

PSY 318: Theory of Psychometric Instruments

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 Office Hours: MW 3-5pm; or by appointment

Fall 2013
 MWF 1-1:50 (Sec 1)
 MWF 2-2:50 (Sec 2)
 Giles 318
 4 Credits

COURSE INFORMATION

Student information sheet: An information sheet is provided at the end of this syllabus. You are to complete and submit this form by **Wednesday August 28**. By submitting the form, you acknowledge that you have **read, understand, and agree to abide by** the guidelines, requirements, and expectations regarding your responsibilities in this course.

Catalog Description: An examination of the theoretical and practical aspects of the administration and interpretation of psychological tests. Special emphasis on the history of intelligence testing as it pertains to women and people of African ancestry. **Prerequisites:** PSY 200, 201–202 or 203; and PSY 317.

Purpose: Theory of Psychometric Instruments is designed to: (a) teach the important methodological considerations for test construction and administration, (b) teach proper techniques for evaluating the suitability of tests for particular purposes, (c) discuss the various uses of psychological testing, and (d) discuss several of the more widely-used psychometric instruments. In addition, this course reviews the history of formal psychological testing, with special emphasis on culture, gender, and class biases. In meeting these goals, you will be required to do extensive reading as well as a major project. **This course is designed to enhance critical thinking skills regarding psychometric principles. By the completion of the course you will be an informed consumer-- test user or test taker-- of psychological tests and measurements.**

Format: Class sessions will consist of lectures and small and large group discussions and activities. Some lectures will be supplemented with audio-visual aids.

This course fulfills the Advanced Measurement requirement for Psychology majors. Students must pass the course with a C or better to count towards their Psychology major.

Required Textbooks: Each student is required to purchase the textbook for this course. Sharing a textbook is strongly discouraged.

Hogan, T. P. (2007). *Psychological testing: A practical introduction* (2nd ed.). Hoboken, NJ: Wiley & Sons.

Recommended text (not ordered by our bookstore for this class but available for purchase through websites such as Amazon.com):

American Psychological Association (APA). (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

Required Course Material: Each student is required to bring a calculator to each class. The calculator should be able to do basic functions such as square root. **Cell phone calculators are not permitted under any circumstances. No sharing of calculators is allowed.**

Justification for Four Credit Hours:

Students will complete outlines of selected chapters and readings each week, including readings from *The mismeasure of man* (Gould, 1996).

Course Learning Outcomes	Assessment Tool
Recognize and understand facts regarding the history of formal psychological testing, including important contributions by several psychologists	Tests 1-4, Gould Reading, Final exam
Recognize, understand, and describe different types of reliability and validity; explain the relationship between reliability and validity; and describe when each is appropriately used in test evaluation	Tests 3 & 4, Final Exam, Test Construction Project
Become critical consumers of information that is presented on psychological testing in peer-reviewed journal articles and other primary source documents	Gould Reading Test Construction Project
Understand ethical principles pertinent to psychological testing	Test 1, Final Exam
Organize and synthesize readings	Reading outlines; Test Construction Project
Acquire self-knowledge regarding factors that affect (positively and negatively) quality of reading	Reading outlines

ASSIGNMENTS

Grades will be based on the following assignments: Weekly reading outlines, Gould reaction papers and discussions, a test construction project, 4 tests and a final exam. Additionally, there will periodically be in-class activities and homework. Each component is explained below. Furthermore, students will be penalized for having more than three unexcused absences, as described above.

Weekly Reading Outlines

- **General:** For selected chapters/readings, students will be required to construct a reading outline that organizes and synthesizes the information presented in the chapter. The purpose of this reading outline requirement is to have students read the material prior to class in a way that will **enhance** in-class discussions and the student's comprehension of the course material. The assignments must be **submitted to Turnitin Assignments**.
- **Detailed instructions and guidelines appear in Appendix A.**
- **Online Submissions:** See guidelines above.
- **Grading:** Outlines are worth 100 points total.
- **Late Work:** See guidelines above.
- **Make up policy:** Since outlines can be submitted early, **missed outlines cannot be made up under any circumstances**. There are 12 outlines, 10 of which will count towards the final outline grade, meaning that a student can miss two outlines "free of charge".
- **Due dates:** See course schedule.

Gould Reaction Papers and Discussion:

- **Detailed instructions and guidelines appear in Appendix B.**
- **Online Submissions:** See guidelines above.
- **Late Work:** See guidelines above.
- **Grading:** Each individual component is graded separately but all components together will be worth 100 points total towards the final course grade.
- **Due dates:** See course schedule.

Test Construction Project:

- Students will be required to describe how they designed a test to measure any variable or behavior of their own interest. The entire project must be **submitted online to Turnitin Assignments**.
- **Detailed instructions appear in Appendix C.**
- **Online Submissions:** See guidelines above.
- **Late Work:** See guidelines above.
- **Grading:** The project is worth 300 points
- **Due date:** Dec 2.

Tests and Final Exam:

- **Format:** There will be 4 Tests and 1 Final Exam. The tests and final exam will consist of multiple-choice questions and calculation problems. Although some of the multiple choice questions will ask you basic, factual information, most of the questions will be applied and will require you to integrate concepts or apply what you know to a new situation. Therefore, memorizing facts will most likely not be the most effective approach for preparing for the exams. Rather, you should know the facts and be able to apply them to different situations.
- **Content:** Tests and exams will draw from content covered in the text, additional readings, and lectures. **The final exam will be cumulative.**
- **Versions:** Each test/exam administration may include multiple versions administered to the same class.
- **Questions:** **I cannot address exam questions during the taking of tests/exams**, as it disrupts my ability to proctor and may convey information (right or wrong) to other students.
- **Grading:** Tests 1-4 are worth 100 points each. The lowest of these 4 Test grades will be dropped from the final grade calculation. The final exam is worth 200 points and cannot be dropped.
- **Make-up policy:** Since the lowest of 4 test grades will be dropped, **tests cannot be made up under any circumstances. The final exam can only be made up under extenuating circumstances.**
- **Test/Exam dates:** Sept 13, Sept 30, Oct 23, Nov 6, Nov 22, Dec.

