



OTRP *online*
office of teaching resources in PSYCHOLOGY

Psychological Tests and Measurements-Psy 361

3 credit hours.

Section 750: Online

Western Kentucky University, Spring 2009

Web Site Syllabus: All course information located on the Web sites, including policies, is subject to being changed until the first day of the semester. Check the date at the bottom of the page for currency.

*"... life is not a multiple choice test, it's an open-book essay exam."
--Alan Blinder (Princeton)*

I provide a very detailed syllabus (almost 20 pages), built from past student questions. This essentially replaces the “first day of class” introduction. Please take the time to read it a few times. I think you’ll find most of what you need here but ask about anything that is unclear or for which you just need reassurance.

Contents:

1. Instructor Information
2. Course Information (e.g., objectives, prerequisites, materials)
3. Course Policies (e.g., “what ifs”; grading; assignment/activity overview—participation, exams, project; deadlines; turning in papers)
4. [See separate document for What is due When? Also called the schedule of activities.]

Instructor Contact Information

Who is Your Instructor? [Sally L. Kuhlenschmidt](#), Ph.D., Professor of Psychology, licensed in Clinical Psychology. Director of faculty development center, the Faculty Center for Excellence in Teaching (FaCET). I’ve been at WKU since 1986 in the Psychology Department, teaching upper level classes like Psychological Measurement, Behavior Modification, Abnormal Psychology, and Intellectual Assessment (grad level class). I enjoy photography and digital manipulation of photos, Web page creation, and my cat, Mocha. I’m also helping care for an aging parent, making frequent out of town trips. I have completed two certificate programs, online, from U Western Georgia, so I know what it is like to be an online student. I also enjoy travel and have been to: Austria, The Bahamas, Belgium, Canada, China, France, Germany, Iceland, Italy, Japan, Luxembourg, Mexico, Netherlands, Switzerland, and the Ukraine. I hope

you'll have the chance to travel overseas someday if you haven't already.



How to address me? I'm fine with "Sally," but if you want a more formal title, then "Dr. K" is okay. I don't care for either 'Ms. K' or 'Mrs. K'. No need to say "Kuhlenschmidt" but I do provide an audio clip of my last name if you are curious.

Times. Any times mentioned throughout the term are for the *Central Time Zone*.

E-Mail. sally.kuhlenschmidt@wku.edu I respond quickly to E-mail. It is probably the fastest means of reaching me. **For the most certain response from me, in the subject line type "Psy 361" and then a brief description of the topic, e.g., "Psy 361: Project."** You are my top priority-- **if** I see your note. USE THE PSY 361 SUBJECT LINE! I typically respond within 24 hours during weekdays, 48 hours over the weekends. If you haven't heard from me in 3 days, e-mail again with **Psy 440 in the subject line** or call me.

Phone. (270)745-6508; Please *please please* **leave a phone number or a name** if you call and cannot reach me immediately. **Fax.** (270)745-6145 (but I find faxes often don't work.)

Address for Mailing Me.	1906 College Heights Blvd. #11095, Western Kentucky University, Bowling Green, KY 42101-1095. Always keep a copy of anything you mail!!
Address for Visiting Me.	Faculty Center for Excellence in Teaching. Walking/driving directions at http://www.wku.edu/teaching/map_directions.html . I really enjoy meeting my online students when possible for them.
How to Lose Your Papers:	
Campus Mail	Do NOT put items in campus mail. They won't reach me. Although I've been here 20+ years, the WKU post office doesn't seem to know where I am. Use the Postal Mail address above or hand deliver any non-electronic items you want me to have to the Faculty Center for Excellence in Teaching during regular working hours (8-4:30).
Do not mail to	Do not mail to 1783 Chestnut. Yes, that is my physical location but for reasons you don't care

	about, letters don't get here to that address.
Psychology Box	Do NOT deliver items to Psychology or address them to Psychology. They won't reach me in a timely manner.

Until course items are in my hands or my secretary's hands, they don't exist. Save backup copies.

Office Hours. Monday 9-10, Thur 9-10. In practice I'm in my office much more than that. You can frequently reach me at my office in late afternoons/early evenings other than Friday. A meeting can be held face-to-face, using the phone, via chat room, using Skype (www.skype.com my ID is docskuhl) or in Second Life (<http://slurl.com/secondlife/WKU%20Learning%20Space/130/130/27>). Appointments outside of my office hours are welcome. My administrative position sometimes prevents me from keeping designated hours as someone with a bigger title than mine may schedule a meeting for me.

