Program Review: GE Component

Part I

Involvement and Overview of Activities

The Psychology Department offers 5 courses covering 4 GE areas:

<table>
<thead>
<tr>
<th>GE Area</th>
<th>Course Name</th>
<th>Course Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area D1</td>
<td>General Psychology</td>
<td>Psyc 001</td>
</tr>
<tr>
<td>Area D1</td>
<td>Child and Adolescent Psychology</td>
<td>Psyc 082</td>
</tr>
<tr>
<td>Area B4</td>
<td>Elementary Statistics</td>
<td>Stat 095</td>
</tr>
<tr>
<td>Area Z</td>
<td>Writing Workshop</td>
<td>Psyc 100W</td>
</tr>
<tr>
<td>Area S</td>
<td>Psychology of Prejudice</td>
<td>Psyc 191</td>
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</table>

During the last program cycle, coordinators for each psychology GE course developed robust and systematic programs of assessment consistent with the relevant GE-mandated Student Learning Objectives (SLOs). Part II of this report details specific assessment activities for each GE course.

Contributions to GE Area Goals and GE Program Outcomes

Each of the psychology GE courses are well-matched to their GE Area Goals and assessment indicated that students are generally meeting the SLOs. For example, the content and goals of the Psychology of Prejudice course (Psyc 191) - which examines “from both theoretical and experiential perspectives...issues relating to those who hold prejudiced attitudes and those who are targets of those attitudes...[including] race, ethnicity, gender, sexual orientation, age” - clearly align with the goal of Area S: “Students will study the interrelationship of individuals, racial groups, and cultural groups to understand and appreciate issues of diversity, equality, and structured inequality in the U.S., its institutions, and its cultures”. Furthermore, assessment in this course indicated that the majority of students are meeting expectations on the SLOs. These general patterns are true for all of the department’s GE courses. Part II and appendices of this report provide details specific to each GE course.

Schedule of GE Assessment

The schedule of GE assessment can be found in the appendices of this report.

Future Plans

Having built a foundation for consistent GE assessment, listed below are 3 areas that can generally be improved over the next program cycle for each GE course. Strengths and areas of improvement specific to each course can be found in Part II and appendices of this report.

“Closing the loop”. We can extend the ways in which GE assessment data is used to inform program planning and curricular improvements. This has occasionally been done within GE
courses, but has not consistently extended to department-wide discussions about the role of GE courses in relation to the major in general.

**Developing a Psychology Assessment Hub using Canvas to facilitate data collection across multiple sections.** One challenge for our department is that we often need to collect assessment data across multiple sections of a course (e.g., 8 – 10 courses in Psyc 001, 100W, and Stat 095). Participation rates in data collection across sections varies from high to low depending on the course. To facilitate data collection, and to reduce the burden on instructors for collecting this data, we have been developing an “assessment hub” through Canvas which contains many of our assessment measures. It will eventually also house all of our GE assessment measures.

**Potential Synergy between GE and Program Assessment.** It seems that GE and Program assessment can be integrated to a greater degree than they have been thus far. The department values the goals of assessment and devotes resources to that endeavor. The department has an Assessment Coordinator (a 0.20 assigned time position), who oversees both program and GE assessment. The coordinator meets regularly with the Assessment Committee, which is composed of a representative sample of the department faculty, to discuss and implement assessment plans.

That being said, it has become apparent in preparing these various reports that the compartmentalized nature of SJSU assessment – GE and program planning have historically and institutionally been separated – has resulted in an inefficient, and burdensome assessment processes. I applaud the University-level recognition of this issue and expect that a better process will be put into place.

In terms of departmental assessment, in the upcoming program cycle we will seek ways in which GE assessment informs program assessment in an efficient and coherent manner. For example, the goals of Psychology 100W (Area Z) clearly align with the department’s BA PLO 3 (Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes). The data and analysis for 100W assessment could also be used to address program learning outcomes. This is just one example of potential synergies between GE and program assessment.

**Part II: Continuing Certification and Assessment**

Appendices A – E provide a brief assessment report, sample syllabus, assessment schedule, and annual course assessment forms for each GE course.

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<tr>
<th>Appendix</th>
<th>GE Area</th>
<th>Course Name</th>
<th>Course Number</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Area D1</td>
<td>General Psychology</td>
<td>Psyc 001</td>
<td>3 - 53</td>
</tr>
<tr>
<td>B</td>
<td>Area D1</td>
<td>Child and Adolescent Psychology</td>
<td>Psyc 082</td>
<td>54 - 63</td>
</tr>
<tr>
<td>C</td>
<td>Area B4</td>
<td>Elementary Statistics</td>
<td>Stat 095</td>
<td>64 - 87</td>
</tr>
<tr>
<td>D</td>
<td>Area Z</td>
<td>Writing Workshop</td>
<td>Psyc 100W</td>
<td>88 - 117</td>
</tr>
<tr>
<td>E</td>
<td>Area S</td>
<td>Psychology of Prejudice</td>
<td>Psyc 191</td>
<td>118 - 145</td>
</tr>
</tbody>
</table>

Program Review: GE Component – Psychology 2
# Appendix A

**General Psychology (Psyc 001), Area D1**

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
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</thead>
<tbody>
<tr>
<td>Assessment Report</td>
<td>3</td>
</tr>
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</tr>
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<td>Assessment Schedule</td>
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<tr>
<td><strong>GE Annual Assessment Reports</strong></td>
<td></td>
</tr>
<tr>
<td>AY13 – 14</td>
<td>18 – 32</td>
</tr>
<tr>
<td>AY12 – 13</td>
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<tr>
<td>AY11 – 12</td>
<td>41 – 44</td>
</tr>
<tr>
<td>AY10 - 11</td>
<td>45 - 53</td>
</tr>
</tbody>
</table>
Assessment Report: Psychology 001 (General Psychology; Area D1)

Evaluation of the course
Psychology 001’s major goal of providing an overview of the scientific study of human behavior is well-matched to the GE Area D1 Goals (“...increase the student’s understanding of human behavior and social interaction in the context of value systems, economic structures, political institutions, social groups, and natural environments”).

Ongoing assessment indicates that students are generally meeting the SLOs. Assessment instruments for this course vary, but generally include a mix of (a) exam performance, and (b) written assignments. The Annual GE Assessment Reports provide assessment details specific to this course. Please review these reports for assessment details.

Changes to improve student success and Future plans for course modifications
Stable assessment procedures have been in place for several years and provide evidence that by completing Psychology 001 students are markedly improving their writing skills within the discipline. Areas for building upon the existing strengths include (a) making assessment more efficient and systematic by moving data collection to the Canvas LMS and using assignment rubric → course outcome → program outcome linkage features, and (b) improving data collection participation rates.

Another area of potential improvement is to develop standard assessment assignments across sections. Psychology 001 serves many students and has many sections, and consequently systematic and consistent assessment can be especially challenging. Developing processes for systematic and standard assessment is a goal over the next program planning cycle.

At present, there are no modifications to course planned.
Instructor: Dr. Gregory Feist
Office Location: DMH 313
Telephone: (408) 924-5617
Email: greg.feist@sjsu.edu
Office Hours: Wed 9-10am; Thursday 10:30-11:30am
Class Days/Time: Tue-Thur 1:30 to 2:45
Classroom: Morris Dailey Auditorium
GE/SJSU Studies Category: GE-D1

Course Web Page
Class Website: https://sjsu.instructure.com/. go here for all course information, lecture outlines, announcements, and handouts; check 3x/week

Logging Into Canvas
Canvas Login URL: https://sjsu.instructure.com/. Please note that it should NOT have the "www" at the start of the URL like many other websites. All students and faculty must first set up their SJSUOne account before accessing Canvas. To do so, go to http://its.sjsu.edu/services/sjsuone/. The Username for Canvas then is your 9 digit SID or Employee ID and your PW is the one you chose when you established your SJSUOne account. You will see the courses you taking (assuming the instructor is using Canvas).

Further Assistance with Canvas
Students should go first to http://guides.instructure.com/m/4212 with problems and then to the University Help Desk for Canvas problems, including logging in (http://www.sjsu.edu/helpdesk/).

NOTE: There is a lot of information on this syllabus but READ the WHOLE thing before next class. Know it--I won’t answer questions whose answer is on this document.

Course Description
This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior,
personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

**Required Texts/Readings**

**Textbook**


You have three main options for buying required material:

1). The cheapest option is to purchase the e-version of the book and access to online homework system ConnectPlus. This will provide you with access to all of the assignments in McGraw-Hill Connect, plus an integrated e-book version of the required textbook at [http://www.mhprofessional.com/mhhe_product.php?cat=108&isbn=1259206289](http://www.mhprofessional.com/mhhe_product.php?cat=108&isbn=1259206289)

   Estimated Retail Price: $110.

2). The campus bookstore (ISBN 1259156443). Details of this bundle are as follows:

   - Connect Plus (access card)
   - Estimated Retail Price: $133.35


   To buy either the ConnectPlus (option 1: e-book plus online Connect) or Connect by itself (option 3) go to the link below and click on “How to Buy Access Online”. You will register and purchase either option with a credit card. After purchasing ConnectPlus online, make sure you enter ONLY the URL below and then go to REGISTER NOW at the site. What you need to do is this:

   1. go to this website: [http://connect.mcgraw-hill.com/class/gfeistf14](http://connect.mcgraw-hill.com/class/gfeistf14)

   2. follow link to “register now” (lower right)

   3. put in your email address that you want to use all semester

   4. create a PW or put in the PW you might have used when you first purchased it

   5. then click on green box for "yes, complete my registration"

   If you run into any technical difficulties, please call McGraw-Hill’s Customer Experience Group by dialing 1(800)331-5094 or submit the “Contact Us” form found online at [www.mhhe.com/support](http://www.mhhe.com/support).

   Over the duration of the term, you will also be required to complete a variety of assignments that will be delivered via Connect, an innovative online learning system proven to help students achieve greater success. Altogether, assignments completed in McGraw-Hill Connect will make up roughly **20% of your total grade** in this course so it is imperative that you purchase access.

**Other Readings**

None.
Professional Communication
As a University student, you are encouraged to engage in professional communication with faculty, staff, and your fellow students. This is especially important in electronic mail notes that you might send. When sending email, I would encourage you to create an email account that includes your name (e.g., sean.laraway@sjsu.edu). If you do not create such an email, be certain to include your name in the correspondence. Please be sure to follow the following basic guidelines when communicating in a professional capacity:

- Do not leave the “Subject” empty:
- Be sure to identify yourself clearly by stating your full name and the specific course in which you are enrolled. I have other classes with many students.
- If needed, clearly request a reply.
- Do not expect an immediate reply. Electronic communication is available 24/7. This is not true of your instructor or your classmates.

Learning Outcomes
Course Learning Outcomes (CLOs)
Upon successful completion of this course, students will be able to:

1. **Students shall be able to identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those processes, and the forces that engender social cohesion and fragmentation.**
   
   This objective is met through material presented in Chapters 2, 3, 5, 14 in Feist & Rosenberg (2012), lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: sensing, organizing, identifying, and recognizing; reality, ambiguity, and illusions; sensory knowledge of the world; organizational processes in perception; identification and recognition processes; cognitive development across the lifespan, acquiring language, social development across the lifespan, gender development, moral development, learning to age successfully; constructing social reality, attitudes, attitude change and action, prejudice, social relationships; the power of the situation; roles and rules, social norms, conformity, situational power; altruism and prosocial behavior; aggression, evolutionary perspectives, individual differences, cultural constraints; obedience to authority, and the psychology of conflict and peace.

   *Assessment example of a potential writing assignment for this learning objective:* Aggression, hostility, and violence are social problems the world over. It is easy enough to say that individuals who harm or even kill others (rapists, murders, etc) do these things because society made them that way. In this assignment, I want you to write about the “Mind of a Killer” and review the evidence that people who kill others are made by their environment (nurture). But I also want you to review evidence that these behaviors have some basis in their biological make-up (nature). By reviewing evidence, I mean find at least 5 scientific journal articles that study people who killed. Summarize the methods and results of these papers. After reviewing evidence for both the nature and nature of murderous violence, summarize in a final paragraph, your own view for the cause of this major social problem. That is, state clearly your own conclusion about “what causes someone to murder.”