In class activities/quizzes/homework assignments:

- **General:** There will be a variety of in class activities and quizzes throughout the semester that will require turning in a completed piece of work at the end of the activity/quiz. There will also be several homework assignments that will require students to come to class prepared to discuss the assignment and submit completed work at the beginning of class.
- **Make-up policy:** There will be **no make-ups for missed in-class activities, quizzes, or homework.**
- **Grading:** The class activities and homework are intended to help you in preparing for your tests and papers. They will be graded as follows: Five homework assignments will be worth 10 points each for a total of 50 points toward the final course grade. Homeworks will be graded for completion. Incomplete assignments will not receive the full 10 points. Homework CANNOT be submitted late.

GRADING

- **Grading Report:** The instructor will add data to an online grade report throughout the term, recording and reflecting the individual progress of each student. No grades will be posted publicly (e.g., on my office door) or transmitted via e-mail.
- **Grade Changes:** Grades are earned, not negotiated. However, if you disagree with a grade, you are free to say so. Any such **requests for grade changes must be made in writing and submitted in person within 24 hours of receiving the grade.** Requests must include the original graded assignment, the grade you were given, the grade you think you deserved, and a **valid justification** for that grade change.
- **Final grades**
 - Grades will be calculated as follows:

<u>Assignment</u>	<u>Points</u>
Outlines.....	100
Gould Reaction Papers.....	100
Test Construction Project	300
Exams 1-4.....	300
Final exam.....	200
Homework.....	50
Total.....	<u>1050</u>

- The grading scale for the transformation from numeric grades to a final letter grade will follow the scale below. Percentages will be rounded to the nearest whole number.

Letter grade	Numerical % Score	Qualitative Assessment	Grading Criteria
A	95+	Exceptional Quality	Student demonstrates mastery of the content and methods of the course as well as originality, depth, and distinctive insights.

A-	90-94	High Quality	Student demonstrates some original thought, application, and mastery of the content and methods of the course.
B+	87-89	Very good	Student demonstrates a good understanding of the content and methods of the course, reflects clear comprehension, and achieves all the stated objectives.
B	84-86	Good	Student demonstrates a good command of the content and methods of the course, reflects comprehension, and achieves the stated objectives.
B-	80-83	Significantly above Average	Student demonstrates a general command of the content and methods of the course and reflects and achieves the stated objectives.
C+	77-79	Above Average	Student demonstrates a general competence in the content and methods of the course.
C	74-76	Average	Student demonstrates average competence in the content and methods of the course.
C-	70-73	Below Average	Student demonstrates less than average competence in the content and methods of the course.
D+	67-69	Less than Satisfactory	Student demonstrates a partial knowledge of the content and methods of the course.
D	60-66	Marginal	Student demonstrates minimal knowledge of the content and methods of the course.
F	<60	Unacceptable	Student fails to demonstrate knowledge of the methods and content of the course.

Course Schedule.

These dates are estimates and subject to change at my discretion

- **Some Important Dates To Take Note Of:**

Test 1	Sept 13
Test 2	Sept 30
Gould reaction paper and discussion #1	Oct 9
Test Construction Intro/Methods draft	Oct 16
Test 3 (Part A)	Oct 23
Gould reaction paper and discussion #2	Nov 1
Test 3 (Part B)	Nov 6
Gould reaction paper and discussion #3	Nov 13
Test Construction Results draft	Nov 15
Test 4	Nov 22
Test Construction Project Final Paper	Dec 2
Final Exam	Check College Schedule for Date

Date	Topic	Reading
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I: Setting the Stage: In these chapters, you should aim to develop an initial understanding of psychological tests, ethical and legal issues involved in developing and using psychological tests, and reliability and validity

Week 1

W Aug 21	Orientation to course and syllabus	
F Aug 23	The world of psychological testing Outline on Chapter 1 Due*	Ch. 1

Week 2

M Aug 26	Ethical & legal issues Outline Due on Ch. 16*	Ch. 16
W Aug 28	Ethical & legal issues Introduction to reliability and validity Information sheet due	Ch. 16 Ch. 4 pp. 111-114; 123-127 Ch. 5 pp. 155-160
F Aug 30	Neuropsychological tests Outline Due on Chapter 10* Last day to drop	Ch. 10

II: Use of Psychological Tests: In these chapters, you should aim to develop a more in depth understanding of what psychological tests are through the examination of various existing psychological tests including their purposes, basic uses, and psychometric properties.

Week 3

M Sept 2	Labor Day: No Class	
W Sept 4	Personality Tests	Ch. 12 pp. 445- 453 Ch. 13 pp. 481-495; 500-507
F Sept 6	Lab: Begin working on TCP Outline Due on Chapters 12-14*	

Week 4

M Sept 9	Personality Tests and Projective Techniques	Ch. 13 pp. 481-495; 500-507 Ch. 14
W Sept 11	Sources of information about tests Outline Due on Chapter 2*	Ch. 2
F Sept 13	Test #1 (Ch. 1, 16, 10, 14, & selected pages from Ch 12 & 13)	

III. Test Construction and Psychometrics: In the remaining chapters, you should aim to develop an in depth understanding of how psychological tests are constructed and evaluated.

Week 5

M Sept 16	Developing a psychological test Outline Due on Chapter 6 (pp. 205-225)*	Ch. 6 (pp. 205- 225) and pp. 454-458; 572-576
W Sept 18	Developing a psychological test	Ch. 6 (pp. 205- 225) and pp. 454-458; 572-576
F Sept 20	Developing a psychological test	Ch. 6 (pp. 205- 225) and pp. 454-458; 572-576

Week 6

M Sept 23	Review of Statistics and Test Norms Outline Due on Chapter 3*	Ch. 3
W Sept 25	Review of Statistics and Test Norms Test Construction Project Test Due*	Ch. 3
F Sept 27	Test administration CITI Ethics training certificate due	

Week 7

M Sept 30	Test #2 (Ch. 2, 3; Ch. 6 pp. 205-225; pp. 454-458 and 572-576)	
W Oct 2	Item analysis Outline Due on Chapter 6 (pp. 225-end)*	Ch. 6 (pp. 225- end)
F Oct 4	Item analysis	Ch. 6 (pp. 225- end)

Week 8

M Oct 7	Item analysis	Ch. 6 (pp. 225- end)
W Oct 9	Item analysis Gould pp. 204- 224 Reaction paper #1 due* Gould Discussion Question #1 due	Ch. 6 (pp. 225- end)
F Oct 11	Item analysis	Ch. 6 (pp. 225- end)

Week 9

M Oct 14	Fall Break: No Class	
W Oct 16	Data Entry/Work on Projects TCP Introduction/Methods draft due*	
F Oct 18	Item analysis	Ch. 6 (pp. 225- end)