Web Pages. [My home page](http://www.wku.edu/~sally.kuhlenschmidt/sally.htm) (<http://www.wku.edu/~sally.kuhlenschmidt/sally.htm>)
[My Psychological Measurement links](http://www.wku.edu/~sally.kuhlenschmidt/psy361/psy361.htm)
(<http://www.wku.edu/~sally.kuhlenschmidt/psy361/psy361.htm>)
[Blackboard Portal](http://ecourses.wku.edu). (<http://ecourses.wku.edu>)

Here's what I will do for you (barring health emergencies)

- I will serve as coach for your intellectual growth. You will need to ask questions and engage deeply with the material if you want that growth.
- I will check my e-mail and the Discussion Board at least every other day on weekdays and usually one of the weekend days or will let you know if I may be less available than usual. (You will need to use Psy 361 in the subject line so I can spot your e-mail.)
- I'll answer your questions via Discussion Board, phone, e-mail, face-to-face, Skype, Second Life, or carrier pigeon.
- I'll prepare supplemental notes and activities to illustrate the principles and help you to acquire these skills.
- I'll grade materials within a week of receiving the product from the last student (including exams).
- I'll monitor assessment experiences so the playing field is even for all concerned.

What you must do/ What I can't do

- I won't digest the material for you (e.g., study guides). Learning comes from you messing enough with the information to acquire understanding, not mere knowing. If I hand it to you, I handicap you. I'll happily answer questions because your formulating the question is part of your learning it. Questions can be over course content, how to learn more effectively, building confidence, setting goals—anything impacting the course.

- After providing a few reminders through the first weeks of the term, I'll expect you to have a system for keeping track of activities.
- You have to tell me if there are points of confusion for you. I can't read your mind or "online" facial expressions.

"Always be smarter than the people who hire you."

Lena Horne, in interview, 1985

"Understanding tests and measurement concepts will make you smarter about the hiring process than the person doing the hiring."

Sally Kuhlenschmidt

Course Information

Section covers:

Description & Objectives
How to succeed/Prerequisites
Materials Needed

What does the course cover?

Catalog description. The consideration of methodological, theoretical, and ethical problems involved in test construction and use. Topics which are covered include reliability, validity, predictive efficiency, structure of human abilities, achievement tests, and projective techniques.

3 Hours University Credit is earned upon completion. I don't permit auditing nor do I permit incompletes for the course. Withdrawals are permissible within University constraints. Remember, if you stop participating before the 60% point in the term (and get an FN) you will have to pay back federal financial aid.

The course fulfills core course requirement for the [psychology major](#) at WKU.

What will I learn in the course?

Course Objectives	Activities	Assessments
Upon completion of this course you will be able to		
1. <i>make effective judgments</i> about testing situations in your own lives.	Reading, Discussion, Portfolio Projects	Discussion Points, Exams
2. better deal with the tests you face in life because you comprehend core	Reading, Discussion,	Discussion Points, Exams,

<i>methodological and theoretical</i> concepts of psychological measurement (e.g., reliability and validity).	Portfolio Projects	Portfolio Projects
3. analyze various <i>types of psychological measurements</i> (e.g., interest inventories vs IQ tests), including tests you or your family encounter.	Reading, Discussion, Portfolio Projects	Exams
4. identify <i>ethical and professional responsibilities</i> (APA standards) in psychological test design and use.	Reading, Discussion, Portfolio Projects	Exams

Why is this material important?

Course Overview. Modern American society has developed hand-in-hand with psychological measurement. The average citizen is evaluated from birth through death by educators, employers, advertisers, pollsters, businesses, counselors, etc.

Every role that an individual might take on in life involves some type of evaluation of your work, formal or informal. You will likely be involved in performing evaluations on others, as parent, counselor, businessperson, etc. Like it or not, you are an assessor of others. You can become a better assessor by study.

This course is designed to provide the test-user and taker with the intellectual (and a few applied) skills to make appropriate decisions and to understand the actual (as opposed to media-hyped) strengths and limitations of psychological testing.