2. **Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts.**
This objective is met through material presented in Chapters 1, 2, 5, 10, 15, and 16 in Feist & Rosenberg (2012), as well as material presented in lectures and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: evolution of modern psychology, historical foundations, and current cultural perspectives; the processes of research, psychological measurements, historical and current ethical issues in human and animal research; analyzing psychological research with descriptive and inferential statistics, becoming a wise consumer of research; intelligence and intelligence assessment, basic features of formal assessment, the origins of intelligence testing, the history and politics of intelligence testing, heredity and IQ, environments and IQ, culture and the validity of IQ tests; the nature of psychological disorders, deciding what is normal, historical perspectives of mental illness, etiology of psychopathology, the stigma of mental illness; the therapeutic context, goals and major therapies, historical and cultural contexts, treatment evaluation and prevention strategies, therapies and brain activity.

3. **Students will be able to identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.**

   This objective is met through Chapters 3, 5, 7, 8, 9, 10, 11, 12, 14, and 15 in Feist & Rosenberg (2012), lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: the biological and evolutionary bases of behavior, heredity and behavior, evolution and natural selection, variation in the human genotype, biology and behavior; cognitive processes, studying cognition, discovering the processes of mind, mental processes and mental resources, language use, language production, language understanding, language, thought and culture, visual cognition, problem solving and reasoning; judgment and decision making; physical development across the life span, cognitive development across the life span, perceiving speck and perceiving words, learning word meanings, acquiring grammar, social development across the life span, gender development, sex and gender, the acquisition of gender roles, gender and cultural perspectives on moral reasoning, learning to age successfully; functions of motivational concepts, sources of motivation, sexual behaviors, nonhuman sexual behaviors, human sexual arousal and response, the evolution of sexual behaviors, sexual norms, homosexuality, motivation for personal achievement, need to achievement, attributions for success and failure, work and organizational psychology; understanding human personality.

4. **Students will be able to evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.**

   This objective is met through material presented in Chapters 2, 6, 10, 13, and 16 in Feist & Rosenberg (2012), lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: analyzing psychological research, descriptive statistics, inferential statistics, becoming a wise consumer of statistics; the study of learning, evaluating the effectiveness of different learning procedures, the experimental analysis of behavior, observational learning; basic emotions and culture, functions of emotions, stress of living, physiological stress reactions, psychological stress reactions, coping with stress, health promotion, personality and health, job burnout and the health-care system.

5. **Students will be able to recognize the interactions of social institutions, culture, and environment with the behavior of individuals.**
This objective is met through Chapters 14, 15, and 16 in Feist & Rosenberg (2012) and lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: the power of the situation, altruism and prosocial behavior, the psychology of peace and conflict; constructing social reality, attitudes and attitude change, prejudice, social relationships; deciding who is abnormal, the problem of objectivity in defining abnormal behaviors, classifying psychological disorders, the etiology of psychopathology, anxiety disorders (types and causes), mood disorders (types and causes), gender differences in depression, suicide, psychological disorders in childhood, schizophrenic disorders, the stigma of mental illness.

Program Learning Outcomes (PLO)

Upon successful completion of the psychology major requirements...

PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Library Liaison

Bernd Becker
Phone: (408) 808-2348
Email: Bernd.becker@sjsu.edu

Classroom Protocol

Course requirements

1. Classes: This class covers a large amount of material, therefore, attending lectures is crucial for your success in this class. There is too much information discussed in class that cannot be found in text and in the slides for you to do well in this course, without you attending regularly. If you want to do well, you will have to attend most every class. If you miss a class, you are responsible for getting the information from that class.

2. Exams: There will be two unit exams and one final exam, all of which consist of multiple-choice questions. You will have 1 1/4 hrs to complete each unit exam. You have 2 1/4 hrs to complete the final exam. No other make-up exams will be given. No bathroom breaks will be allowed. In most cases, the exams will require no more than 45 minutes to one hour, so please take care of business before the exam.
3. **Extra-credit**: Your rewrite of one of your papers should be considered your extra-credit. In addition, you may complete more than 11 homework assignments on CONNECT and earn up to 20 extra credit points (the 12th is extra credit). *If you do more than 12, I simply count the first 12, not the highest scores*. Those are the only two forms of extra-credit for the course. There will be no other form of extra-credit, **so if you do not do well on your exams**, especially your first exam COME SEE ME IMMEDIATELY. We can discuss in person how to improve your performance.

4. **Writing projects**: There will be **two writing projects** throughout the semester. **Papers should be 2-3 pages** in length (double-spaced, single sided), but no more than 3. Proper spelling, grammar, and punctuation is expected and will be factored into your grade. Plagiarized papers will result in a **failing grade** for the course (i.e., a grade of “F”) and the student will be referred to the Office of Judicial Affairs. More details regarding the structure of the paper will be provided in class. Papers will be turned in electronically via e-mail and edited electronically and returned electronically on Turnitin.com (more about this later). Therefore, papers must be submitted as Word documents or WordPerfect documents (.doc or .wpd). If you do not have Word or WordPerfect, please submit the paper as an ASCII, .txt, or .rtf file. You can rewrite the first paper to improve your grade. The final score will be the **average of the two scores**. If you do, your final grade for the first paper becomes the average score on your first version and rewrite (e.g., 70 + 80 = 150/2 = 75).

5. **CONNECT/LearnSmart Homework Assignments**: You have to complete any 11 of the 15 total homework assignments over the course of the semester. These are two separate things. First, do the study aid **LearnSmart** (master 30-40 multiple choice questions) each week. Second, do the weekly quiz on **Connect**. You have to complete 11 and only 11 of these assignments, even though there will be one for each of the 15 chapters. LearnSmart each week is worth up to 8 points; Connect is worth up to 12 points. Connect has a time-limit of 60 minutes; once you start you have 60 minutes to complete. No starts and stops and coming back hours or days later. There are **NO MAKE-UPS** on LearnSmart or Connect assignments. You must do them the week they are assigned. Once they are gone, they are gone and cannot be made up. The first 11 (or 12) are counted, not only the highest.

   As a form of **extra-credit**, I will allow an 12th LearnSmart and an 12th Connect to count for extra credit (a total of 20 extra credit points are available). **There are no-redos if you miss the time deadline. Once the deadline is passed you may not complete the homework assignment.**

   **NOTE**: if you do more than 12, I delete those from the gradebook and count only the first 11 you complete (not the highest scores).

6. **Expectation of Work Load**: It is important that you understand what the official CSU definition of a unit is. For every unit, it is expected that you spend 1 hour in class and 2 hours outside of class per week. That means for this course (3 units) that you be spending a total of at least 9 hours per week (3 in class and 6 outside of class).

7. **Recording Lectures**: Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
• It is suggested to include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.

• In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

• Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Assignments and Grading Policy

Your grade will be determined by the total number of points you earn throughout the semester. Points will be assigned as follows:

1. Syllabus Quiz (added to Exam1)  20
2. Research Participation:  20
3. CONNECT/Learnsmart Homework (any 11 out of 15 chapters) 20 pts each = 220
   8 pts/assignment for Learnsmart (study aid-participation)*
   12 pts/assignment for Connect (weekly online quiz)*
4. 1st Exam:  80 pts = 80
5. 2nd Exam  120 pts = 120
6. Writing projects:  2 x 100 points = 200
7. Cumulative Final Exam:  160 pts = 160

Total possible points = 820

Syllabus Quiz and Research Participation: 2.5% of grade each
Exams = 44% of grade; Papers = 24% of grade; HWs = 27% of grade (LS: 11%; CN: 16%)

* 11 are required, 12th is extra credit (no points beyond 12); 1st do LearnSmart, then Connect

Note: You must take your exams during the section for which you are officially registered. That is, you MAY NOT take an exam during another section of Psyc 001 that your instructor teaches. Taking an exam during a class in which you are not officially registered in will result in a grade of zero. There are no exceptions to this policy.

In addition to the above grading criteria, in order to pass this class each student MUST:
Complete the **research-participant requirement** (this requirement will be addressed in class by the Psychology Department Research Coordinator). Most semesters, this means 4 credits of research participation. You sign up for the research participation on the SONA online system: [http://sjsu.sona-systems.com/Default.aspx?ReturnUrl=%2f](http://sjsu.sona-systems.com/Default.aspx?ReturnUrl=%2f). If you complete all 4 participation hours, you will earn **10 extra credit (bonus) points**.

**Dept Policy Concerning Research Participation Requirement:** "If an incomplete is assigned as a result of not completing the required research participation hours, then, for the purposes of creating the incomplete contract at the time of grading, the student’s final grade in the class will be reduced by 4% for each hour (2% for half hours) they did not complete (up to 16% total). That is, a 90% becomes a 74%. If the student completes the required hours within one year of the incomplete, then no grade penalty will be imposed."

**Grading scale (& and points)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>&gt;95% (&gt;760)</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>92-94% (736-759)</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90-91% (720-735)</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89% (696-719)</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>82-86% (656-695)</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-81% (640-655)</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77-79% (616-639)</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>72-76% (576-615)</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70-71% (560-575)</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>67-69% (536-559)</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>62-66% (496-535)</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>60-61% (480-495)</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>&lt;60% (&lt;480)</td>
<td></td>
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</tbody>
</table>

**Late Work:** All writing must be turned in at the beginning of class on the scheduled due date. Assignments submitted after this deadline will lose 10% immediately and an additional 10% for every weekday that they are late.

**No Make-up Exams Allowed:** Only with valid written medical excuse will any exam be allowed at a time other than those scheduled for your class.

**VERY IMPORTANT**: Electronics Policy: After many semesters of students misusing electronic devices in a large lecture room, I have now implemented a **LIMITED ELECTRONICS** policy.

- **NO PHONES AT ANY TIME**
- **LAPTOPS ONLY ON THE RIGHT or LEFT SECTIONS OF SEATS (none in the MIDDLE)**
- The reason for this is simple: over the last few years more and more students are being more and more distracted and are distracting other students with their use of electronics. More importantly, there is now a lot of research showing that electronic use during class LOWERS students’ grades.

**University Policies**

**Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The **University’s Academic Integrity policy**, located at [http://www.sjsu.edu/senate/S07-2.htm](http://www.sjsu.edu/senate/S07-2.htm), requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The **Student Conduct and Ethical Development website** is available at [http://www.sjsu.edu/studentconduct/](http://www.sjsu.edu/studentconduct/).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your
assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

**Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center’s tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information at http://www.sjsu.edu/larc/.

**SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

**Peer Mentor Center**
The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/

Student Success and Wellness

Attending to your wellness is critical to your success at SJSU. I strongly encourage you to take advantage of the workshops and programs offered through various Student Affairs Departments on campus such as Counseling Services, the SJSU Student Health Center/Wellness & Health Promotion Dept., and Career Center. See http://www.sjsu.edu/wellness or http://www.sjsu.edu/counseling/Workshops/ for workshop/events schedule and links to many other services on campus that support your wellness! You may go to http://events.sjsu.edu to register for any one of the workshops.
Note: This course will follow this syllabus to the extent possible. The timing and specific nature of topics and activities may change. You are responsible for keeping informed of any changes made to the class syllabus. Such changes will be clearly stated in class and will be posted on the class web site. You are responsible for checking the class web site before each class. Therefore, it is extremely important to check the website before each class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Aug 26</td>
<td>Course Overview/Introduction/Schools of Thought CH 1</td>
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<td></td>
<td>Aug 28</td>
<td>History of Psychology &amp; Philosophy of Science CH1, CH 2</td>
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<td>2</td>
<td>Sept 2</td>
<td>Research Methods CH 2</td>
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<tr>
<td></td>
<td>Sept 4</td>
<td>Biology of Behavior: Evolution &amp; Genetics (Class film on Epigenetics) CH 3</td>
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<tr>
<td>3</td>
<td>Sept 9</td>
<td>Biology of Behavior: The Brain CH 3</td>
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<td></td>
<td>Sept 11</td>
<td>Biology of Behavior: The Brain and Neurochemicals CH 3</td>
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<tr>
<td>4</td>
<td>Sept 16</td>
<td>Sensation &amp; Perception CH 4</td>
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<tr>
<td></td>
<td>Sept 18</td>
<td>Sensation &amp; Perception CH 4</td>
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<tr>
<td>5</td>
<td>Sept 23</td>
<td>EXAM 1 CH 1 – 4</td>
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<tr>
<td></td>
<td>Sept 25</td>
<td>Human Development (Physical &amp; Cognitive) CH 5</td>
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<td>6</td>
<td>Sept 30</td>
<td>Human Development (Social &amp; Moral) CH 5</td>
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<td></td>
<td>Oct 2</td>
<td>Consciousness (Sleep) CH 6</td>
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<td>7</td>
<td>Oct 7</td>
<td>Consciousness (Drugs) CH 6</td>
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<td>Oct 9</td>
<td>Memory (Writing Assignment 1 due) CH 7</td>
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<td>8</td>
<td>Oct 14</td>
<td>Memory/Learning CH 7-8</td>
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<td>Oct 16</td>
<td>Learning CH 8</td>
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<td>Oct 21</td>
<td>Language/Thought CH 9</td>
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<td>Thought CH 9</td>
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<td>10</td>
<td>Oct 28</td>
<td>EXAM 2 CH 5 – 9</td>
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<td>Oct 30</td>
<td>IQ, Problem Solving Creativity CH 10</td>
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<td>11</td>
<td>Nov 4</td>
<td>Creativity/Motivation CH 10-11</td>
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<td>Nov 6</td>
<td>Motivation CH 11</td>
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Table 1 Course Schedule
<table>
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<tr>
<th></th>
<th>Nov 11</th>
<th>Veteran's Day; NO CLASS</th>
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<tbody>
<tr>
<td></td>
<td>Nov 13</td>
<td>Personality</td>
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<tr>
<td></td>
<td>Nov 18</td>
<td>Personality</td>
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<tr>
<td></td>
<td>Nov 20</td>
<td>Social Behavior</td>
</tr>
<tr>
<td>14</td>
<td>Nov 25</td>
<td>Social Behavior (Aggression, Attraction)</td>
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<tr>
<td></td>
<td>Nov 27</td>
<td>THANKSGIVING: NO CLASS</td>
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<tr>
<td>15</td>
<td>Dec 2</td>
<td>Disorders of Mind</td>
</tr>
<tr>
<td></td>
<td>Dec 4</td>
<td>Treatment of Disorders</td>
</tr>
<tr>
<td>17</td>
<td>Dec 9</td>
<td>Treatment of Disorders</td>
</tr>
<tr>
<td></td>
<td>Dec 17 (Wed)</td>
<td>12:15-2:30pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Morris Dailey Auditorium</td>
</tr>
<tr>
<td>SLO 1. Students shall be able to identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those processes, and the forces that engender social cohesion and fragmentation.</td>
<td>AY14-15</td>
<td>AY15-16</td>
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<tr>
<th>SLO 2. Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts.</th>
<th>AY14-15</th>
<th>AY15-16</th>
<th>AY16-17</th>
<th>AY17-18</th>
<th>AY18-19</th>
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<tr>
<th>SLO 3. Students will be able to identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.</th>
<th>AY14-15</th>
<th>AY15-16</th>
<th>AY16-17</th>
<th>AY17-18</th>
<th>AY18-19</th>
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<tr>
<th>SLO 4. Students will be able to evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.</th>
<th>AY14-15</th>
<th>AY15-16</th>
<th>AY16-17</th>
<th>AY17-18</th>
<th>AY18-19</th>
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<tr>
<th>SLO 5. Students will be able to recognize the interactions of social institutions, culture, and environment with the behavior of individuals.</th>
<th>AY14-15</th>
<th>AY15-16</th>
<th>AY16-17</th>
<th>AY17-18</th>
<th>AY18-19</th>
</tr>
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<tbody>
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<td>X</td>
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Annual Assessment Report AY13 - 14

General Education Annual Course Assessment Form
Course Number/Title __Psych 1: General Psychology_________ GE Area _D_____________________
Results reported for AY __2013-2014_________ # of sections __22_____ # of instructors __12_____
Course Coordinator: __Feist________________________ E-mail: __greg.feist@sjsu.edu____________________
Department Chair: ____Dr. Ron Rogers_______________ College: __Social Sciences__________________
Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1
To be completed by the course coordinator:
(1) What SLO(s) were assessed for the course during the AY?
SLO5: Students will be able to recognize the interactions of social institutions, culture, and environment with the behavior of individuals.
(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

During the AY 2013-14 a total of five of twelve instructors assessed 9 of the 22 sections on SLO5 (students will be able to recognize the interactions of social institutions, culture, and environment with the behavior of individuals). Each instructor explicitly spelled out the Learning Objective on their syllabus and assessed it in their own way.
For example, Dr. Feist included this text on his syllabi:
“5. Students will be able to recognize the interactions of social institutions, culture, and environment with the behavior of individuals.
This objective is met through Chapters 14, 15, and 16 in Feist & Rosenberg (2012) and lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: the power of the situation, altruism and prosocial behavior, the psychology of peace and conflict; constructing social reality, attitudes and attitude change, prejudice, social relationships; deciding who is abnormal, the problem of objectivity in defining abnormal behaviors, classifying psychological disorders, the etiology of psychopathology, anxiety disorders (types and causes), mood disorders (types and causes), gender differences in depression, suicide, psychological disorders in childhood, schizophrenic disorders, the stigma of mental illness.
The 9 GE instructors who gathered assessment data used a total of five distinct methods of assessing PLO5: exam questions, written assignment, in-class skit, case-studies, and in-class writing assignment. Here are the results of each of the five instructors (and 9 sections) that were assessed:

**Instructor 1** administered three assessment activities (two in class activities and a writing assignment) during the Fall of 2013 and Spring of 2014 (3 sections in total). The range of students achieving proficiency was 73% to 95% (see Appendix A).

**Instructor 2** assessed two very large sections (N = 281 and N = 129) during the Fall of 2013 and Spring of 2014 via multiple choice exam questions concerning the individual in a social and cultural context. An average of two-thirds to three-fourths of the students answered each question correctly (see Appendix B).

**Instructor 3** assessed one section of General Psychology during the Spring of 2014 via an essay assignment of social influence. Students had to write an essay that agrees or disagrees with the following statement: “The Nazis who participated in the massacre of European Jews were a particularly evil and abnormal group of people”. Please consider your position in the context of the relevant psychological findings on social influence. The mean score for the essay was 80%, with 40% making an A, 9% a B, 26% a C, 4% a D, and 21% an F (see Appendix C).

**Instructor 4** assessed one section of General Psychology during the Spring of 2014 with multiple choice questions and averaged 87% correct over the 7 questions (see Appendix D).

Finally, **Instructor 5** assessed PLO 5 over two sections (both had N = 42) during the Spring of 2014 by class room exercises (role play and transactional analysis). One section had an average of 90% and the other of 83% (see Appendix E).

**Summary and Lessons Learned**
Across 9 sections (42% of all sections of General Psychology courses in the AY 13-14, there was general student proficiency in mastering PLO 5, which concerns recognition of how social, cultural, and individual forces interact. This result comes from assessments using five distinct methodologies (multiple choice exams, writing assignments, in-class writing assignments, in-class skits, and case-study analysis). In general, proficiency rates across the 9 sections average 80%—that is, 80% of the students got questions correct or scored C or higher on written assignments.

One of our goals from last assessment (AY 12-13) was to increase participation among faculty and get more sections of General Psychology assessed. We had modest gains on that front, going from 3 faculty out of 11 to 5 faculty out of 11 participating in assessment.

What we learned from this round of assessment is that after taking General Psychology, our students meet basic standards of proficiency in identifying how social, cultural and individual factors of human behavior interact.
(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

Currently, there are few modifications planned given the basic levels of proficiency were met. However, we will continue to monitor and assess PLO5 in the coming cycle of assessment to determine whether this proficiency has decreased or improved. The one domain that could be modified, as was mentioned in the last assessment, is to standardize the assessment methods across the sections. Standardizing assessment could be accomplished by the GE Coordinator developing standardized questions, tasks, and assignments across each PLO and then distributing them to faculty. This would also assure that faculty are not doing work beyond their course instruction to meet assessment requirements. We would hope that being given the assessment tools would also increase the rate of participation in assessment among faculty and students.
Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

Sections are generally aligned with the GE criteria listed above. Participation rates for assessment data collection can be improved. I recommend the coordinators make follow-up contacts with instructors who do not provide data to emphasize the importance of collecting and providing requested assessment data, and to “cc” to the chair in case further action is needed. We will continue to make efforts to increase compliance requests for the class-based assessment data.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE SLOs for writing.

The Psychology 001 sections enrollment caps are generally about 40 students, in which case instructors are able to provide feedback on GE mandated writing assignments in a timely fashion. We have two large sections of this course (enrollment cap = 300, 125). For these sections the department provides Instructional Student Assistants (ISAs), graduate-level students, who are trained by the instructors to help in providing feedback on written assignments. The department provides 48 hrs/semester (3 hrs per week) of ISA support for every 100 students enrolled. For instance, a double section of 125 students receives 48 hrs of support, while a section with 300 enrolled students receivers 144 hrs of support. Some faculty members request multiple ISAs, while others may use a single ISA for 6 hrs rather than 3 hrs per week.
Appendix A

Instructor 1

- In-Class Activity, “Defense Mechanisms:” Students were asked to prepare a skit to demonstrate a defense mechanism to their peers.
- In-Class Activity, “Case Studies:” Students were asked to diagnose psychological disorders while considering how abnormal behavior is defined.
- Writing Assignment 2: Students were asked to identify interactions between social institutions, culture, and environment as they proposed a novel research study. A grade of C- or better on this assignment was counted as satisfying the objective.

<table>
<thead>
<tr>
<th>Section</th>
<th>“Defense Mechanisms” % achieved (number achieved / total students)</th>
<th>“Case Studies” % achieved (number achieved / total students)</th>
<th>Writing Assignment 2 % achieved (number achieved / total students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>13, Fall 2013</td>
<td>73.3% (33/45)</td>
<td>80.0% (36/45)</td>
<td>93.3% (42/45)</td>
</tr>
<tr>
<td>17, Fall 2013</td>
<td>75.0% (30/40)</td>
<td>70.0% (28/40)</td>
<td>85.0% (34/40)</td>
</tr>
<tr>
<td>10, Spring 2014</td>
<td>73.8% (31/42)</td>
<td>72.1% (41/43)</td>
<td>95.4% (41/43)</td>
</tr>
<tr>
<td>Overall</td>
<td>74.0% (94/127)</td>
<td>82.0% (105/128)</td>
<td>91.4% (117/128)</td>
</tr>
</tbody>
</table>
Instructor 2

(Percent % is in RED (Fall 2013) out of 281 students; BLUE (Sp2014) out of 129)
Overall % Correction across all questions: 68% Fall 2013 73% Spring 2014

3. John hears voices in his head telling him his thoughts are being controlled by the radio waves and he is in constant fear of being captured by the CIA or FBI. He is exhibiting symptoms consistent with 94%/91%
   A. obsessive-compulsive disorder
   B. bi-polar mood disorder
   C. anti-social personality disorder
   D. paranoid schizophrenia

15. In Milgram’s research on obedience, in the standard condition (with the “student” in an adjacent room) approximately what percentage of the people administered the highest level of punishment? 64%/72%
   A. 5%                 C. 67%
   B. 50%                D. 90%

17. Which of the following is a criterion for the diagnosis of major depression? 85%/83%
   A. hallucinations     C. bouts of energy or activity
   B. loss of pleasure in activities D. compulsions

18. Behavioral modification therapy is based on which model of psychology 50%/64%
   A. cognitive conditioning C. Freudian principles
   B. operant conditioning D. faulty thoughts

19. According to research from 37 cultures on what men and women prefer in a sexual partner (mate), there are many similarities between what men and women value and look for in a long-term partner. There were, however, some differences between men and women, the main one being that men tend to prefer __________, whereas women tend to value and prefer __________. 85%/81%
   A. high status women; high status men
   B. younger & attractive women; men of any status
   C. younger & attractive women; men of high status
   D. women of similar religion; men of equal intelligence

31. Every time Jess goes into the kitchen, he worries about germs. He can’t control these thoughts—they always pop into his head. He does NOT however let them turn into ritualistic behaviors like washing his hands. Jess has a(n) 58%/70%
   A. compulsion                 C. schizotypal disorder
35. Juanita says “that person must be an aggressive jerk” after seeing William curse someone out. Juanita has never seen William before. In short, Juanita is making a dispositional rather than situational attribution about William’s behavior. According to social psychologists, Juanita is falling prey to the fundamental attribution error.

A. self-serving bias  C. fundamental attribution error
B. discrimination  D. bystander effect

36. What is the main purpose of the Diagnostic and Statistical Manual (DSM-IV) of mental disorders?

A. to diagnose psychological disorders
B. to recommend prescription drugs for disorders
C. to identify the causes of psychological disorders
D. both B and C

37. Latané & Darley found in the bystander effect that the more people who are present when a person is in need, the more likely it was that help was given.