Week 10

M Oct 21	Item analysis	Ch. 6 (pp. 225- end)
W Oct 23	Test #3 Part A (Ch. 6 pp. 225-end)	
F Oct 25	Reliability Outline Due on Chapter 4 (pp. 111-130)* Midsemester grades due	Ch. 4 (pp. 111-130) Reread Ch 6 pp. 243-247

Week 11

M Oct 28	Reliability	Ch. 4 (pp. 111-130)
W Oct 30	Reliability	Ch. 4 (pp. 111-130)
F Nov 1	Reliability Gould pp. 225-245 Reaction paper #2 due* Gould Discussion Question #2 due	Ch. 4 (pp. 111-130)

Week 12

M Nov 4	Reliability Outline Due on Chapter 4 (pp. 130-end) Last day to withdraw with a W	Ch. 4 (pp. 130-end)
W Nov 6	Test #3 Part B (Ch. 4)	
F Nov 8	Content Validity Criterion Related Validity Outline Due on Chapter 5 (pp. 155-189)*	Ch. 5 (pp. 155-189)

Week 13

M Nov 11	Criterion Related Validity	Ch. 5 (pp. 155-189)
W Nov 13	Criterion Related Validity Gould pp. 246-263 Reaction paper #3 due* Gould Discussion Question #3 due	Ch. 5 (pp. 168-189)
F Nov 15	Criterion Related Validity TCP Results draft due*	Ch. 5 (pp. 168-189)

Week 14

M Nov 18	Construct Validity Outline on Chapter 5 (pp. 189-end) due*	Ch. 5 (pp. 189-end)
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W Nov 20	Lab: Work on Projects	
F Nov 22	Test #4 (Ch. 5)	

Week 15

M Nov 25	Lab: Work on Projects	
W Nov 27	Thanksgiving Holiday: No class	
F Nov 29	Thanksgiving Holiday: No class	

Week 16

M Dec 2	TBA Responses to Gould discussion questions due Test Construction Paper Due*	
W Dec 4	Course Wrap-up	
F Dec 6	READING PERIOD: No Classes	

Week 17

See College Schedule for Date	Final Exam (Cumulative). The final will begin at 8am sharp. Anyone arriving more than 10 minutes late may not be allowed to take the final.	

* Assignment due online to Turnitin Assignments on Moodle

Course Policies

Course information on Moodle

- Course materials such as the course syllabus, PowerPoint slides (**Resources link**), and assignments (**Assignments/ Turnitin Assignments link**), are accessible through Moodle (<http://spelelearn.spelman.edu>). Please note that information provided on Moodle is meant to serve as a supplement. You are still responsible for all information presented during class time.

Updates

- You should regularly check the course Moodle website page. Topics, readings, assignments, and classroom procedures are subject to adjustment at the discretion of the instructor.

Communication

- Spelman provides all students with a free email account, which is the official communication method at the College. You can provide the instructor with an alternate e-mail address. It is your responsibility to monitor your e-mail account. Not checking email is not an acceptable reason for missing deadlines and important news. **The best way to contact me is via my att.net email account.**

PowerPoint slides:

- I will place copies of the PowerPoint slides that you can print out and use for taking notes in class on the class Moodle page. I will do my best to have them up with enough time before class so that you may print them out prior to class. If you have trouble downloading materials, please let me know.

Reading Assignments:

- Reading assignments should be completed *prior* to the day they are listed in the syllabus. Course material may be difficult to grasp without having done the readings. Additionally, your ability to actively participate in class will depend on your having completed the assigned readings.

Online Submissions:

- All online assignments will be due to **Moodle**. Most assignments will be submitted under the **Turnitin Assignments** link while other assignments will be submitted under the **Assignments** link.
- Type** all work that can be typed, using APA style. Typed work should be **double-spaced**, using **11 to 12 point Times New Roman font** with **1-inch margins** on all sides. Your name and title of the paper/assignment should appear on a separate **title page (page 1) for all** assignments. Each page should have approximately 250-300 words. Each page must have a page number at the top right hand corner (see APA manual and <http://flash1r.apa.org/apastyle/basics/index.htm> for APA style of manuscripts). **All sources**

(including the textbook) that are referenced in your paper/assignment should be listed on a separate reference page at the end of the paper/assignment. Do not list sources on the reference page that do not appear in the paper itself. I reserve the right to penalize work that is handwritten when the assignment specifically says to type.

- **Edit** all written work prior to submitting it. I will penalize work for spelling, grammar, or punctuation errors. Moreover, if the mechanics of your work inhibit my ability to understand what you have intended, or prohibit clarity that you have understood either the material or what you have written, your grade will be affected; I cannot give full credit for something that I cannot understand, even if unintentional.
- **Timely submission:** Work must be submitted by **5pm on the date the assignment is due**. A late penalty will apply for anything submitted beyond that time, including later during that day.
- **Late penalty:** All assignments will have clearly specified and enforced due dates. Assignments submitted after 5pm on the date in which they are due will be considered late. **There will be a 10 point-reduction per day for late work, and work will not be accepted (i.e., it will be scored a zero) if it is more than 7 days late (weekends and holidays count toward this number), except where otherwise indicated.**
- **Computer excuses:**
- Plan ahead for submitting online assignments. For any assignments that involve the use of a computer, you are advised to leave ample time for inevitable disasters such as a system crash; lack of computer lab seating; lost files or passwords; lack of printer paper or ink; problems with Moodle, or other network issues, none of which are acceptable excuses for late work. (You should always save early and often, **make multiple copies**, and check for viruses.) **I cannot be sympathetic to problems that occur because you waited until the last minute**, and simultaneously be fair to students who planned ahead and completed work on time. Be aware that computer labs will get busier as the semester wears on. Remember that you should save your work to disk (early and often).
- **Do not wait until 4:59pm (or even 4:45pm) to attempt to submit your work online.**

Attendance:

- In order to learn the concepts and engage in class activities, students must attend class regularly.
- Attendance will be tracked through the use of sign-in sheets that will be passed around at the start of class. **Students with more than 3 unexcused absences will be penalized a *percentage* on their final course grade for each unexcused absence above 3 at the end of the semester, up to a maximum deduction of five percent** (e.g., four unexcused absences will result in a deduction of one percent from the final grade; your grade could drop from a C to a C- due to excessive absences).
- Attendance will also count indirectly toward your grade. Not attending class may affect your performance on exams and other assignments. Much of the material that is covered in lecture goes beyond what is included in assigned readings. By not attending class you also risk missing instructions, information, and guidelines about exams and assignments, which may indirectly affect your grade. Students who attend class regularly tend to perform better than students who do not. **If you have more than 3 unexcused absences, it will be difficult for you to make a grade higher than a “C” in the course.**
- Absence from class will only be excused if it is **reasonable** and **documented** with a signed note from a physician certifying illness on the date(s) missed, documentation of the death of a loved one, or, under extenuating circumstances, by prior arrangement with the instructor. Excuses do not include not feeling well; oversleeping; forgetting; not finding parking; needing to help a friend, roommate, family member; my mom/aunt/grandparent bought me a surprise plane ticket home, etc.
- **College-sanctioned activities:** Students who miss class due to participation in College-sanctioned activities must identify themselves *prior* to missing class. Missed work must be made up within 1 week to avoid any late penalties. In addition, students must provide me with a copy of their travel schedule well in advance.
- The instructor **will not** repeat lectures for those missing a class. It is the responsibility of the student to obtain information about a missed class from a classmate or two. The student can then schedule a meeting with the instructor to gain further explanation or clarification.

Tardiness:

- You are expected to arrive to class on time and to remain until class is dismissed. Special announcements typically take place at the beginning of class. Late entries and early departures distract students who are trying to get the most from their experience here. Please be respectful of their efforts and mine. Students who are **more than 10 minutes late to class** will not be permitted to sign in and **will be marked as absent**.
- You must arrive to class on time for the tests/exams. Arriving late disrupts students who are in the process of taking a test/exam. Anyone arriving more than 10 minutes late for tests/exams may, at the instructor's

discretion, not be allowed to take that test/exam. **After the first person submits his/her test/exam, anyone else arriving beyond that time will not be allowed to take it.**

Behavior:

- **General:** You are expected to comply with the Student Conduct Code specified in the current Schedule of Classes. You are expected to conduct class contributions in an orderly manner, taking care not to dominate any discussion. Ask lecture-related questions of each other and of the instructor in a polite, respectable manner. Avoid chitchat outside of scheduled group discussion. Remain alert and attentive during class; actively participate in activities and discussions. **Do not talk over each other or the instructor.** Talking out of context, eating, or reading during class is disrespectful and disrupts the educational process for yourself and of others and may be subject to disciplinary actions, including, initially, being asked to leave the room.
- **Dialog:** The material covered in the course may at times include issues and ideas that may engender strong reactions or may even offend you. I encourage respectful, constructive dialog, particularly when opinions differ. **I will not tolerate rudeness, mean spiritedness, personal attacks, harassment, or abuse of any kind.**
- **Technology:**
 - Turn off (**no vibrate**) beepers, cell phones, watch alarms, music devices, and all other noise-making electronic equipment at the beginning of class so as not to disturb other students. For all in class tests, exams, quizzes, activities, and assignments, the first student to have a noise-making device ring or make a sound will lose 2 points on that exam/activity/assignment grade. Five points will be deducted from the grades of all other students who have noise-making devices ring subsequently during that same class. For activities/assignments that are graded credit/no credit, students with noise making devices that activate will not receive credit for that activity/assignment. Additionally, I reserve and may exercise the right to answer any cell phone that rings while I am lecturing and to excuse immediately anyone whose device is disturbing class.
 - **Classroom computers are to be used only when directed by the instructor. Do not upload class assignments during class unless instructed to do so.** Anyone using the computer during class for anything that is not directed by the instructor will be marked absent from class for that day.
 - **Laptops are NOT permitted in the classroom.**
- **Guests:** Students are not permitted to bring children or pets (except for documented medical reasons, such as vision impairment) to class, or may not bring other guests to class without the prior (at least 36 hours in advance) approval of the instructor.
- **E-mail etiquette:** All e-mail that is sent to me should be **professional and respectful**. Be sure you read what you are sending before you send it. Refer to **Appendix D** for guidelines.

Returned Work:

- Retrieve graded work from me in a timely fashion, either during the lecture in which it is returned or from my office as soon as possible. (Feedback on one assignment will help you complete the next.)
- Students are expected to maintain a copy of returned graded assignments until final grades are posted in the event of clerical errors.
- Exams will be retained by the instructor for one year. Any other work not picked up from me within three months will be discarded. Records of all grades (components and their computation) will be retained for at least three years.

Bonus Points/ Extra Credit Policy:

- There will be **no extra credit assignments** during the semester so please do not ask.

Drops:

- Administrative: Per Spelman policy, instructors may withdraw a student who violates established course policies and procedures, including the policy for class attendance. Therefore, be sure that you read, understand, and abide by all policies included in this document, as violations may lead to an administrative withdrawal.
- Student initiated: **It is the student's responsibility to complete a drop or withdrawal form if she wishes to no longer be enrolled in this course.** Students may drop this course without approval from the instructor by **August 30.**

Incompletes:

- Incompletes will not be granted except in the case of serious and documented extenuating circumstances, such as illness, death of a family member, or a family emergency that prevents a student who is **passing** a course from completion of final assignments. You must have made substantial progress towards completing the

course, demonstrate how far you got before you were incapacitated, have definitive plans for completing remaining assignments (typically within one semester), have persuasive reason that an extension to you would not be unfair to other students, and **complete a written agreement** to the effect of each of those items before the end of the term. The instructor, in consultation with the Dean of Undergraduate Studies, will determine if an incomplete is appropriate. However, this process *must* be initiated by the student, or an incomplete *cannot* be granted. No retroactive incomplete grades are permitted. If required work is not completed by the established deadline, an incomplete will automatically be changed to an “F”.

Inclement Weather:

- If the College is closed due to inclement weather on an exam day or an assignment due date, the exam will be given (the assignment will be due) on the next scheduled class day.