I hope you will explore and perhaps explode some assumptions you've had about various forms of psychological tests, from IQ tests to job interviews. I also hope you will enjoy the intellectual challenge of psychometrics—the guts that give to or take away meaning in any assessment effort.

What are the instructional methods for the course?

Your primary source of information will be the textbook. You will have the opportunity to test your understanding and deepen your understanding through the seminar activities in the discussion forum. Think of the discussion forum as your face-to-face class meeting time. Activities in the forum include:

1. reviewing popular media comments on tests and testing
2. examining case examples of testing
3. examining ethical concerns

I provide short “overviews” to supplement the textbook and guide you in the direction of questions you should ask as you read. I’ve also provided short video clips for some sections. A transcript is provided for those who prefer that mode.

I also provide non-graded activities with each lesson so you have a variety of options for deepening your understanding and helping the key concepts come into focus.

You will complete a variety of tasks over the semester to illustrate various aspects of measurement. The major task is a test creation project. All of the smaller tasks are combined into a portfolio at the end of the term for you to review and reflect on. This is a method of developing deep intellectual skills a small step at a time. The importance of the small steps may become clear only in hindsight. There will also be graded exams.

Once material is covered, a student is expected to retain the information for later assignments/activities, including exams.

How can I succeed in this course?

Meet the pre-existing expectations:

Check off as completed:

Complete the prerequisites of Introductory Psychology (Psy 100), Statistics in Psychology (Psy 201), Experimental Psychology (Psy 210).

Have an interest in understanding how we measure differences among people, how to do it well, and how to spot problems.

Create a 3 ring binder for course materials

Create an electronic folder on your computer or designate a specific area on a storage device (with backup copy) for course materials.

Be wise. Arrange today a back up plan for Internet access in case your primary computer fails. Libraries may offer a terminal, for example. WKU tends to do maintenance tasks on the weekends so you may experience periodic outages. I'll tell you as soon as they tell me, typically Friday morning.

Schedule with yourself 3 to 4 times weekly when you will work on the course. There is heavy demand on the servers starting about 2 and until supper time, say 5:00. (This is especially true the first week of school.) Try other times.

Do your reading and participate in course activities, especially the discussion board.

This is a course offered in English to a North American audience. As an Internet-based course you must be able to find Web pages on the Internet, to use e-mail, to create and save electronic documents, and to enter text in Web page forms.

Tips for Online Students

Successful online students are

___ self-directed and mature as learners.

___ They are methodical in doing assignments/activities and in checking the course Web site.

___ They are willing and even eager to participate in online discussions.

___ They may feel like relative newcomers to the Internet (who doesn't?) but are willing to experiment to figure out how to make something work. I'm very patient with technology novices. Please visit/call me and I'll help you individually. I know shortcuts that can save you time.

___ Online learners should NOT expect to be learning in isolation. - Discussion is an important part of grasping the concepts.

___ Try the **Are you ready to be an online student?** Quiz, found under General WKU Helps.

First time online learners take note:

___ Do expect to be learning as deeply and richly as for any face-to-face course.

___ Your time commitment will be at least equal a face-to-face version of this course (e.g., 3 hours plus 6 to 9 hours studying in an average week equals 9 to 12 hours per week.)

What materials do I need to succeed?

Required Text and Materials

1. ___ **Murphy, K. & Davidshofer, C. (2005). Psychological Testing: Principles and applications, 6th Edition.** Upper Saddle River, NJ: Prentice-Hall. ISBN: 0-13-189172-3. Available at the [WKU bookstore](http://www.wku.edu/Info/Bookstore/) (<http://www.wku.edu/Info/Bookstore/>). Or call 1-800-444-5155 or 270-745-2466. If you look elsewhere, make sure it is the 6th edition. It is expensive, but if you are going into psychology, will be a valuable reference for years. Your text is the primary means of content delivery. Without reading it you cannot pass the course.
2. ___ **Course Website:** Additional materials are available at the course Web site, including sample assignments and criteria for assignments/activities. I try to help you by giving you lots of information so you have many options and examples.
3. ___ **Equipment** This means good access to a computer, and software that are capable of handling basic Web sites. As a general principle, I use materials which are capable of being viewed on equipment that is 3-4 years old. It is important to also have some sort of easy and convenient printing capability.
4. ___ **Internet.** Reliable and frequent (every other day) Internet access is necessary. Your

browser version should be within a year of the latest release. I usually work in Internet Explorer and on PC's so I tend to report directions for that environment. Blackboard works better in Internet Explorer and I highly recommend you use it.