A. the more likely it was that help was given
B. the less likely it was that help was given
C. the more likely someone would behave aggressively
D. the more likely someone would feel empathy

38. People who are most likely to develop mental disorders are those who

A. have the genetic-biological disposition
B. experience trauma and/or very stressful situations
C. cognitively disabled
D. A and B

39. Which of the following is necessary if we are to label it “aggression”?

A. mistake  C. accident
B. intend to harm  D. physical injury

42. Research on what makes for an attractive human face has found support for the idea

A. beauty is in the eye of the beholder
B. features that are of average proportions are most attractive
C. extreme features are most attractive
D. that symmetrical features are no more attractive than asymmetrical ones

55. Marcus has always been a bit eccentric—in his dress, his manner of speaking, and his ideas. He also hears voices. In order to be diagnosed with a mental disorder, however, Marcus’ behavior would have to be

A. dysfunctional
B. disturbing to others
C. deviant
D. All of the above
E. Only A and B

64. What is the difference between prejudice and discrimination? 42%/58%
   A. Discrimination involves behavior, whereas prejudice involves only cognitive structures
   B. Discrimination involves affect, whereas prejudice involves only cognitive structures
   C. Discrimination involves behavior, whereas prejudice involves unfair treatment of others
   D. Discrimination involves behavior, whereas prejudice involves mostly emotion

65. A person who speaks in “word salad” (sentences that don’t make sense) is not usually called “creative” because her thinking is not 50%/54%
   A. original
   B. adaptive or useful
   C. coherent
   D. artistic

66. The main affect that most anti-depressant drugs have, such as Zoloft or Prozac, is___________________ . By doing so, they decrease levels of depression (and anxiety). 39%/46%
   A. they increase dopamine
   B. they decrease dopamine
   C. they decrease serotonin
   D. they increase serotonin

68. One of the most important conclusions from Bandura’s “Bobo Doll” studies, is that children are most likely to model... 48%/61%
   A. any aggressive behaviors exhibited by adults
   B. aggressive behavior that is rewarded
   C. aggressive behavior whether is was rewarded or punished
   D. aggressive and non-aggressive behavior equally

69. Research on emotion has found that people in different cultures 77%/75%
   A. express many basic emotions the same way on their face
   B. express many basic emotions differently on their face
   C. have different rules for when it is appropriate to express which emotion
   D. both A and C are correct

78. Which of the following has been a successful program to reduce prejudice? 90%/88%
   A. jigsaw classroom
   B. competitive tasks
   C. cooperative tasks
   D. both A and C

79. Soloman Ash’s study on conformity (i.e., lines judged in a group to be similar lengths or not) found that
   A. only when an authority figure told them to conform do most people conform 52%/60%
   B. most people do conform at least once
C. every one conforms at least once  
D. most people do not conform  

80. Stanley behaves in a friendly, warm, and considerate manner. If these are traits of his personality, Stanley would have to 81%/84%  
   A. behave that way only some of the time  
   B. behave that way even if most other people behave that way in the same situation  
   C. behave that way now but not necessarily tomorrow or next week  
   D. **behave that way when most others don’t, over time, and in many situations**  

81. Someone suffers from multiple personalities—is one person one minute and very different person the next. This person suffers from 85%/82%  
   A. anxiety disorder  
   B. schizophrenia  
   C. split brain disorder  
   D. **dissociative (multiple personality) disorder**
Appendix C

Instructor 3

A: 40%  B: 9%  C: 26%  D: 4%  F: 21%; overall mean = 80%

Psych 1: Second Writing Assignment

Social Influence Essay

Must Use Terms:

Compliance: accepting a direct request from someone

Conformity: when individuals adopt the attitudes or behaviors of others as a result of real or imagined social pressure from others

Obedience: behavior that complies with the explicit demands of the individual in authority

Must Discuss Generalizations:

We Underestimate the Power of the Situation as an influence on our own and other people’s behavior. Almost no one said that they would conform in the Asch studies. In addition, almost no one said they would “shock” the learner following a request to “stop”. But, in both studies participants did conform and continued to “shock” the learner after a request to “stop”.

We assume that others behavior is the result of internal causes rather than external causes committing the Fundamental Attribution Error. That is, we assume that the behavior of others reflects what they are like and not the demands of the situation.

This is a critical thinking activity. The purpose of this writing exercise is to improve your ability to write scientifically about behavior. This proposal is worth 6% of your final grade. This assignment must be uploaded to Canvas by December 5th. Plagiarized papers will result in a failing grade for the entire course. Please avoid the urge to “Copy-and-paste” from related sources. This is plagiarism and will be detected automatically using Turnitin (i.e., a web service within Canvas).

Papers should be at least and not more than 3 double-spaced pages with 1 inch margins and 12 point font. Proper spelling, grammar, and punctuation are expected and will be factored into your grade.

Write an essay that agrees or disagrees with the following statement. That is, “The Nazis who participated in the massacre of European Jews were a particularly evil and abnormal group of people”. Please consider your position in the context of the relevant psychological findings on social influence.

References:

Appendix D

Instructor 4

mean correct: 87% per question

1. Unwanted and intrusive thoughts are the hallmark of _____; whereas _____ are repetitive behaviors.
   Obsessions; compulsions  86%
   Phobias; anxiety
   Compulsions; obsessions
   Anxiety; phobia

2. People with this disorder have disorganized thoughts, experience hallucinations and delusions, and are often disoriented. They often are paranoid and fear that somebody is “out to get them.” These people would be diagnosed with _____.
   a. obsessive compulsive disorder
   b. generalized anxiety disorder
   c. phobia
   d. bipolar disorder
   e. schizophrenia  97%

Questions 3-6 refer to the following example:

3. Nicholas’ teacher sent him to see the school psychologist. He was constantly interrupting his teacher and speaking out of turn. He seemed very distracted and had difficulty concentrating. Nicholas also had a hard time sitting still during class and would get up and out of his seat often, even when it was not appropriate to do so. Nicholas had average intelligence, however, his grades were poor due to his classroom behaviors. This inability to concentrate and hyperactivity has led Nicholas to be diagnosed with _____.
   a. childhood disorganized schizophrenia
   b. attention deficit hyperactivity disorder  94%
   c. generalized anxiety disorder
   d. autism
   e. PTSD

4. When Nicholas’ parents take him to see a mental health professional, they are greeted by a team who all work together to treat Nicholas’ various symptoms. Dr. Rantz prescribed Nicholas a _____ medication, which will help Nicholas to concentrate.
   a. antidepressant
   b. benzodiazepine
   c. placebo
   d. antipsychotic
   e. stimulant  94%
5. In addition to medication, another person on Nicholas’ team recommended implementing a token economy for Nicholas. Dr. Huitema developed a treatment plan that consisted of a token economy to be used at school that would reinforce appropriate behaviors. Dr. Huitema’s choice for treatment options clearly indicates that she was trained in the _____ perspective.
   a. humanistic
   b. biological
   c. cognitive
   d. social
   e. behavioral

6. Dr. Anna Oh disagrees with Dr. Huitema’s choice of treatment. She believes Nicholas’ behaviors are caused by an maladaptive thought patterns and irrational thoughts. Dr. Oh clearly is trained in which psychological perspective?
   a. humanistic
   b. biological
   c. cognitive
   d. social
   e. behavioral

7. Soloman Asch’s classic study on conformity pressure showed that _____.
   a. the social roles of the prisoners and guards were powerful in controlling behavior
   b. most people would shock a harmless victim if given a command to do so
   c. the majority of people went along with group answers that were clearly wrong
   d. people do not adapt to social roles very quickly, especially if they change residence
   e. diffusion of responsibility would keep a victim from receiving a bystander’s help
Instructor 5

Students will be introduced to Geert Hofstede’s Onion model and his Cultural Dimensions Theory. They will be asked to apply the onion model and explain how their behavior is influenced by the interaction of social institutions and environment. Students will be asked to explain the importance of culture and how it has influenced them. Students will also examine Hofstede’s cultural dimensions theory and answer the questions: Why is it important to be aware of cultural differences? State the practical implications of this theory, in terms of communication, negotiation, management.

This objective will also be assessed by conducting class room exercises using role play, transactional analysis techniques using psychological games, with a view to sensitize the students to different patterns of communication, to enable an understanding of subtle nuances of interpersonal behavior as well as enhance their self-perception vis-à-vis themselves and others. Students will be encouraged to analyze behavior as a by-product of diverse influences such as social institutions, culture.

This objective will be further stressed upon in the Chapters 4, 5, 7, 9, 12, 13, 14 and corresponding class presentations. In advancing the learning of this objective the individual’s unique place in the social fabric will be explained. More specifically topics addressing issues of stereotype, prejudice, attitudes and attitude change, criteria of abnormality, the causes of abnormal behavior, classification of psychological disorders, symptomatology of psychological disorders, will enhance the understanding of this objective.

Rubric for grading of Scholarly Paper  Total points = 30

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<th>Points</th>
</tr>
</thead>
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<td>Times New Roman font, one inch margins</td>
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</tr>
<tr>
<td>Criteria-all layers explained</td>
<td>4</td>
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<td>Quality of content-suitable examples given in support of explanation of all</td>
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<tr>
<td>Grammar &amp; conciseness, punctuations, spellings</td>
<td>3</td>
</tr>
</tbody>
</table>

Section 7 CLO 5 Spring 2014
Average Score: 27/30 = 90%
High Score: 30
Low Score: 12
Total Graded Submissions: 42

Section 9 CLO 5
Average Score: 25/30 = 83%
High Score: 30
Low Score: 0
Total Graded Submissions: 42
Annual Assessment Report AY12 – 13

General Education Annual Course Assessment Form

Course Number/Title __Psych 1: General Psychology______  GE Area __D____________________

Results reported for AY __2012-2013_________  # of sections __22__  # of instructors __11__________

Course Coordinator: __Feist____________________________  E-mail:  
________________greg.feist@sjsu.edu________

Department Chair: _______ Ron Rogers_____________  College: _______ Social Science ________

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?

SLO 4: Students will be able to evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

Exam Question Assessments (2 sections)

Two sections of General Psychology assessed LO4 during the Fall of 2012 via 6 targeted test questions (see Appendix A). The results were as follows:

The mean percent correct on these LO4 questions across these two sections was 84%.

Written Assessment Assignment (4 sections)

Two very large sections of Psych1 (N ≈ 280) and two average sized sections (N ≈ 50) assessed LO4 by means of a writing assignment in which students had to write a 2-page essay on why the claims and evidence of certain people were pseudoscience.
rather than science. These topics included rumpology, alien abduction, astrology, and the moon landing hoax. The specific questions that the students had to write about and answer are listed in Appendix B.

Assessment Criteria and Procedures for Written Assessment

Data were collected from 4 out of 22 sections of General Psychology during the Fall of 2012 and Spring of 2013. Although the number of sections is very small, the number of students assessed in these four sections was close to 50% of all General Psychology students due to the two very large sections participating (N > 280).

Assessment procedures for Instructor 1 who taught two very large sections of General Psychology, were as follows:

1. The instructor graded a subset of 8 of the papers
2. Three Instructional Student Assistants (ISAs) graded the same papers after meeting with Instructor for a 1 hour training period in which they received both verbal and written instructions on the grading criteria (see Appendix C)
3. Although 3 of the 4 ISAs met the standard .80 inter-rater reliability criterion, (see Table 1, Appendix D) on the first round, they graded 3 more papers the Instructor graded to confirm reliability (see Table 2, Appendix D).
4. The rank order correlations were also calculated and in round 1, two of the four ISAs met reliability standards of .80 and in round 3 all 3 ISAs ranked perfectly with the instructor (r = 1.0).
5. All raters had inter-rater reliability of at least .73 (and two exceeded .90) with the instructor before they were allowed to grade the essays.

Results (Grade Distributions) of these assignments were as follows:

<table>
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<tr>
<th>Instructor</th>
<th>Semester</th>
<th>N</th>
<th>Mean</th>
<th>A%</th>
<th>B%</th>
<th>C%</th>
<th>D%</th>
<th>F%</th>
<th>C or better%</th>
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<td>8</td>
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<td>10</td>
<td>90</td>
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<td>Mean</td>
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<td>45.25</td>
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<td>1.25</td>
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</table>

In sum, about 90% of the undergraduates are reaching the proficient benchmark of a “C” or above in their understanding of what makes something a pseudoscience, which falls generally under the learning objective category of evaluating social science information and drawing on different points of view.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course
The overall results suggest that across a sample of more than 50% of the students in six sections of General Psychology, students are doing quite well on LO#4. More than three-fourths are obtaining As or Bs on the written assignment to evaluate pseudoscientific claims. Approximately 90% are obtaining Cs or better. There are clear differences, however, between sections on the distributions at the high end, with one instructor’s sections obtaining many more As than the other (and vice-versa on Bs). Likewise, there were few differences between sections on the low end of the distribution (D and F).