Academic Integrity:

- At the heart of Spelman College’s mission is academic excellence, along with the development of intellectual, ethical and leadership qualities. These goals can only flourish in an institutional environment where every member of the College affirms honesty, trust, and mutual respect. All members of the academic community of Spelman College are expected to understand and follow the basic standards of honesty and integrity, upholding a commitment to high ethical standards. Students are expected to read and abide by the Spelman College Code of Conduct (see the Spelman College Student Handbook) and are expected to behave as mature and responsible members of the Spelman College academic community. Students are expected to follow ethical standards in their personal conduct and in their behavior towards other members of the community. They are expected to observe basic honesty in their work, words, ideas, and actions. Failure to do so is a violation of the Spelman College Academic Integrity Policy. (Taken from Spelman’s academic integrity policy statement with permission)
- Violators of Spelman’s Academic Integrity Policy will be subject to the sanctions outlined in the Spelman College Bulletin. E.g., Cheating on any assignment may result in a failing grade for exams and other assignments, a failing grade for the entire course, or suspension or expulsion from the College. Violations include cheating, fabrication, and dishonesty on exams, assignments, as well as plagiarism on written assignments.
- **To guard against plagiarism**, you will be asked to turn in selected assignments to Turnitin Assignments on Moodle. These assignments are marked by an asterisk in the Course Schedule below.
- **Before signing the student information sheet, go to the following website and be sure that you have read and understand Spelman’s academic integrity policy and the sanctions that can result from violating the academic integrity policy:**
<http://www.spelman.edu/academics/catalog/catalog2007/academicintegritypolicy.html>.

Disability Policy:

- Spelman College is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in class, complete course requirements, or benefit from the College’s programs or services, you should contact the Office of Disability Services (ODS) as soon as possible. To receive any academic accommodation, you must be appropriately registered with ODS. The ODS works with students confidentially and does not disclose any disability-related information without their permission. ODS serves as a clearinghouse on disability issues and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, please contact the ODS at 404-270-5289, located in MacVicar Hall, Room 106.
- Also, please communicate your specific issue(s) and need(s) within the first two weeks of class to the instructor, preferably via the information sheet distributed in the first day of class with the syllabus.

Tips on How to Succeed in This Class:

- Come to every class, and come on time. Participate in class activities and discussions. Pay attention in class. Complete all assigned readings in advance. Prepare for exams and papers ahead of time. Learn from your challenges. **Seek help early.** Enjoy the class.

Appendix A Instructions for Outlines

The purpose of the reading outline is to read the material prior to class in a way that will **enhance** in-class discussions and the student's comprehension of the course material.

General Guidelines: Outlines will be evaluated for content, clarity, and completeness. Students are free to organize their outline in a manner of their own choosing. However, the **required elements of the outline** are:

- **Objectives:** Write objectives for yourself **before reading the chapter**.
- **Major topics:** Discuss the major topics discussed in the reading **in detail**. You can use the Key Points Summary in the text as a guide for what the major topics are for the textbook readings, but you must **elaborate** on these topics and **write everything in your own words**. For formulas that are presented in the text, do not spend the time figuring out how to type the formulas into your outline. Instead, provide a page number in your outline for where to find the formula in the text.
- **Vocabulary: Define all major terms** and other vocabulary **in your own words**. If a chapter/reading selection has more than 20 vocabulary terms, you can select at least 20 words to define but keep in mind that choosing not to define a term in an outline does not mean you are not responsible for knowing that word.
- **Vocabulary sentences: Use at least 5 of the key terms in a sentence or phrase**, or provide your own example. Major terms are often in blue font and/or italicized in the text. Provide **5 different** sentences/examples.
- **Connectedness:** Discuss how the present chapter/reading relates to the previous chapter(s). **What is the relationship between the information presented in the chapter and previous chapters?** The connectedness discussion should reveal your own understanding of the connections between chapters rather than the textbook author's ideas.
- **Self reflection:** Describe whether there were any circumstances (positive or negative) that affected the quality of your reading. List any insights (e.g., "AHA" moments) you had while completing this reading.

Additional Guidelines

- **These assignments must be typed and submitted via Turnitin Assignments.** Be sure that you are submitting the correct document before uploading. Assignments are due by 5:00pm on the due date.
- Be as creative as you like—do whatever you need to do to learn the material. **Course material will be difficult to grasp without having done the readings.** Therefore, you are expected to know everything in the text. However, we will not discuss everything that is in the text during class. By completing the reading outline you be able to effectively review the material prior to class so that you can ask for clarification during the class period.

Grading

- A total of 10 outline assignments will count towards your outline grade, worth 100 points towards your final grade. Each outline will be graded as check (100%), check minus (74%), or no credit (0%). The final outline grade will be calculated as the average of the 10 individual grades.
- To receive a check, you must have **all** the required elements. However, **do not assume that simply filling pages with the required elements will earn you a check**; your writing must reflect critical thinking and awareness of issues and ideas expressed in the text and in class. Your writing should be professional and free of grammatical errors. **You will receive a 10 point deduction from your grade for poor writing** (e.g., you can go from 100 to 90 for poor writing).

Appendix B
Gould Reaction Papers

General Guidelines:

You are expected to read approximately 60 pages from Gould (1996). The pages have been divided into three sets of about 20 pages each. You are to do the following:

- **Reaction papers and discussion questions**
 - Write a 1 page reaction paper incorporating course material for every 20 pages you read (= 3 reaction papers in all; 20 pts each). **The papers are due to Turnitin Assignments at various times throughout the semester.**
 - Write and post 1 **discussion question** on Moodle for every 20 pages you read (=3 discussion questions in all; 5 pts each). The discussion questions are **due on the same date as the Reaction papers.**
- **Responses to discussion questions**
 - Throughout the semester, respond to at least 5 discussion questions posted by other students in the class (= 5 responses; 5 pts each). Responses to discussion questions should be posted on Moodle by November 28 but you are advised to complete your responses early.
- Discussion questions and responses **SHOULD NOT** be posted during class time.

Grading:

- Each reaction paper, discussion question, and response will be graded as check (20pts or 5pts) check minus (15pts or 3pts), or no credit (0 pts).
- **Do not assume that simply filling a page or making a response will earn you a check;** your writing must reflect critical thinking and awareness of issues and ideas expressed in the text and in class. Your writing should be professional and free of grammatical errors. **You will receive deductions from your grade for poor writing** (5 pt. deduction for the reaction papers and 2 pts for questions and responses).
- **There are no make-ups. Remember that there is a 10pt. deduction for lateness so submit on time!**

Appendix C

Instructions for Test Construction ProjectGeneral Guidelines:

Your assignment is to select any construct, variable, or behavior (e.g., intelligence, anxiety, math aptitude, creativity, shyness, etc.) that you would like to develop a test to measure and to describe the procedures you went through to develop your test. The purpose of this project is to apply the knowledge that you have gained in this course concerning the topics of test construction, reliability, and validity and write a final paper detailing the entire process.