5. __ E-mail: You need to be able to use E-mail and be willing to share your WKU e-mail address with others. WKU and Blackboard will assume you are using WKU e-mail (webmail.wku.edu). The wise thing is to check it daily. Forwarding WKU mail to another e-mail account is possible, but uncertain. You remain responsible for any missed e-mail.
6. __ Avoid making dramatic changes in equipment or software during the term, especially right before assignments/activities are due.
7. __ Our course management software is Blackboard (BB) which lets us share information, talk to one another, check grades, etc. If this is your first time in Blackboard, spend some time exploring and experimenting. Visit <http://www.wku.edu/online/bbtutorial.html> for a tutorial. __ Then in 2 weeks, explore again-- you'll be surprised at what you missed the first time.
8. __ **American OnLine Users:** you may encounter some problems using the AOL browser and should use Internet Explorer. To reduce your frustration, determine how long you can work in IE or Firefox or Mozilla before you are "timed out" by AOL and your connection is dropped.
9. __ The course format for any text documents (from me or from you) is Word doc or rtf. You will have to save the file before opening it with some program configurations. Please speak with me if you do not have access to Word. This term there are 2 co-existing Office Suite's at WKU—2003 and 2007. I am able to read either version. Also be aware, if you just bought a computer, that you may have a trial version of 2007 that will expire in 3 months.
10. __ At the request of prior students, I will be providing some video lectures on the most challenging material. They are NOT required. They are called "Tegrity" segments or video segments.

What if I have a disability?

"In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The phone number is 745 5004.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services."

Course Policies

Section covers:

- Interruptions
- Grading
- Assignments/Activities
- Other Policies

All activities are designed to satisfy the learning objectives of the course.



Before proceeding with the rules/grading for the course, let me **thank** the many students who are conscientious and courteous while endeavoring to meet course obligations. Your efforts **are** noticed. It is you that make teaching rewarding. Thank you for being there.

Rules are to establish an equitable experience for everyone in the class. Occasional individuals need more assistance in order to understand the rules. Hence I go into some detail below.

I begin with the assumption that students are responsible for their own learning. It is of no benefit to you if the understandings are in my head and not yours.

While I will make a reasonable effort to notify students in advance (e.g., in the course schedule under **Instructions for Activities...What is due When?**), I assume students will review **Instructions for Activities** and **Announcements** without my having to remind them. I recommend visiting the course every other day. I can tell how often each student visits and typically provide you with your “hit rate” a few weeks into the term as well as the “average” hit rate so you can compare your activity to your classmates.

Students are also expected to actually be the person they represent themselves as being on all work. If not, this is grounds for failing the course.

What happens if bad weather, computer crashes, server outages, or the like interrupts the usual class activities?

In the event of an emergency local to you (but not to me or vice versa) that results in loss of connection (a technology breakdown, typhoon, dust storm, hurricane, earthquake, etc.) do your best to contact me by any means once it is reasonable to do so (phones, fax, postal mail, smoke signals). Continue to make reasonable independent efforts toward course completion as per the syllabus. I do watch for news of the places in which my students are so I **may** be aware of the problem.

Arrange a back-up plan for Internet access in case your primary computer fails. Libraries may offer a terminal, for example. WKU tends to do maintenance tasks on the weekends so you may experience periodic outages. I'll tell you as soon as they tell me...which is usually 2 days before. Please act with all haste to fix your computer within 5 days of a problem. It has been my experience that computers which are nonfunctional for longer than that result in

significant problems in finishing coursework. I've had people try to use a neighbor's computer. That tends to hurt the relationship with the neighbor since you will be there frequently or sacrifice coursework.

Please avoid viruses by using virus checking software, avoiding e-mails with "humorous" attachments, and avoid using thumb drives or floppies that have been used on public machines. If you don't know the sender, don't open it.

What are the Grading Policies for the course?

Gradebook: Our current Blackboard is a recent version and the Gradebook has become more complex to handle. Please consider the online grade book as a courtesy to you, subject to errors and ask me whenever you want to know for sure how you are doing. Unfortunately there is no way for me to practice without you seeing my 'practice' efforts. If you see something that doesn't make sense, please alert me! Thanks much for your help.

