you discuss what time zone everyone is located in so that you are all logging in at the same time.
- Communication is essential. There are lots of ways to communicate and share information within the online classroom. You can use the email tab at the top of the page to directly email classmates from the online classroom. In addition, each group will have a private "doc

sharing" folder so that you can work on documents as a group (this is ideal for final editing and sharing with one another).

Controversial issue topics:

Week	Controversial Issue
Week 4	Is intelligence a function of a generalized ability (g-factor) that underlies most intellectual and mental functioning?
Week 5	Should standardized test scores be utilized as a basis for determining school/teacher effectiveness (particularly in relation to standards set forth by the "No Child Left Behind" Act)?
Week 6	Are projective tests a valid measure of personality?

Final Exam

The final exam is your opportunity to showcase the knowledge you have learned throughout the term. The final exam is:

- closed-book
- closed-note
- comprehensive
- proctored
- 2-hour time limit

The final exam consists of 80 multiple-choice questions (1 point each) and 4 essay questions (5 points each); the exam is worth 100 points.

In order to help you prepare for the final exam, I encourage you to fully review all the information covered this term. In addition, you are encouraged to complete the practice tests provided. These practice exams do not count toward your course grade, but are an excellent way of measuring your level of preparedness for the final.

The questions in the practice tests are drawn from the same testbank as the questions for the final exam. The computer randomly selects the questions that are drawn for each student, so each student will get a different and unique set of questions. While it is possible that some of the questions that are randomly drawn for the practice will appear on the final exam, it is mathematically unlikely that there will be more than a couple that overlap verbatim.

The point of the practice test is NOT to memorize a set of questions, rather it is to use the questions to test your understanding of the material found in each chapter. Once you complete a practice test, you can go over the questions to see which ones you got right and which ones you got wrong. You then use this knowledge to determine which chapters of the text you need to study more. If you are getting all the items from one chapter correct, then you don't need to spend as much time on that chapter. But, if you discover that you are consistently missing all the items from a given chapter, it would be wise to spend more of your time and effort on that material.