The final paper is due at the end of the semester. The project is worth a total of 300 points. The grading rubric for the project is provided below. All parts of the project are to be typed in APA style, **including an APA style title page** for manuscripts. The recommended page length is **12-20 pages total** (not including title page, tables, figures, references, etc.). See Online Submissions under Classroom Procedures for additional guidelines.

You can submit drafts of the Introduction & Method sections and the Results section. You will not be given a grade for the drafts but you will be given valuable feedback. You are strongly encouraged to submit your drafts. **Drafts will NOT be accepted late under any circumstances.**

Specific Guidelines and Grading:

Abstract: Provide a 100-150 word abstract of your paper.

Introduction

In the introduction, you should demonstrate full understanding of the initial steps of the test development process. You are to write an APA style introduction to a paper, addressing the following questions:

- What is the variable/construct your test measures?
 - Provide a definition of your construct.
 - Provide a **thorough review of peer-reviewed, scholarly psychological literature** to support the definition of your construct.
- Why is your test needed? What will your test add to the literature?
 - Clearly state the purpose of your test. **Provide a thorough review of the psychometric literature. What** existing tests are out there to measure your construct? What will your test add to the existing body of tests? (Saying something like: “more research is needed on my construct” is **not** a good rationale).
- Who is the target audience for your test and why?
 - Although the class was used as a sample for obtaining initial data for your test, this is not the ideal situation for test development. **Describe what your ideal situation would be for developing your test.** E.g., what would a perfect standardization sample for your test look like and why? What would be a good sample size for your standardization sample and why? Provide adequate justification. Also, who is your actual target audience?
 - **Provide support for your target audience.**

Method

- In the method section, describe the participants, procedures and measures (including your own measure) used in your study. Address the following when describing your own measure:
 - What is the format for your items (e.g., Likert, multiple choices, etc.)? Compare and contrast the format you selected with **at least 2 other formats** you could have used (e.g., if you selected a true/false format for your test, compare and contrast this format to a Likert format and multiple choice format).
 - What is the mode of administration for the study?
 - How many items did your test have initially and how many were administered?
 - How are responses coded and how was your test scored for analyses?

Results

The purpose of the results section is to describe the results of your research. You are expected to demonstrate your understanding of the test analysis process, including your understanding of reliability and validity. In the results section, you are to describe your analytical techniques and present the results of your analyses. In the

discussion section is where you will interpret and discuss the results. **Put all statistical notations, tables, figures, etc. in APA style.**

- Discuss in detail your item analysis process and how you narrowed down your items.
 - How did you narrow down your items? Describe the process you used, with justification.
 - How many items does your test ultimately have?
 - Include a table with all items initially written, as well as the final set of items selected. Be sure to follow guidelines for writing good items.
- Reliability
 - **You are to fully describe in your own words each type of reliability** discussed in class. After giving a full description of each of the different types of reliability, discuss whether each is **appropriate** for your test and why/why not. **Remember that “appropriate to use” is not the same thing as “easy to use”** and I am not asking you to just talk about the approaches you did use. *Appropriate* means it is *possible* (ideally) to use that type of reliability for your test.
 - Discuss at least two ways in which you assessed reliability of your test and provide details of the obtained reliability estimates for your test using those two methods.
- Validity
 - **Fully describe in your own words the concept of validity**, including content, criterion-related, and construct validity. In your discussion, be sure to fully describe convergent and discriminant validity as well as predictive and criterion-related validity.
 - After giving a **full description** of each of the different types of validity, discuss whether each is **appropriate** for your test and why/why not. *Appropriate* means it is *possible* (ideally) to use that type of validity for your test, even if you couldn't for the present study.
 - Give a full description of how you conducted analyses to assess the validity of your test using **at least two different methods**.
 - Provide details of the estimated validities for your test based on those two methods.

Discussion

In the discussion section is where you are to interpret your findings. Structure your discussion like an APA style discussion where you begin with a summary of your study. Be sure to also touch on the following points:

- General description of the final version of your test
 - How many items are there? How is the test scored? Are there norms or will norms be developed in the future (why/why not)? What type of training is required for the test administrator?
- Discussion of reliability
 - What reliability value did you initially expect to obtain for your test and why? Discuss expected values **based on recommendations in class, in the text, and/or in the literature** and interpret the obtained values.
 - If your reliability was not as high as you had expected/wanted, then discuss possible explanations for your obtained values and also discuss the steps you would or could take in the future to increase the reliability of your test. **Provide full justification for all your decisions.**
- Discussion of validity
 - Interpret the validity coefficients that you obtained for your test.
 - What validity values did you initially expect to obtain and why? Discuss expected values based on recommendations discussed in class, in the text, and/or in the literature.
 - If your validity was not as high as you had expected, then discuss possible explanations for your obtained values and also discuss the steps you would or could take in the future to increase the validity of your test. **Provide full justification for all your decisions.**
- Give an overall assessment of the psychometric quality of your test. Be sure to relate your discussion to the purpose of your test and be sure to refer back to the literature.

Additional Guidelines:

- **Type the following statement** on your paper: “I have abided by the Spelman Academic Integrity Policy on this assignment”. **Type your name after the statement** to indicate that you are aware of Spelman’s academic integrity policy and abided by the policy in completing the assignment.