How many points is each assignment/activity worth?

Grades are calculated from point totals for the course using 10% cutoffs (e.g., 90% and above is an A). (Grading is NOT done on a curve. Everyone in the class could earn an A.) I will be using the traditional grading system (A, B, C, D, F).

Exam 1	50 points
Exam 2	50 points
Exam 3	100 points
Final	100 points
Participation	50 points (45 from 3 points each week, 5 from one case report)
Portfolio	100 points (composed of one major project plus smaller papers, activities)
Total	450 points

Notice the change in points from Exam 2 to 3. I give 2 initial half exams (1 and 2) to give you a chance to get used to my testing style.

What are the course assignments/activities?

Assignments/activities are devised to aid you in learning the key material and concepts, including application principles. There are 3 major assignments: Participation through the

discussion board, Exams, and a Course Portfolio in which the many small activities are gathered along with the major Questionnaire Creation project.

"A person who speaks cleverly is witty; one who asks questions is smart. "
-- Terry Carr



Each week begins Monday morning 12:01 am Central time and ends the following Sunday at midnight.

The time for assignments to be turned in, not otherwise specified, is midnight, Central time.

A. Participation.

__1. One-on-One Visit. I would enjoy the opportunity to meet you during the first two weeks of the term if you can come to Bowling Green easily. Please schedule an appointment to ensure I'll be present. (If you drop by and miss me, introduce yourself to my secretary. I want her to know you all.) I find it helps the course go more smoothly if we've met and talked (either on the phone or face-to-face). That way you are more likely to ask for help if you need it.

If coming to Bowling Green is a burden, I would like to have a chance to meet you by phone--again, schedule a time by e-mail and I can call you, saving you a long distance charge.

__2. Discussion.

Purpose: Class participation provides the practice needed to learn any new behavior. If you ask questions, then ambiguous information is clarified for you and your classmates. This is a seminar so the learning comes from you working with the material, not from me telling you what to memorize. The more you share and discuss online, the more you will enjoy the class.

Points: Each week of the term (not counting Spring Break or Finals week) you have a chance to earn points for discussion board activity. This cannot be "made up." Once time passes, you have lost the opportunity for those points.

Once during the term you'll be required to post your answers to one of the cases I provide. I'll assign cases so posts are evenly distributed through the term (but you can request a week). Your case answers are **due on Tuesday of the week of discussion** so others can respond. Posing good questions on areas of the case that aren't clear to you is acceptable. The more discussion you generate, the better. You can earn up to 5 points for your answers and then you can earn another 3 points that week for your contribution to discussion.

The first week of the term I'm just interested in getting everyone used to the discussion board and your activities are more social. Getting credit is easy. From the 2nd week on I'll

expect more substantial contributions with the criteria for intellectual contribution gradually increasing as you adjust to the course.

Behavior: Online discussion is generally looser and more free-flowing than face-to-face. I ask that everyone exercise a basic respect for one another. I do not worry about spelling and grammar in discussion boards but I do expect it in formal papers. I hope you will jump in with both feet and obtain the advantages of online interaction for yourself. See Web site for more information about discussions.

B. Exams.

The purpose of exams in this course is to measure the depth and breadth of your knowledge of course material. This includes application of concepts to real world situations and interpretation of the implications of concepts.

Exam Type: Examinations will include multiple choice and essay questions. The final exam will cover the last few chapters as well as including some comprehensive questions.

Students are responsible for all material associated with the course, including information presented in **the text, my online lessons, as well as discussion**. I will tell you when material is “optional.”

Exam Process: Your work on your exams is to be your own. Exams must be proctored at a testing center near you.

__See “**Start Here & Syllabus**” section for more about Exam Procedures.

You must schedule in advance your exam taking time. It is very straightforward to do.

You will have a three day period in which to take each exam. See Instructions for Activities...What is due When? for details on exam dates.

Four examinations will be given. Notice that the value of the first two exams is lower. That is to give you experience with my style on a test that counts less. **Don't let the third and fourth exams with greater weight surprise you.**

What if there's a power outage while I'm taking the exam?

Your proctor should have a print backup exam that you can take. I try to be more available during exam times and you should try and contact me immediately as well. Sometimes there are things I can do to help. Power outages are less common at Testing Centers which is one reason I prefer to use them.

What about missed exams?