Based on these overall results, we will implement the following procedures to

1) obtain assessment data from a larger percentage of sections, and
2) standardize the assessment criteria.

The GE Coordinator will contact the Instructors not only at the beginning and end of the semester (current policy), but also 2 additional times during the semester to assure that they are following through with their assessments.

In order to standardize and make compliance easier for instructors, the GE Coordinator will develop a bank of items and assignments appropriate for each LO each year from which the instructors may chose to administer or not (and develop their own).

Part 2
To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

Sections are generally aligned with the GE criteria listed above. Recommendations listed in (3) are appropriate and follow-through on them will enrich assessment activities for this course.
Appendix A

Topic: Conformity
Exam Question: Soloman Asch’s classic study on conformity showed that _____.

a. a majority of people went along with group answers that were clearly wrong
b. most people would shock a harmless victim if given a command to do so
c. people do not adapt to social roles very quickly, especially if they change residence
d. diffusion of responsibility would keep a victim from receiving a bystander’s help
e. the social roles of the prisoners and guards were powerful in controlling behavior

Section 8 (N = 45) (N = 45) = 96% correct
Section 14 (N = 46) (N = 46) = 87% correct

Topic: Mental Illness Treatment and/or Assessment
Exam Question:
35) Individuals with this disorder experience dramatic shifts in mood going from a “high” or irritable state to a “low” or “sad/hopeless” state with some periods of normalcy in between these states.

a. bipolar disorder
b. major depressive disorder
c. obsessive-compulsive disorder
d. generalized anxiety disorder
e. attention-deficit-hyperactivity disorder

Section 8 (N = 45) = 91% correct
Section 14 (N = 46) = 94% correct

Questions 43-45 refer to the following scenario:
Jim went to see a psychologist at the request of his girlfriend. Their relationship had been suffering due to Jim’s behavior over the last 12 months. For example, he engaged in many repetitive behaviors, such as touching the doorknob 100 times before turning it or going back into the house 55 times to “double check” that he had not left the stove burner on. He also worried excessively, even though he really knew that he did not need to worry. In fact, he expressed to his girlfriend that he thought it was silly he acted the way that he did, however, he was very troubled and upset that he was unable to change. He needed help and his girlfriend helped him find a mental health professional.

43) Jim has _____ disorder.
a. generalized anxiety (GAD)
b. obsessive-compulsive (OCD)
c. paranoid schizophrenia
d. bipolar
e. major depressive
Section 8 (N = 45) = 100% correct
Section 14 (N = 46) = 100% correct

44) Dr. W. Allen believes that Jim’s obsessive thoughts and compulsive behaviors are due to a traumatic event that happened during his childhood. He thinks that Jim has repressed this event and that through talk-therapy, such as insight therapy or free-association, Jim can overcome his troubles. Clearly, Dr. W. Allen was trained in the _____ approach to psychology.
   a. behavioral
   b. biomedical
   c. cognitive
   d. psychodynamic
   e. modern
Section 8 (N = 45) = 73% correct
Section 14 (N = 46) = 70% correct

45) Dr. Bachofner is treating Jim. She has developed a treatment plan that involves merging two types of therapy. One portion is being used to teach Jim new ways of thinking and perceiving his world; the other portion is being used to teach Jim new, more adaptive and appropriate behaviors. Given the success of this treatment for this particular disorder, you know it must be _____.
   a. cognitive-behavioral therapy (CBT)
   b. electroconvulsive therapy (ECT)
   c. prefrontal lobotomy
   d. pharmacotherapy
Section 8 (N = 45) = 98% correct
Section 14 (N = 46) = 86% correct

Topic: Prejudice/Discrimination
Exam Question:
10). Prejudice is to _____ as discrimination is to _____.
   a. sexuality; race
   b. race; age
   c. attitude; action
   d. behavior; cognition
   e. age; sex
Section 8 (N = 45) = 60% correct
Section 14 (N = 46) = 53% correct
Appendix B

1. Claims/Assumptions/Evidence
   What is the primary claim being made by believers of the claim?
   What is one hidden assumption (not stated, but can be inferred) being made by the believers?
   What is one kind of evidence they use?
   What is one alternative, more plausible explanation, for their claims?
   That is, take the skeptics’ perspective and explain why people believe these things.

2. Pseudoscience
   Using the 5 criteria of pseudoscience in the textbook (p. 45 and Figure 2.4) discuss any TWO of the 5 criteria and how the views in the article are more pseudoscience than science.

3. Baloney Detection
   Using Shermer’s Baloney Detection Kit write how this article violates any three of Shermer’s ten baloney detection kit points
   (also posted on Chapter 2 Connect Homework Assignment)
Appendix C

Grading Guide for Psych 1 Assignment 1 (Pseudoscience)

Point Total: 100
Every 10 points = 1 letter grade

Overall:
• If they meet the basic criteria and the paper is OK (not great) writing style, then give it a B (80-89); this is the default grade;
• If they meet basic criteria, and it a well written, clear paper, then an A (>90)
• If they meet the criteria and it is very poorly written, then a C (70-79)
• If they don’t meet the criteria and it is written OK, then probably a C (70-79)
• Not every single criterion has to be met to “meet basic criteria” (e.g., if it’s not double spaced or 1 inch margins but all else is met, then it’s still “met basic criteria”)
• Deduct 5 points a day for late (March 14 = minus 5; March 15 = minus 10)
• NOTE: Turnitin GradeMark is not always right; e.g., It marks real words sometimes as misspelled etc. Right click and dismiss it

Criteria:
• Title page (name, title, date) (deduct 2 points)
• Has to have ALL THREE of the following sections (I told them to have these as headings; deduct 2 points or two if they are missing the headings)
  1. Claims/Assumptions/Evidence
• What is the primary claim being made by believers of the claim?
• What is one hidden assumption being made by the believers?
• What is one kind of evidence they use?
• What is one alternative, more plausible explanation, for their claims?
  2. Pseudoscience
• Using the 5 criteria of pseudoscience in the textbook (p. 45 and Figure 2.4) discuss any TWO of the 5 criteria and how the views in the article are more pseudoscience than science.
• 3. Baloney Detection
• Using Shermer’s Baloney Detection Kit write how this article violates any three of Shermer’s ten baloney detection kit points
• Has to be ONE of the links on the assignment; they can use other sources but are not required.
• Format: Double spaced, 12pt font, 1 inch margins, header with page # (so if they turned it in in .rtf or .txt format they lose format points (deduct 2-4 points)
- Two pages in length (not including title page and bibliography). If 1 ¾ or more count it. (deduct 4 points)
- No quotes (not allowed) (deduct 2 points for each quote)
- Bibliography on own page and in APA format (deduct 2-4 points)

Appendix D

Table 1: Inter-rater Reliabilities of ISAs with Instructor (Round 1, 5 papers)

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Note: I = Instructor; # = ISA number (e.g., Corr I2 = inter-rater reliability between Instructor and ISA2)

Table 2: Inter-rater Reliabilities of ISAs with Instructor (Round 2, 3 papers)

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Note:1 I = Instructor; # = ISA number (e.g., Corr I2 = inter-rater reliability between Instructor and ISA2)

Note2: ISA1 is missing because she did not assess these 3 papers
Annual Assessment Report AY11 – 12

General Education Annual Course Assessment Form

Course Number/Title Psy001 ________________ GE Area
______________________________ D1______________________

Results reported for AY 2011-2012 ______________ # of sections __9__ # of instructors __5__

Course Coordinator: ___Gregory J. Feist_______________ E-mail:
___greg.feist@sjsu.edu ______________

Department Chair: ___Ron Rogers_______________ College: _Social
Sciences____________________________

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?

GE LO #3: During the Academic Year 2011-2012 six instructors assessed GE Learning Objective # 3.

GE LO # 3: Students will be able to identify diverse identities based on cultural, ethnic, gender, class, regional, national, global basis with a view to assessing their underlying similarities, differences and their interactions.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

GE LO #3: This Learning Objective was assessed various ways as part of the regular course structure by 6 faculty members across 10 sections. All six instructors included LO 3 questions on their multiple choice exam; three also assessed it via written assignments; and 2 also via group activity/oral assignments.

1. Exam questions covered topics such as
• Kohlberg’s stages of moral development based on gender
• gender identity and sexuality
• Erikson’s stages of psycho-social development
• Milgram’s obedience to authority (and differences between men, women, class differences)
• cognitive-perceptual differences in collectivist and individualist cultures

There were a total of 42 different questions on exams on these topics across the 9 sections and percent correct ranged from 67% to 100%, with a mean of 79%.

2. Written assessments on GE LO #3 included assignments by 4 instructors over 6 sections and were:

• Students will be asked to write a critical thinking essay titled “Emerging Trends and Social Change”. The objective is to enhance the understanding of a transforming reality that is contributing to social change. By observing and examining current occurrences and applying course readings to understand the emergence of these trends, students will be able to delineate forces that engender social cohesion, fragmentation and continuity.
• The first writing topic of the semester that was assigned to the students was concerning one well-known psychological study and how this study was influenced by the culture of that time, and how society changed afterwards as a result of that study. The assignment asked the students to identify how the chosen study applied to historical events and social issues of the time that the study took place. Then, the students were required to relate the results and conclusions of the experiment and how it changed the culture at the time and how it still relates today.
• Write a short essay on current events relevant to “Social Behavior” as defined in this chapter. To do this, find a June or July 2011 newspaper article (or transcript of a news broadcast [e.g., from NPR]) or web-news link relevant to this chapter. Write a short (approximately 2 page, double-spaced, times 12 point font) (a) summary and (b) description of what the relevant social psychological issue is, what the textbook says about the issue, and (c) your thoughts on the issue.
• In this paper, choose a topic covered in class or in the text relating to psychology. The paper must include the following: 1) discussion of at least two different viewpoints on the topic, 2) discussion about how the topic is relevant to present day social issues, and 3) discussion about how human behavior is a product of the interaction of culture, environment, and social institutions (e.g., values, norms, traditions, the media, legal systems, governments, family, corporations, languages, religions, etc).

Grades on these assignments from individual students across five sections ranged from 55% to 100%, with a mean of 74%.
3. In-class group activities and oral presentations across 4 sections took the following form:

- An in-class activity that was assigned to the students was concerning Kolhberg’s moral dilemmas. This was a group activity (3-5 students) in which each group of students read one of a series of moral situations and then answered questions that assessed how individual’s decisions impact others and society. We also discussed how individuals from other cultures and socio-economic statuses might value community more than individuality, and thus might have different moral structures because of these values. The groups discussed their answers for approximately 15-20 minutes and then informally presented their thoughts to the class.

- By way of sensitizing the students of this LO students were divided into groups and given topics related to current occurrences both at the national and international level. They were asked to describe how these events have contributed to the processes of social change, social continuity, social cohesion, fragmentation. Group leaders (chosen by the students) shared with the class the viewpoints of their respective groups.

1) Did the group adequately define the concept
2) Did the group come up with relevant examples of explaining the concept
3) Did the group’s presentation generate subsequent class discussion?
4) Did the group respond successfully and clearly to the questions posed to them?

Assessment grades for the first assignment ranged from 70% to 95%, with a mean of 83%. For the second assignment 100% of the groups from both sections successfully met the above mentioned criteria for this group Participation and in-class activity.

The overall lesson from these methods of assessing GE SO #3 (that revolve around identifying diverse identities) is that our Psych 1 courses are implementing pedagogical techniques that teach and assess the nature of social identity as it is expressed in individuals, ethnic groups, gender, sexual orientation, and morality. These assessment techniques are not only via traditional multiple-choice exam questions, but also via written, group, and oral assignments. Moreover, students are mastering the material on average at the C+ or higher level, meaning they are approaching and/or meeting expectations of the instructors.
(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

Due to a switch in Psych1 Coordinators at the beginning the 2011-12 AY, we need to modify the schedule and include the SLO 2 (place contemporary developments in cultural, historical, environmental and spatial contexts) in the cycle for AY 2012-2013. It was not assessed during the 2010-2011 cycle.