Grading rubric

****Note that if an element is missing from your paper, your rubric score for that element will be a zero.**

PSY 318		Evaluation Form for Test Construction Paper		
1. Abstract	Abstract includes research purpose, variables, number and type of participants, major result(s), and implications/ limitations of those results stated clearly and concisely within the 150 word limit. (10)	Abstract includes all essential information but is misleading due to a lack of concise sentence structure, or there may be some information missing. (8)	Abstract is missing essential information from paper or is significantly over the word limit. (7)	Abstract has some incorrect information or does not accurately portray the research. (6)
Introduction				
	Exceptional	Good	Average	Unsatisfactory
2. Define Variable	Definition clearly stated. Definition demonstrates thorough examination of peer-reviewed, scholarly psychological literature. (15)	Definition stated. Definition demonstrates partial examination of peer-reviewed literature. (13)	Definition or construct not clear but some attempt at referencing literature. References are not always relevant. (11)	Definition not stated clearly and little reference to literature. (9)
3. Purpose of Test/Advancement of the Field	Presents a thorough explanation of why test is needed. Substantial background literature is referenced in support of test purpose. (20)	Presents an adequate explanation of why test is needed, Peer-reviewed literature is referenced in support of test purpose but more support needed in some places. (17)	Presents an explanation of why test is needed, but some weaknesses in the explanation. Some attempt at referencing literature to support purpose of test but references are not always relevant. (15)	Poorly explains or does not explain why test is needed. Little attempt at referencing literature to support purpose of test. References are not always relevant. (13)
4. Description of Target Audience and Standardization Sample	Target audience clearly stated with elaboration. Standardization sample is accurately described with appropriate justification. (10)	Target audience clearly stated. Standardization sample is adequately described with appropriate justification. (8)	Target audience not clearly stated or weaknesses in connecting target audience to standardization sample. No justification provided or some inaccuracies in describing standardization sample. (7)	Target audience not clearly stated. Significant weaknesses in connecting target audience to standardization sample. Poor description of standardization sample. Weak or no justification provided. (6)
Method				
5. Participants	Sample is fully described. Criteria	Sample is described but a relevant	Sample is not appropriately described.	Sample is not appropriately

	for exclusions (e.g., fussiness, failure to complete) are noted, as are any recruitment criteria or special arrangements (e.g., compensation). (10)	characteristic of the participants may be missing from the description. Must include recruitment criteria or special arrangements. (8)	Does not include either recruitment criteria or exclusion information. (7)	described. Replication would not be possible given description. (6)
6. Measures (Test Construction Project Measure)	Student demonstrates full knowledge and addresses all points (i.e., mode of administration, test length, item format, scoring) with appropriate description, explanations and elaborations. (15)	Student addresses most points (i.e., mode of administration, test length, item format, scoring) with description and explanations. Demonstrates errors in some descriptions and/or does not elaborate. (13)	Student addresses most points (i.e., mode of administration, test length, item format, scoring) but with little explanations or support. Some inaccuracies in explanations. (11)	Student does not have good grasp of the information. Many inaccuracies in explanations of the main points (i.e., mode of administration, test length, item format, scoring). (9)
7. Measures (other than the TCP measure)	Measures are appropriate given construct and evidence of reliability and validity are described. Measures are described with enough detail that a reader could replicate the study. (10)	Measures are appropriate but not complete (e.g., too few questions) or evidence of reliability and validity are not described. The description is adequate but could use more detail. (8)	Measures are incomplete and evidence of reliability or validity is not described. The description is lacking in details. (7)	Measures are incomplete and evidence of reliability and validity may be missing. (6)
Results				
	Exceptional	Good	Average	Unsatisfactory
8. Item Analysis	Fully and accurately described item analyses. Final selected items follow good item-writing guidelines and are reflective of test purpose and target audience. Full justification is provided to support all decisions. (10)	Demonstrates errors in some descriptions and/or does not elaborate. Final selected items primarily follow good item-writing guidelines and are reflective of test purpose and target audience. Some justification is provided to support decisions. (8)	Some inaccuracies in explanations. Final selected items do not always follow good item-writing guidelines and are not always reflective of test purpose and target audience. Little to no justification is provided to support decisions. (7)	Many inaccuracies in explanations of the main points. Final selected items do not always follow good item-writing guidelines and are not always reflective of test purpose and target audience. Little to no justification is provided to support decisions. (6)

9. Test-retest reliability	Student demonstrates full knowledge of test-retest reliability. (10)	Student demonstrates good knowledge of test-retest reliability. (8)	Student demonstrates some knowledge of test-retest reliability. (7)	Student does not have good grasp of test-retest reliability. Many inaccuracies in explanations. (6)
10. Alternate forms reliability	Student demonstrates full knowledge of alternate forms reliability. (10)	Student demonstrates good knowledge of alternate forms reliability. (8)	Student demonstrates some knowledge of alternate forms reliability. (7)	Student does not have good grasp of alternate forms reliability. Many inaccuracies in explanations. (6)
11. Internal consistency reliability: Split half including Spearman-Brown formula	Student demonstrates full knowledge of split half reliability, including discussion of uses of Spearman-Brown formula. (20)	Student demonstrates good knowledge of split half reliability. Uses of Spearman-Brown formula are adequately discussed. (17)	Student demonstrates some knowledge of split half reliability, but may fail to incorporate uses of Spearman-Brown formula in discussion. (15)	Student does not have good grasp of split half reliability. Many inaccuracies in explanations. (13)
12. Internal consistency reliability: Coefficient alpha/ Kuder-Richardson 20	Student demonstrates full knowledge of coefficient alpha and KR-20. (20)	Student demonstrates good knowledge of coefficient alpha and KR-20. (17)	Student demonstrates some knowledge of coefficient alpha and KR-20. (15)	Student does not have good grasp of coefficient alpha. Many inaccuracies in explanations. (13)
13. Inter-rater reliability	Student demonstrates full knowledge of inter-rater reliability. (5)	Student demonstrates good knowledge of inter-rater reliability. (4)	Student demonstrates some knowledge of inter-rater reliability. (3)	Student does not have good grasp of inter-rater reliability. Many inaccuracies in explanations. (2)
14. Content Validity	Student demonstrates full knowledge of content validity. (10)	Student demonstrates good knowledge of content validity. (8)	Student demonstrates some knowledge of content validity. (7)	Student does not have good grasp of content validity. (6)
15. Criterion-related validity	Student demonstrates full knowledge of criterion-related validity. (20)	Student demonstrates good knowledge of criterion-related validity. (17)	Student demonstrates some knowledge of criterion-related validity. (15)	Student does not have good grasp of criterion-related validity. Many inaccuracies in explanations. (13)
16. Construct validity	Student demonstrates full knowledge of construct validity. (15)	Student demonstrates good knowledge of construct validity. (13)	Student demonstrates some knowledge of construct validity. (11)	Student does not have good grasp of construct validity. Many inaccuracies in explanations. (9)
Discussion				
17. Discussion: Summarizing Main Findings	Student provides a clear and concise summary of the purpose and includes a restatement of the main findings of the research. Student draws clear inferences that are	Student provides a generally clear and concise summary of the purpose and main findings of the research with some minor flaws. Student draws	Student attempts to address the purpose, and main findings of the research, but is significantly lacking in one or more of these areas. Student has pronounced	Student does a poor job in addressing the purpose, or main findings of the research.