Drive carefully, check your car tires, get medicine at the first signs of ill health, set two alarm clocks but don't miss the exam dates. I don't give make-up exams. You have 3 days

to get your exam done and you know the dates on the first day of class so you can plan. I'm a stickler for due dates because otherwise your classmates who were on time are waiting for their grades as I can't release them until everyone is done and I've scored them.

I occasionally hear complaints about this, that it isn't "fair."

However, providing a make-up exam is not fair to those who are ready on time and prepared and are tested under common conditions (e.g., the same point in the term). Each term there are students who forge ahead through burdens without asking for special dispensation.

If someone asks for special treatment I owe it to the others in the class to expect a certain standard of life difficulty and a particular level of documentation. It is not a sign of distrust of an individual but of maintaining trust with the entire class. I have experimented with a variety of methods for dealing with approved missed exams and none are completely satisfactory for all parties.

There are 3 circumstances in which accommodation is made for missing an exam. What are those special circumstances?

1. A personally life-threatening emergency (includes fever over 100 or being shipped off by military). I expect appropriate documentation. The following are not life-threatening emergencies: Your best friend's relative dies; a cold (no fever); a hangover; a trip to Bermuda; a wedding. Life is about making choices. They are not always easy choices. I hope no one has to make these types of choices in this class, but having to make a difficult choice is part of being an adult, it is not a sign of being mistreated. I give you advance notice so you can make necessary arrangements. If you are seriously sick, get a note from the MD, save pharmacy receipts if you don't have insurance or think of how else it could be independently documented.

2. Business accepts as an excuse the **deaths of grandparents, parents (includes step), children, spouse or person for whom you are guardian** with documentation so I'll follow the same model. Although I am very sympathetic I need a newspaper obituary and funeral home card or confirmation from an established citizen, such as the minister, giving the date and time of the funeral and the relationship to you. The death of cousins, aunts, uncles, etc. are not generally acceptable excuses. I have had a situation in which a person had a legal responsibility for a more distant relative who died. That would be an acceptable excuse with documentation. Without documentation I cannot fairly judge the depth of relationships/trauma across all the students.

Once upon a time in small communities everyone knew everyone else and could judge the impact of a loss. Today I have students all over the country and thus need separate confirmation to be at peace with the other students. I regret the inconvenience for those truly experiencing such a loss, but it is too commonly used as an excuse by a segment of the student population without a genuine death. This is fulfilling my obligation to your

classmates to provide as level a playing field as possible.

3. The university chooses to approve certain types of absences.

Grade accommodation. If you meet one of the above conditions your grade on the missed test will be the average of your grades on the other exams. You must take the final exam to receive course credit. You can only use this process on one exam. If you do not meet one of the above conditions, your grade on the exam will be zero.

I have experimented with a variety of methods. I have found offering an alternative test to be unsatisfactory as the person is so distressed by the life stressor that they typically do very badly, compounding their pain. It works better for the student to put their effort into a later exam after they've had a chance to adjust to the trying circumstances.

The vast majority of the time students manage to take the exams and perform in a manner commensurate with their daily effort on the material. A crisis doesn't disrupt the grade of someone who has kept up all along.

Some students report test anxiety. I offer a lesson in week one on coping with test anxiety. The WKU counseling center, or a psychologist near you, perhaps at a Community Mental Health Center, can also offer help. Fortunately, test anxiety is quite amenable to methodical intervention. You don't need to suffer if you will practice and accept gradual improvement.

C. Course Portfolio.

Students will prepare a portfolio for 100 points. The purpose is to expose you to many types of measures and for you to explore your own learning approach. It includes applied activities that we would do together if we met face-to-face.

It will consist of several short papers, a major questionnaire creation project (also called "test" project) prepared during the term, and a summary paper. These parts will be submitted as you do them and then collected into a binder at the end of term which is your portfolio. The questionnaire creation project is the major element and carries the most weight but the other elements are contributing pieces to your overall learning.

By the end of the term, most of the work will be completed so you will only have to spend some time pulling all the pieces together. You'll have a heavier work load in the first half of the term and a lighter one in the second half.

I recommend starting a folder in which to keep the pieces. I ask for the final portfolio to be turned in as paper, not digitally, because some of what you will be doing isn't easily transferred into digital format (e.g., working some formulas, drawing graphs, answering questionnaires.)