Part 2
To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

As we transitioned to a new Psychology 001 GE coordinator starting AY2011/12, some slippage in assessment activities occurred. For example, in generating the AY2010-11 annual report, the previous coordinator collected data from a greater percentage of Psychology 001 sections offered AY2010-11 than is represented in the current report. I have met with the current coordinator to go over the assessment responsibilities of the coordinator. I am confident that subsequent assessments will again be fully in line with the area Goals, Student Learning Objectives (SLOs), and so forth.
Annual Assessment Report AY10 – 11

General Education Annual Course Assessment Form

Course Number/Title  001 General Psychology  GE Area  D1

Results reported for AY  2010-2011  # of sections 25  # of instructors 12

Course Coordinator: Susan Snycerski, Lecturer  E-mail: susan.snycerski@sjsu.edu

Department Chair: Ronald Rogers  College: Social Sciences

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?
   SLO #1 was assessed

   SLO #1: Students shall be able to identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those processes, and the forces that engender social cohesion and fragmentation.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

   General Psychology instructors assessed SLO#1 via a variety of methods. Several instructors had essays (range from 250 to 750 words) that addressed the components in SLO#1. See Appendix A for a sample of writing assignments.

   In addition to writing assignments, several instructors also chose to assess SLO#1 via embedded exam questions. See Appendix B for a sample of exam questions used to assess SLO#1.

   Finally, informal assessment was assessed by some instructors in addition to formal assessment via in-class discussions of concepts pertaining to SLO#1. This report addresses the first two assessment strategies discussed.
Results from the essays varied, but the *average* range in grades earned for those assessments ranged from 73-88%, with of course some lower (66%) and some higher (92%). Due to the variability in length of writing assignments across sections and instructors, as well as the individual topics addressed by each instructor, there is no “mean score” for this assessment method.

Other assessments of SLO#1 (via embedded exam questions) were utilized by many instructors. (Of note is that some instructors chose both methods to assess this SLO). In general, students performed better on assessments via multiple-choice questions compared to essay assessments. This is not surprising given that many students perform better on an exam question than on a lengthy essay. One positive of this assessment method was that instructors could ask several questions relevant to SLO#1. It appears that the variety of questions posed by instructors (within his or her class) reinforced the main concepts addressed in SLO#1. That is, instructors could assess the students’ mastery of this learning objective from many different angles; thus allowing for a rich and diverse query of student knowledge.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

The Coordinator is recommending one of two additional assessments for this new academic year. First, would be the implementation of a pre/posttest distributed via surveymonkey.com that assesses the learning objective for the new academic year. Second, if the pretest is not feasible for Fall 2011, then an exit posttest assessing the learning objective could certainly be available for end of Fall 2011.

Ideally, students would be required to complete the pretest during the first week of the semester and again during finals week. Allowing for assessment via surveymonkey.com takes the burden off of the instructor by eliminating the class time necessary to give pre/posttests. However, this method would not be a replacement of the unique assessments General Psychology instructors develop for SLO assessment. Instead, it would be *in addition* to the instructors’ own methods of assessment.

Indeed, the Coordinator feels that given the large number of sections offered and the diverse faculty teaching the course would benefit from both a “standardized” assessment via surveymonkey.com that is completed by all students in all sections offered, as well as an “individualized” assessment via instructor assignments, exam questions, essays, and so on.

**Part 2**

To be completed by the department chair (with input from course coordinator as appropriate):
(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?
Appendix A
Sample of Writing Assignment Measuring SLO#1

Example 1
The Short paper below was an assignment specifically aimed toward meeting SLO #1:

Short Paper: “Psychology and Society Today” is worth 50 points and due: April 6

Students will write a short critical essay (Approx. 500 words; 2 pages double-spaced) defining and discussing several concepts and research findings related to social cohesion (e.g., working together toward common goals) and fragmentation (e.g., conflict, alienation, discrimination, etc) in modern society.

Feel free to apply these terms to how these forces have affected your experiences in society, or in a modern social issue (e.g., Military policy of “Don’t ask don’t tell;” Israeli-Palstinian conflict, rights for Undocumented Students, etc).

Students will discuss and define at least 5 of the following findings, terms, and concepts: prejudice, discrimination, aversive racism, Realistic Conflict Theory, in-group and/or out-group bias, contact hypothesis, superordinate goal, stereotype threat, dissonance theory, central vs. peripheral routes to persuasion, group think, psychological distance, deindividuation, destructive obedience, conformity, fundamental attribution error, self-serving bias, individualistic vs. collectivistic cultures, bystander effect, diffusion of responsibility, instrumental aggression, hostile aggression, diffusion of responsibility, Asch (1951), Milgram (1963), & Zimbardo (1971).

Results: All 40 students completed this assignment and the class average grade was a B+. This assignment only constituted 5% of the overall grade. After piloting this assignment, I would likely lengthen the page requirement and increase the points awarded, as the limited length limited the depth in which students could examine the social issue they discussed.

Example 2
Writing assignment #2 (10% of total grade): No less than 750 words or more than 1000 words. Proper spelling, grammar, and punctuation are expected and will be factored into your grade. Plagiarized papers will result in a grade of F for the entire course and the student will be referred to the Office of Judicial Affairs. Papers must be turned in electronically via D2L. Therefore, papers must be submitted as Word documents or WordPerfect documents (.doc or .wpd). If you do not have these programs, use of library computers and university lab computers are available.

Choose one well known psychological study that changed the way we think about ourselves, society and the world.
1) Social Context
a. When and where did this study take place? Who performed it? What social context/specific events in history/society of that time and place could have led the researcher(s) to be interested in the research question that formed the study?
2) Summarize the study (SUMMARY SHOULD BE ONE PAGE AT THE MOST!)
   a. Include the area of psychology the experiment is concerning (e.g. social, learning, developmental, abnormal, etc). Explain the research question, hypothesis, population, sample, independent and dependent variables. Describe the procedures (what happened in the experiment?). Describe how the data were collected. Lastly, summarize the results and discussion of the experiment.
3) Why is the study well known?
   a. What does it teach us about ourselves, people and our society?
      i. How and why did it make an impact when it was conducted?
   b. Describe society’s reaction.
      i. How did it change society afterward?
      ii. How and why does it still make an impact now?
4) Ethics
   a. If your study was unethical, how and why?
   b. How did it specifically change ethics laws?

Some excellent studies to choose from:
  1) Little Albert Experiment
  2) Asch Conformity Experiment
  3) Stanford Prison Experiment
  4) Harlow’s Rhesus Monkey Experiment
  5) Milgram Obedience Experiment
  6) Seligman’s Learned Helplessness Experiment
  7) Loftus & Palmer’s False Memory Experiment

See me as soon as possible for approval if you want to focus on another study.

Note: You need to read and study the ORIGINAL article that was published by the researcher(s) about the study. For the studies listed above, there are electronic copies of the original articles found on D2L under the “Content” subheader. Download the respective file and carefully read the introduction, methods, results and discussion section to be SURE you understand the study. All of these studies are very famous and there many opinions and misleading conclusions, especially on the internet.

Average score for the class was a 78%

Example 3
Students were expected to do three things:
1. Write an essay of 2500 words in their original work, by a self reflection on the topic given. This essay went through two revisions, a peer review and self edit for spellings, grammar. And an instructor feedback of the outline and first draft.
2. Videos from two different countries and lifestyles were shown. The students were to view the videos and compare and contrast their own lives with those shown. In classroom discussions, we talked about points. Some students chose to include those points into their essay as well.
3. Discovering Psychology series of videos were shown for a few chapters, during class, in order to generate discussions about the context of social change and social continuity, as well as the role of the human agent. Some students chose to write about those points even in their major essay.

From these three areas of assessment, we had a composite grade for the Major Essay.

17 students scored 90% or more on the Major Essay requirement
20 students scored 80% or more on the Major Essay requirement
4 students scored 70% or more on the Major Essay requirement
3 students scored 60% or more on the Major Essay requirement
4 students did not complete their class requirements
Appendix B
Sample of Multiple-Choice Embedded Exam Questions

The Stanford Prison Experiment was important research in that it showed which of the following?

a. The risks involved when human subjects participate in a psychological study
b. The extreme ways in which seemingly normal people can behave in a given situation
c. A realistic portrayal of guard–prisoner relationships
d. all of these

Assessment Result: 78% selected the correct answer.

A survey is asking Bernie if he has cheated on partners in his romantic relationships. Bernie is reluctant to report that he has, in fact, cheated, because he does not want to look bad. Therefore, he says he has not cheated. This phenomenon of misreporting data is called the __________.

a. actor-observer bias
b. social desirability bias
c. fundamental attribution error
d. Flynn effect

Assessment Result: 76% selected the correct answer.

Bandura’s famous studies incorporating a Bobo doll were powerful in that they demonstrated which of the following?

a. Adults can learn aggression through both reinforcement and punishment.
b. Adults can teach aggression to children through reinforcing children’s aggressive behavior.
c. Children can learn aggression through exposure to aggressive adult models.
d. Children can teach aggressive acts to adults.

Assessment Result: 72% selected the correct answer.

When members of a group give priority to the cohesiveness of the group over the facts of the situation, they are engaging in what the social psychologists call __________.

a. groupthink
b. social loafing
c. mass thought
d. consumerism

Assessment Result for Section X 96% selected the correct answer.
Assessment Result for Section X 94% selected the correct answer.

In what ways is compliance different from conformity?

a. Compliance is a response to a direct request, whereas conformity is a response to indirect social pressure.
b. Conformity and compliance are very similar; the distinction depends on whether one is a male or female.
c. Conformity involves direct group pressure for change, whereas compliance involves orders or commands.
d. Compliance involves eliciting reactance on the part of group members, whereas conformity involves subliminal persuasion.

Assessment Result for Section X 77% selected the correct answer.
Assessment Result for Section X 69% selected the correct answer.

Which statement best describes an important finding of Milgram’s classic research?
a. Individuals easily conform to group norms.
b. The presence of other people makes aggression more likely.
c. People will easily obey an authority figure and do harm to others.
d. Agreeing to a small request makes it more likely for you to agree to a big request.

Assessment Result for Section X 83% selected the correct answer.
Assessment Result for Section X 56% selected the correct answer.

In Zimbardo’s prison study, male college students agreed to participate in a two-week experiment to discover what would happen when they took on the roles of prisoners and guards. After the prisoners staged a revolt, the researchers found that ________________.
a. the guards became more aggressive
b. all of the guards decided to quit the experiment
c. the guards tried to be “tough but fair.”
d. the experimenters had everyone switch roles

Assessment Result for Section X 92% selected the correct answer.
Assessment Result for Section X 96% selected the correct answer.

Research findings suggest that facial expressions of basic emotions (fear, disgust, surprise, anger, happiness) are
A. expressed differently on the face in literature cultures compared to preliterate cultures
B. only displayed in private in non-Western cultures
C. not recognized easily by people of different ethnic backgrounds
D. universally recognized.
Assessment Result: 90% CORRECT

15. In Milgram’s research on obedience, in the standard condition (with the “student” in an adjacent room) approximately what percentage of the people administered the highest level of punishment?
A. 5%  C. 67%
B. 50%  D. 90%

Assessment Result: 74% correct
25. According to research from 37 cultures on what men and women prefer in a sexual partner (mate), there are many similarities between what men and women value and look for in a long-term partner. There were, however, some differences between men and women, the main one being that men tend to prefer __________, whereas women tend to value and prefer __________.
   A. high status women; high status men
   B. younger & attractive women; men of any status
   C. younger & attractive women; men of high status
   D. women of similar religion; men of equal intelligence

Assessment Result: 90% CORRECT

37. Latané & Darley found in the bystander effect that the more people who are present when a person is in need, 
   A. the more likely it was that help was given
   B. the less likely it was that help was given
   C. the more likely someone would behave aggressively
   D. the more likely someone would feel empathy

Assessment Result: 90% correct

72. One of the most important conclusions from Bandura’s “Bobo Doll” studies, is that children are most likely to model...
   A. any aggressive behaviors exhibited by adults
   B. aggressive behavior that is rewarded
   C. aggressive behavior whether is was rewarded or punished
   D. aggressive and non-aggressive behavior equally

Assessment Result: 58% correct

79. Soloman Ash’s study on conformity (i.e., lines judged in a group to be similar lengths or not) found that 
   A. only when an authority figure told them to conform do most people conform
   B. most people do conform at least once
   C. every one conforms at least once
   D. most people do not conform

Assessment Result: 56% correct
## Appendix B

**Child and Adolescent Psychology (Psyc 082), Area D1**

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<tbody>
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</tr>
<tr>
<td>Sample Syllabus</td>
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<td>Assessment Schedule</td>
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**GE Annual Assessment Reports**

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<td>AY10 - 11</td>
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</table>
Assessment Report: Psychology 082 (Child and Adolescent Psychology; Area D1)

Evaluation of the course

Psychology 082’s major goal of understanding the psychological development of children from conception to adolescence in their social context is well-matched to the GE Area D1 Goals (“...increase the student’s understanding of human behavior and social interaction in the context of value systems, economic structures, political institutions, social groups, and natural environments”).