	logically consistent with the data and scientific reasoning and effectively communicates these to the audience. (20)	inferences that are generally consistent with the data and scientific reasoning and has only minor difficulty communicating these to the audience. (17)	difficulty drawing inferences that are consistent with the data and scientific reasoning, and/or has moderate difficulty communicating these to the audience. (15)	Student does a poor job in draw inferences from the data or student draws grossly inappropriate inferences from the data. (13)
18. Discussion: Implications of Findings	Student presents data honestly and accurately, distinguishing between fact and implication, and avoids overgeneralizing. Student attempts to place research findings within the broader field of study (i.e., things they reviewed in the literature). (10)	Student mainly presents data honestly and accurately, typically distinguishing between fact and implication, and avoids overgeneralizing. Student attempts to place research findings within the broader field of study (i.e., things reviewed in the literature) with only minor difficulty. (8)	Student generally presents data honestly and accurately, but has some difficulty in distinguishing between fact and implication and/or overgeneralizes. Student attempts to place research findings within the broader field of study (i.e., things reviewed in the literature), but has moderate difficulty doing so. (7)	Student does not present data honestly and/or accurately, does not distinguish between fact and implication, and/or grossly overgeneralizes. Student does a poor job in placing research findings within the broader field of the study (i.e., things reviewed in the literature). (6)
19. Discussion: Limitations and Future Directions	Student articulately explains potential methodological flaws of the study in an outstanding way. Student offers insightful explanations for unexpected results and unusually strong suggestions for future research. (10)	Student does a good job outlining potential methodological flaws of the study. Student offers reasonable explanations for unexpected results and good suggestions for future research. (8)	Student attempts to outline potential methodological flaws in the study, and is partially successful in doing so. Student offers adequate explanations for unexpected results and some suggestions for future research. (7)	Student attempts to outline potential methodological flaws of the study, but does so sparsely and/or ineffectively (or not at all). Student offers limited or no explanations for unexpected results and/or suggestions for future research. (6)
Technical				
20. References	Reference page includes all and only cited articles. The articles are appropriately scholarly and appropriate to the topic. Sufficient recent sources make the review current. (5)	Reference list may leave out some cited article or include one that was not cited. The articles are appropriately scholarly but may be somewhat tangential. Sources include recent studies. (4)	Some references may not be appropriate for the assignment. Key references are clearly cited from other sources and not likely read by the student. Sources do not include a good mix of recent studies. (3)	Reference list is more like a bibliography of related sources. References may not be scholarly sources or otherwise not appropriate for the assignment (e.g., too many secondary sources), or there is not a good mix of recent studies. (2)

21. Writing	Student uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and the paper is virtually error-free. Meets page limits. (25)	Student uses straightforward language that generally conveys meaning to readers. The language in the paper has few errors. Meets page limits. (21)	Student uses language that generally conveys meaning to readers, although writing may include several errors. Meets or approaches page limits. (19)	Student uses language that sometimes impedes meaning because of errors in usage. Approaches or does not meet page limits. (16)
22. APA Style	Demonstrates detailed attention to and successful execution of APA style, including organization, formatting, stylistic choices, and citations. (10)	Demonstrates consistent use of important conventions particular to APA style including organization, formatting, stylistic choices, and citations. (8)	Follows expectations appropriate for APA style with some errors. Sources listed but often not cited appropriately. (7)	Attempts to use a consistent system for basic organization but fails to meet APA standards. (6)
23. Tables and Figures	Tables and figures are correct, organized by relevant variables, and described in text appropriately. (10)	The figures or tables may have minor errors or confusing aspects. (8)	Figures or tables are redundant with text or omitted when necessary. (7)	Figures or tables are omitted when they should have been provided. (0)
24. Academic integrity policy statement and typed signature	Included (5)	Not included (0)	Not included (0)	Not included (0)
25. Free Five	(5)	(0)	(0)	(0)

Appendix D

Professional and academic email etiquette tips

Email has become a very integral part of professional and academic life, and using e-mail for these purposes is very different than informal communication between friends and family. Here are some suggestions for your academic use of e-mail, and eventually your professional use for your job search and future career:

1. Use an appropriate subject line

For your classes, simply putting the course number is a good idea (E.g., PSY 318)-- it lets your professor know which class you are in, since they likely teach other classes. There is no need to include “urgent” or “please read” in the subject line, since this is implied by your message. Also, spammers use subject line like “urgent”, and your message may get screened out by a spam filter.

2. Use an appropriate title and salutation for the person to whom the message is addressed.

Begin messages with a greeting such as “Dear Dr. ...” or “Hello Professor...” for academic e-mails, and “To whom it may concern” for things like job applications. **Do not use salutations such as “Hey”.**

3. Make sure your message is concise and to the point.

Be brief. If you have a lot to say, it is a good idea to set up an appointment to talk about what’s going on.

4. Use an appropriate tone

Avoid overly informal language in both academic and professional e-mails. Also, be careful to avoid language that may be interpreted as hostile or demanding. Take a moment to re-read your e-mail to be sure that your tone is respectful and not subject to misinterpretation.

5. Use proper grammar

While with friends you may write in all lowercase or sprinkle your e-mail with abbreviations or emoticons, a professional or academic e-mail should look as much like a business letter as possible—especially when applying for a job.

6. Use a professional screen name and signature line

For easy identification purposes, your screen name should be your actual name. Avoid overly informal nicknames or racy signature lines in your e-mails in academic and professional contexts. Even if you already have a personal e-mail account, it may be a good idea to use a university e-mail account for professional purposes.

7. Be patient

Allow at least 3 days for response, and even longer if you are applying for a job. Some people may be too busy to get back to you as soon as you may hope.

Student Information Sheet

Complete all items on the sheet.

1. Name: _____

2. Aside from “to get an A”, list 3 goals and hopes that you have for yourself in this class (write this list down in your notebook for future reference):

a.

b.

c.

3. Special needs/issues:

4. In addition to school, I have a paying job that requires me to work...

1-10 hrs/week
 11-20 hrs/week
 21-30 hrs/week
 31-40 hrs/week
 41+ hrs/week
 I do not have a job

5. How tall are you? ____ feet ____ inches

6. Spelman or alternative E-mail address: _____

7. Sports, Hobbies, Clubs, etc. _____

I have read, understand, and agree to abide by the guidelines, requirements, and expectations regarding my responsibilities in this course.

Signature: _____

Date: _____