I recommend you print out your assignments/activities as you go along and store them in the folder. Then it will be relatively simple to create a final product. Once the elements are gathered together and it is easy to see accomplishments, most are amazed at what

they've done.

More detailed information regarding the contents will be made available in Blackboard under **Instructions for Activities**. Following are generic course policies regarding deadlines, plagiarism, and how to submit your work.

“Don't wait for something big to occur. Start where you are, with what you have, and that will always lead you into something greater.”
 -- Mary Manin Morrissey

Deadlines.

One of the goals of a college education is to prepare you to behave as a professional and to be successful in the real world. Most students will behave responsibly and thoughtfully. **Thank you**, I appreciate you.

A significant portion of life success, particularly in today's society, rests on producing a good product on time. Timeliness is a hard skill to learn but worth the sacrifice. It is not fair to the students who are prompt to allow lateness without penalty. It is also not fair to the late individual to reinforce that lateness.

Materials due are to be handed in on the due date (see **Instructions for Activities**). You may always turn materials in early but get a signed note from me saying you did so. This simple precaution will protect you from my memory. *Students are advised to keep a copy of their products.* I require different submission procedures on different tasks because of different goals. Be sure to read the directions.

Each day late (using the postmark as delivery date for mailed items) is an additional letter grade reduced. A product not given directly to me or submitted as directed is a product not officially delivered. For example, if you put it in my box or give it to a secretary and I never see it--you are obligated to produce another copy promptly and the late penalties are enforced. Please understand that I want to help you get it in on time and to me— For example, call me and I'll talk you to my office/check your mailing address if it is to be physically delivered.

Check that you have all the pieces before turning it in. I provide checklists to help you. Check that your electronic format is e-mail, Word doc or rtf. If you send something else and I can't open it, late penalties are enforced.

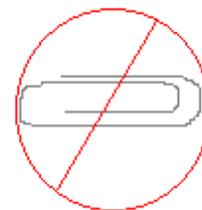
In the event of a protracted emergency a **good faith effort** to be on time (e.g., a handwritten copy to show the work is basically done) is a very good idea. In the event that you **just can't manage to get it in on time**, do still give me a copy. I can give you feedback before the next piece is due even if that element doesn't earn credit.

Submission of Papers

How you submit a document depends on the task. Early in the term I ask for a variety of formats as a way of assuring you can use all the tools for submission, whether that is via U.S. mail, e-mail, the Blackboard Assignment tool, the discussion board or other. Sometimes I have to have a document in a particular format either so the grading system “works” in Blackboard or because I need an actual signature on a print document. I always give instructions and, especially early in the term when you are learning, *please ask* if you are unsure what to do. I expect the occasional difficulty and will work through it with you if you notify me promptly.

How do I avoid pressing one of the professor's "hot buttons?" **Use some permanent device, such as staples or a 3-ring notebook, to bind your products that you give me in paper format.**

- Do not use paperclips or any similar clipping device.
- Do not use plastic clip folders.
- Do not expect me to provide staples. (That is, don't show up and ask for a stapler-- you can buy a mini stapler for very little and carry it with you.)



It seems fair to warn you. I downgrade papers that are not reasonably bound. I don't expect you to spend big bucks on a binding device, but I do expect you to be sufficiently proud of your product to want to present it reasonably.

This is a real world issue: *think about your product from the recipients' point of view*. Do that and you'll be successful in **every** job you undertake.

APA Style. Any written product is expected to conform to the standards set forth in the latest edition of the Publication Manual of the American Psychological Association unless my directions indicate otherwise. Some helps are available on my Web site (see address above). Again, there aren't too many opportunities to use APA style but there are a few. Ask me if you are unsure of it.

Remember that the official format for submitting papers is doc (2003) or rtf. I can read 2007 Word documents but do not send something in another format as I cannot read it and it will count against your late penalty. If you need help getting to a format I can read, call me when you are at your computer and we'll work through the options.

How do I recognize and avoid academically dishonest behavior?

There aren't too many opportunities to plagiarize in my Psy 361 since most of your work is creative efforts of your own, however, just in case...

My past students have told me that the ethical lessons are the ones that have saved their careers and honed their judgment. When tempted they paused long enough to not do something and thus avoided humiliation and loss of income. I consider training in academic honesty to be a significant part of your education. I know that most students won't cheat and I'm proud of you. I feel my end of that bargain is to supervise so that honest students don't suffer and students still in process learn.