Psychology 082 was not offered during the last program cycle, so neither a current syllabus nor assessment data are available. Because of budgetary and other constraints, a major reason for not offering the course was the need to focus departmental resources on courses required for the major. Psyc 82 was created as a service course – primarily for students seeking a Multiple Subject Teaching Credential – and not required of majors.

Changes to improve student success and Future plans for course modifications

During the next program cycle, the department will reconsider the status of Psychology 082: should the course be offered on a regular basis, and should it retain GE status?
Annual Assessment Report AY13 – 14

General Education Annual Course Assessment Form

Course Number/Title:  Psyc 082, Child and Adolescent Psychology   GE Area: D1

Results reported for AY: 2013-2014  # of sections: 0  # of instructors: 0

Course Coordinator: Mildred Alvarez       E-mail: mildred.alvarez@sjsu.edu

Department Chair: Ronald Rogers   College: Social Sciences

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?

NA: PSYC 082 was not taught during the 2013-2014 AY.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

NA: PSYC 082 was not taught during the 2013-2014 AY.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

NA: PSYC 082 is not scheduled to be taught in fall 2014 and it is not known at this time if it will be taught in spring 2015.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

NA
(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE SLOs for writing.

NA
Annual Assessment Report AY12 – 13

General Education Annual Course Assessment Form

Course Number/Title: Psyc 082, Child and Adolescent Psychology   GE Area: D1

Results reported for AY: 2012-2013   # of sections: 0   # of instructors: 0

Course Coordinator: Mildred Alvarez   E-mail: mildred.alvarez@sjsu.edu

Department Chair: Ronald Rogers   College: Social Sciences

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted by the department chair to the Office of Undergraduate Studies, with an electronic copy to the home college by September 1 of the following academic year.

Part 1
To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY? NA:

PSYC 082 was not taught during the 2012-2013 AY.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

NA: PSYC 082 was not taught during the 2012-2013 AY

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

NA: PSYC 082 is not scheduled to be taught in fall 2013 and it is not known at this time if it will be taught in spring 2014.

Part 2
To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?
NA: PSYC 082 was not taught during the 2012-2013 AY
Annual Assessment Report AY11 – 12

General Education Annual Course Assessment Form

Course Number/Title: Psyc 082, Child and Adolescent Psychology  GE Area: D1

Results reported for AY: 2011-2012  # of sections: 0  # of instructors: 0

Course Coordinator: Mildred Alvarez  E-mail: mildred.alvarez@sjsu.edu

Department Chair: Ronald Rogers  College: Social Sciences

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted by the department chair to the Office of Undergraduate Studies, with an electronic copy to the home college by September 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY? NA: PSYC 082 was not taught during the 2011-2012 AY. The plan was to assess SLO2 (spring 2011), SLO3 (fall 2011-spring 2012), and SLO5.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment? NA: PSYC 082 was not taught during the 2011-2012 AY

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.) NA: PSYC 082 is not scheduled to be taught in fall 2012 and it is not known at this time if it will be taught in spring 2013.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?
Not applicable - Psychology 082 was not taught in AY 2010 – 2011/
Annual Assessment Report AY10 - 11

General Education Annual Course Assessment Form

Course Number/Title: Psyc 082, Child and Adolescent Psychology  GE Area: D1

Results reported for AY: 2010-2011  # of sections: 0  # of instructors: 0

Course Coordinator: Mildred Alvarez   E-mail: mildred.alvarez@sjsu.edu

Department Chair: Ronald Rogers  College: Social Sciences

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted by the department chair to the Office of Undergraduate Studies, with an electronic copy to the home college by September 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY? NA: The plan was to assess SLO2 and SLO5, however Psyc 082 was not taught during the 2010-2011 AY

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment? NA: Psyc 082 was not taught during the 2010-2011 AY

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.) NA: Psyc 082 will not be taught in fall 2011 and it is not known at this time if it will be taught in spring 2012.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?
Not applicable - Psychology 082 was not taught in AY 2010 – 2011
## Appendix C
### Elementary Statistics (Statistics 095), Area B4

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<td>86 - 87</td>
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Assessment Report: Statistics 095 (Elementary Statistics; Area B4)

Evaluation of the course

Statistics 095’s major goal of helping students understand that statistics are objective and systematic methods for describing and interpreting information so that they may make the most informed decisions throughout their lives is well-matched to the GE Area B4 Goals (“...to enable the student to use numerical and graphical data in personal and professional judgments and in coping with public issues”).

Ongoing assessment indicates that students are generally meeting the SLOs, although there room for improvement. The main assessment instruments are (a) a posttest exam, and (b) class assignments (e.g., verbal descriptions of “everyday” problems to solved using statistics). The Annual GE Assessment Reports provide assessment details specific to this course. Please review these reports for assessment details.

Changes to improve student success and Future plans for course modifications

Stable assessment procedures have been in place for several years and provide evidence that by completing Statistics 095 students are improving their analytical skills. Areas for building upon the existing strengths include (a) making assessment more efficient and systematic by moving data collection to the Canvas LMS and using assignment rubric → course outcome → program outcome linkage features, and (b) improving data collection participation rates.

Another area of potential improvement is to increase participation in assessment activities across the many sections offered. The chair and coordinator work with instructors as needed to increase assessment participation rates.

Almost all of the instructors commented on students’ ability to apply course concepts to everyday problems. Students tend to struggle more with the mathematical techniques required to solve quantitative problems. Specifically, many instructors feel that students lack the foundational mathematical skills needed to solve statistical problems and interpret the results. Having identified these strengths and deficiencies, instructors are able to tailor the course to building on the former and addressing the latter.
Instructor Contact Information

Instructor: Dave Schuster, Ph.D.
Office Location: DMH 315
Telephone: 408-924-5659
E-mail: david.schuster@sjsu.edu
Office Hours: Wednesdays, 1:00pm – 3:00pm or by appointment

Course Information

Classroom: CL 117
Class Days/Time: Tues. & Thurs., 9:00am – 10:15am
Prerequisites: Satisfaction of ELM requirement and two years of high school algebra. Failure to satisfy this prerequisite will result in the retroactive assignment of a “U” grade in this course. Information on the ELM can be obtained on the web at http://testing.sjsu.edu/eptelm/

GE/SJSU Studies Category: GE Area B4: Mathematical concepts

Course Format
This course uses elements from a flipped classroom delivery format. Internet access is required, as described below.

Course Description
We live in a time of unprecedented access to information. We have new abilities, and new responsibilities, to research the best doctor, school, job, relationship, and more. The Internet has thrown open the doors to vast pools of data. Statistics are objective and systematic methods for describing and interpreting information so that you may make the most informed decisions throughout your life.
From the catalog: Hypothesis testing and predictive techniques to facilitate decision-making; organization and classification of data, descriptive and inferential statistics, central tendency, variability, probability and sampling distributions, graphic representation, correlation and regression, chi-square, t-tests, and analysis of variance. Computer use in analysis and interpretation.

Notes: Intended for Psychology majors and minors as well as for programs in Behavioral Science, Child Development, Education, Health Science, Nursing, Nutritional Science, Social Science, and Social Work.

Learning Outcomes

Program Learning Outcomes
Upon successful completion of the requirements for a major in psychology, students will be able to:

- PLO1 – Knowledge Base of Psychology – identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology
- PLO2 – Research Methods in Psychology – design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations
- PLO3 – Critical Thinking Skills in Psychology – use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes
- PLO4 – Application of Psychology – apply psychological principles to individual, interpersonal, group, and societal issues
- PLO5 – Values in Psychology – value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society

Course Goals
In terms of Mathematical Concepts (Area B-4), Stat 95 will focus on:

- Basic mathematical techniques for solving quantitative problems
- Elementary numerical computation
- The organization, classification, and representation of quantitative data in various forms, such as tables, graphs, rates, percentages, measures of central tendency and spread
- Applications of mathematics to everyday life

Stat 95 will incorporate issues of diversity in many ways (e.g., in lectures and assignments).

GE and Course Content Learning Outcomes
Upon successful completion of this course, you will be able to:

- CLO1 – Use statistical methods to solve quantitative problems, including those presented in verbal form
- CLO2 – Demonstrate the ability to use mathematics and statistics to solve real-life problems
- CLO3 – Arrive at conclusions based on numerical and graphical data.

The learning outcomes will be assessed via written assignments and exam questions. These assessment items will involve solving verbal and symbolic quantitative problems, including those that involve real-world situations. Students will be required to arrive at conclusions using numerical and graphical data. For example, students may view a scatterplot depicting data for the amount of sleep (X) and visual memory (Y), and will determine whether a relationship exists between these variables. If so, they will describe the nature and strength of this relationship (CLO 3). In addition, students will compute appropriate statistical
measures that describe the relationship (CLO 1) and then determine the practical implications of the observed relationship (CLO 2, 3).

Stat 95 requires students to write a minimum of 500 words in a manner appropriate to quantitative analysis. The writing requirement will be met via a written project (described below). Writing will be assessed for grammar, clarity, conciseness, and coherence.

Required Materials

**Reliable Access to the Internet**
Having access to the Internet is your responsibility, so have backup plans in case you have problems with your primary computer. I cannot accept excuses about technology problems as valid, unless the entire University network or all of Canvas is offline.

**Udacity: Online Lectures**
Supplemental lecture videos are provided through Udacity. You must enroll with Udacity (free) in addition to enrolling through SJSU. Visit: [http://www.udacity.com/overview/Course/st095/](http://www.udacity.com/overview/Course/st095/)


**Canvas and E-Mail: Communication, Grades, Quizzes, and Submissions**
Use of the Canvas learning management system and e-mail are required. Supplementary course material will be made available on Canvas regularly. Communication regarding the course will be sent via the e-mail address linked to your MySJSU account or posted to Canvas. It is your responsibility to make sure you are enrolled in Canvas and receiving my e-mails.

How to get connected:

- You will need your SJSU ID to login. You should have received a message from the Registrar’s Office providing your SJSU ID.
- If you’ve never logged into Canvas, then you’ll first need to activate your SJSUOne account. Visit the following page to activate your account: [https://sjsuone.sjsu.edu/LDAPAccount/Activate/Activate.aspx](https://sjsuone.sjsu.edu/LDAPAccount/Activate/Activate.aspx).
- Once activated, you can login to Canvas at [https://sjsu.instructure.com/login](https://sjsu.instructure.com/login)

Answers about Canvas can be found at [http://guides.instructure.com](http://guides.instructure.com).

**Required & Recommended Textbooks**


The Best (2013) book is required, and you will refer to it often. On August 19, 2014, the book was $27.95 new from the Spartan bookstore, $20.95 used from the Spartan bookstore, and $25.19 new from Amazon.com. A Kindle edition is available for $15.37. A copy of this textbook will be available on reserve at the library.
The Witte and Witte (2010) textbook is **not required.** The textbook is intended as an additional reference. A copy of this textbook will be available on reserve at the library. If you do not purchase the text, you can use it at the library. Instead of the Witte and Witte book, online textbooks are another option:

- **Collaborative Statistics** available at [http://cnx.org/content/col10522/latest/](http://cnx.org/content/col10522/latest/)

**Calculator**

You need a dedicated scientific or graphing calculator for this course. The best calculator for this course is the **TI-36X Pro**, which costs about $25 retail (available at OfficeMax, Staples, Wal-Mart, Frys, the Spartan bookstore, etc. Target does **not** sell it). It only comes in black, and it looks like this:

![TI-36X Pro calculator](image)

I can provide the most help with the TI-36X Pro. Many students already own a graphing calculator, and since they have all the necessary features, any of these models will work in place of the TI-36X Pro:

- TI-83
- TI-83 Plus
- TI-83 Plus Silver Edition
- TI-84 Plus
- TI-84 Plus Silver Edition
- TI-84 Plus C Silver Edition
- TI-Nspire with Clickpad (Note: you need to purchase the Touchpad keypad for about $10 or order the free TI-84 Plus keypad)
- TI-Nspire with Touchpad
- TI-Nspire CAS with Touchpad (Nspire CAS with Clickpad is not supported since the keypad is different)
- TI-Nspire CX
- TI-Nspire CX CAS

Do not buy a graphing calculator just for this course. The TI-36X Pro is much cheaper and will do everything you need. Other scientific or graphing calculators are acceptable but not recommended. Your calculator must have statistics functions, normal distribution functions, a random number generator, a square root function, and an exponent button. If you decide to use a different calculator, keep your calculator manual handy. You will have to translate the procedures used in the course for your calculator.