Material will be checked for plagiarism using the original document, plagiarism detection software, search engines or copies of prior student projects.

Plagiarism.

Copying another person's work (in any form, including images, Web pages, textbooks, etc., without giving credit is plagiarism.

Copying the exact words and giving credit is still plagiarism unless you indicate which words are yours and which words are the other persons' by means of quotation marks.

As a rule of thumb, do not copy more than three consecutive words. Rephrase any ideas into your own words.

A copy machine can duplicate material. You are a scholar who can think about (rephrase) an idea to own it. Plagiarism will result in 0 points on the project.

I most often find copying the author's words without using quotation marks. The most common reason is that "the author expresses it better than I can." Your textbook author deserves quotation marks and, in papers, citation as well. You are doing the paper to learn how to express yourself well, not to copy. Rephrase, rephrase, rephrase.

It is very sad to see someone not learn how to write for themselves or analyze information for themselves.

You are learning how to express yourself well so you can make a case for that raise, convince the courts you are innocent, clearly explain your medical condition, advocate for your child with the school, stay ahead of the competition, etc. You can't protect yourself in an information society if you don't practice writing your own words. Rephrase, rephrase, rephrase.

Intellectual Property.

It is a common misconception that material on the Internet is free. However, even if a copyright notice is absent, work is the property of the creator. I expect you will post only material that is yours by right of creation unless you give proper credit (author, title, location) and indications (e.g., quotation marks). The plagiarism policy applies on the Internet too.

Images, sounds and other multimedia are included in copyright law. (For example, professionally done photos as for high school yearbooks belong to the photographer. You only purchase copies.) It is common to receive e-mails with amusing articles or other materials. Be aware that it might be an illegal copy and exercise caution in forwarding it. It may also contain a virus.

On the plus side, ideas cannot be copyrighted, so you can share the most important part of a Web site *as long as it is in your own words or your interpretation*.

Privacy Matters.

- The Internet may change or challenge notions of what is private and what isn't. I prefer to provide disclosure up front so you know what the possibilities are. Although the course is protected by a password, such tools are not perfect as human beings are using them. You are relatively protected by the password but no one can guarantee privacy online. **Privacy for every student depends on the actions of each individual student--sharing your password with a friend or spouse is violating the privacy of your classmates. Maintain trust with your classmates, do not share your password.** You may trust your spouse with your life, but your classmates do not know this person.
- Disclosure: The course software I use enables me to know which students have logged in, where in the course site they have visited, and how long they have stayed. The technology support people have access to information posted at the site.
- Course Security: In the event you use a public terminal (e.g., at work in a computer lab or at a hotel or library) you need to **completely close the browser software** when you are finished. This will prevent another person from accessing the course using your identification, doing mischief in your name, and violating the privacy of other students. For extra security and to prevent the next person at the terminal from seeing what you looked at, empty the cache on the browser.

In Internet Explorer: Tools...Internet Options...General...middle section of Temporary Internet Files...Delete Files. It may take awhile if no one has done it before.

In Mozilla/Firefox...Edit...Preferences...Advanced...Cache...Clear Cache

- Guard your password and change it regularly.
- Students sometimes want to discuss their grade via e-mail. E-mail is NOT secure or private. If an individual student requests his/her grade, I can not reveal to that student his/her grade through e-mail without a legal signature from that student on a permission form—See Week 1 **Lesson**. The course software does provide a way for

you to check your grade online. Sometimes, it is simply easier, faster, and clearer to use the phone. Ask what you need to ask. Just don't be surprised if I call.

- Participants are expected to represent their course identities in a truthful manner. Falsifying your identity is grounds for disciplinary action of all parties involved.
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"The above schedule and procedures in this course are subject to change in the event of extenuating circumstances" (Altman, 1989).

Special functions or Off-Campus Sites: Although I do not currently anticipate any trips, students may need or choose to make trips in partial fulfillment of the requirements of this course.

Most students are conscientious and responsible. Thank you, I do appreciate and notice your effort and courtesies to me and to your classmates. I try to return the favor by providing a structure for a fair course where everyone has at least a similar, if not equal, chance.

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Contact sally.kuhlenschmidt@wku.edu with any questions.