Grading Policy

How to be Successful in this Course
SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

It is essential that you make time every week to:

- Check Canvas and your e-mail for course announcements and changes.
- Check this syllabus for due dates and upcoming assignments and plan accordingly.
- Review the weekly handout.
- Watch and participate in the assigned lecture video(s) and take notes as you would if you were in class.
- Come to class for a summary lecture and to complete the in-class activity.
- Ask questions in class or via e-mail.

Grading Scale
Grades will be available to you on Canvas throughout the semester. Grades are assigned based on your final point total (out of 1000 points for the semester):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>966+</td>
</tr>
<tr>
<td>A</td>
<td>916 - 965</td>
</tr>
<tr>
<td>A-</td>
<td>896 - 915</td>
</tr>
<tr>
<td>B+</td>
<td>866 - 895</td>
</tr>
<tr>
<td>B</td>
<td>816 - 865</td>
</tr>
<tr>
<td>B-</td>
<td>796 - 815</td>
</tr>
<tr>
<td>C+</td>
<td>766 - 795</td>
</tr>
<tr>
<td>C</td>
<td>716 - 765</td>
</tr>
<tr>
<td>C-</td>
<td>696 - 715</td>
</tr>
<tr>
<td>D+</td>
<td>666 - 695</td>
</tr>
<tr>
<td>D</td>
<td>616 - 665</td>
</tr>
<tr>
<td>D-</td>
<td>595 - 615</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 595</td>
</tr>
</tbody>
</table>
Rounding is Included in the Grading Scale
The point totals reflect rounding up to the nearest percentage. For example, an A- would normally require 900 points (or 90% of 1000 points). With rounding, it only requires 896 points (or 89.6% of 1000 points). Because rounding is built into the grading scale, your grade will be based on your final point total, rounded to the nearest whole point (so, 895.75 points is an A-, but 895.25 points is a B+). To be fair to everyone in the class, these are firm cutoffs; please do not ask for more rounding, special extra credit, or other unfair adjustments to your grade.

Grade Checks
You have my permission to use the Canvas printout as a record of your current progress in the course. If you need a signed grade check, then please bring the grade check form with a printout of your current Canvas grade to my office hours. Grade checks are only available during office hours. Under Federal privacy laws, I cannot e-mail grades to you at any time.

Course Requirements and Assignments

Writing Assignment
The writing assignment is 25% of your final grade (250 points total).

There will be one writing assignment due this semester worth 250 points. This short essay must be between 500 and 1000 words. A handout describing the content and grading of the writing assignment will be posted to Canvas.

In-Class Activities
In-class activities are 15% of your final grade (150 points total).

Fifteen in-class activities are worth 12.5 points each, but the lowest three are dropped. This leaves 12 in-class activities worth 12.5 points each, for a total of 150 points. We will do an in-class activity during most class meetings. The written portion of the in-class activity is due at the end of the class meeting. You get full points for completing the activity unless it’s obvious that you did not try, or you turned it in incomplete. Blatantly effortless work gets a zero, nearly-but-not-quite complete work gets half credit, and incomplete work gets a zero. You must be present for the entire activity to receive credit. You are encouraged to work collaboratively, but everyone must do his or her own work; copying is not allowed.

Exams
Exams are 60% of your final grade (600 points total).

Three exams are worth 200 points each. These three exams will focus on applying the knowledge learned in the previous part of the course. The third exam is the non-cumulative final exam.

You may bring and refer to handouts and your notes on the quizzes and exams. You may also use a single dedicated scientific or graphing calculator, but no other electronic device is allowed. All other assistance is prohibited. For example, you cannot use computers, mobile phones, watches, or tablets, even if they have a calculator function. If you will need to refer to material posted to Canvas, you will need to print it out ahead of time. If you have any questions about what material is allowed, ask me. I take academic integrity very seriously (see “Academic Integrity,” below).

Problem Sets
Udacity problem sets are recommended but are not part of your grade.
Each lesson on Udacity is followed by a problem set. These problem sets are meant to help you self-assess your knowledge of the concepts covered in each lesson. All problem sets are multiple-choice or short answer. Although they are not graded, problem sets are a useful tool for you to assess your learning or gain extra practice. It is strongly recommended that you complete them.

**Extra Credit**
Your grade should reflect your performance in the course over the entire semester. For this reason, there are limited opportunities for extra credit.

First, a quiz is available during the first week of class on Canvas. The quiz is about this syllabus. Your highest score on the quiz (you may take it multiple times) will count as up to 20 points of extra credit.

Second, there may be a small number of extra credit questions at the end of some exams. These questions are designed to be challenging and reward true mastery of the course material.

**Make-Up and Extension Policy**
Make-ups or extensions for any graded assignment will only be given when:

- The assignment is not labeled, “no make-ups or extensions for any reason.”
- The reason is exceptional, unforeseen, and unavoidable. Examples of exceptional circumstances are health emergencies, religious obligations, and military service. Work scheduling is not a sufficient reason for a make-up or extension.
- You provide written documentation.
- You notify me immediately after you become aware of the circumstances requiring a make-up or extension by filling out this form:

If the need for a make-up is known before the assignment due date, the assignment must be completed early. Make-up exams will be scheduled based on instructor availability. Do not e-mail your instructor with requests for a make-up or extension; instead, complete the request form.

**Learning Environment**
We will be working in groups frequently. The success of our class depends on respect for everyone involved. Specifically:

- Come to class having watched the lecture and with prepared questions. Showing up unprepared is unfair to the rest of your group and will waste your time as well. If you are unprepared, excuse yourself from your group to catch up on your own.
- Class will start on time; avoid arriving late. If you are late, enter quietly.
- Silence your electronics during class.
- Don’t text, check your phone, IM, surf off-topic websites during class, or sleep; if you need to do these things, leave the room quietly and return quietly when finished. If you do any of these things in class, you will be asked to leave.
- Stay on topic during group work.
University Policies

Recording and Distributing Class Content
University Policy S12-7, [http://www.sjsu.edu/senate/docs/S12-7.pdf](http://www.sjsu.edu/senate/docs/S12-7.pdf), requires students to obtain instructor’s permission to record the course. Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class, and authorized recording is for the general lecture time only. Group work may only be recorded with permission of all group members. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor. By enrolling in this course, you have not been given any rights to reproduce or distribute these recordings. Course material developed by the instructor remains the intellectual property of the instructor. You may not publically share or upload instructor-generated material for this course without written permission of the instructor.

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at [http://info.sjsu.edu/static/catalog/policies.html](http://info.sjsu.edu/static/catalog/policies.html). Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at [http://www.sjsu.edu/provost/services/academic_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The Late Drop Policy is available at [http://www.sjsu.edu/aars/policies/latedrops/policy/](http://www.sjsu.edu/aars/policies/latedrops/policy/). Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at [http://www.sjsu.edu/advising/](http://www.sjsu.edu/advising/).

General Expectations, Rights and Responsibilities of the Student
As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at [http://www.sjsu.edu/senate/docs/S90-5.pdf](http://www.sjsu.edu/senate/docs/S90-5.pdf). More detailed information on a variety of related topics is available in the SJSU catalog, at [http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12334.12506.html](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12334.12506.html). In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Academic Integrity
Your commitment as a student to learning is evidenced by your enrollment at San José State University. The University Academic Integrity Policy S07-2 at [http://www.sjsu.edu/senate/docs/S07-2.pdf](http://www.sjsu.edu/senate/docs/S07-2.pdf), requires you to be honest in all your academic course work. Faculty members are required to report infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at [http://www.sjsu.edu/studentconduct/](http://www.sjsu.edu/studentconduct/).

Instances of academic dishonesty will not be tolerated. Cheating on assignments or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) may result in a failing grade on the assignment, a failing grade in the course, and/or sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include any material you have submitted in another class or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.
Campus Policy in Compliance with the American Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Accommodation to Students' Religious Holidays
San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

About Diversity
Consistent with the mission of San José State University, I welcome persons of differing backgrounds and experiences including but not limited to age, disability and health status, ethnicity and race, family structure, geographic region, language, religious/spiritual and secular beliefs, resident status, sex, sexual orientation and gender identity/expression, and socioeconomic status.

It is my goal to foster an environment in which diversity is recognized and embraced, and every person is treated with dignity, respect, and justice. I hope that your academic experience in this course and at San José State University will provide the opportunity to gain knowledge and experiences necessary to thrive in a diverse, global environment.

Useful Resources at San José State

Library Liaison
Your library liaison can help with library research questions.

Bernd Becker
Phone: (408) 808-2348
Email: bernd.becker@sjsu.edu

Computer Labs
Computer labs for SJSU student use are available in the:

- Statistics Lab, located in DMH 350
- Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall
- Associated Students Lab on the 2nd floor of the Student Union
- Martin Luther King Library

Check with each lab for hours and to see what software is available for your use.
**Microsoft Office at No Cost**
SJSU's license for Microsoft Office allows you a free subscription to Office 365, which includes downloads of Word, Excel, PowerPoint, and others. Visit the eligibility web site at [http://www.office.com/getoffice365](http://www.office.com/getoffice365).

**Adobe Creative Cloud at No Cost**
SJSU provides students with a free subscription to Adobe Creative Cloud, which includes downloads of Acrobat, Photoshop, InDesign, and others for non-commercial, SJSU-related use. Visit the program web site at [http://its.sjsu.edu/services/software/adobe/](http://its.sjsu.edu/services/software/adobe/).

**SJSU Peer Connections**
Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at [http://peerconnections.sjsu.edu](http://peerconnections.sjsu.edu) for more information.

**SJSU Writing Center**
The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at [http://www.sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter). For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

**Counseling Services**
Personal Counselors are available to help students identify and accomplish their academic and career goals, enhance personal development, meet life's challenges, and improve interpersonal relationships.

Free short-term psychological counseling is available to individuals and couples who are matriculated students of San José State University. Students are eligible to receive six sessions per semester.

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit the Counseling Services website at [http://www.sjsu.edu/counseling](http://www.sjsu.edu/counseling).
Wellness Workshops
Attending to your wellness is critical to your success at SJSU. Early in your college career is the best time
to take advantage of workshops and programs offered through the SJSU Student Health Center/ Wellness
& Health Promotion Department. Past workshops have included time management, community resources,
study skills & note-taking, overcoming stress, test anxiety & test taking skills, goal setting, assertiveness &
communication, improving self-esteem, graduate school, first-generation success, and more. For more
information and a schedule of workshops, visit the Workshop list at
http://www.sjsu.edu/counseling/students/Workshops.

Course Schedule
The course schedule is subject to change; modifications will be posted to Canvas.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
<th>Udacity lesson &amp; Problem sets</th>
<th>Handout Review before class on Tue.</th>
<th>Reading Read before class on Tue.</th>
<th>In-Class Activity Due at the end of class on Thu.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Thu. Jan 22</td>
<td>Intro to research and measurement</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Tue. Jan. 27/Tue. Jan. 29</td>
<td>Visualizing data</td>
<td>1 &amp; 2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Tue. Feb. 3/Thu. Feb. 5</td>
<td>Central tendency</td>
<td>3</td>
<td>3</td>
<td>Best, 2013 chapters A &amp; B</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Tue. Feb. 10/Thu. Feb. 12</td>
<td>Variability</td>
<td>4</td>
<td>3</td>
<td>Best, 2013 chapter C</td>
<td>4 &amp; 5</td>
</tr>
<tr>
<td>5</td>
<td>Tue. Feb. 17/Tue. Feb. 19</td>
<td>Exam Review, Exam 1</td>
<td>See study guide</td>
<td>Handouts 1-3</td>
<td>Activities 1-5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Tue. Feb. 24/Tue. Feb. 26</td>
<td>z-Scores &amp; the normal distribution</td>
<td>5 &amp; 6</td>
<td>4</td>
<td>Best, 2013 chapter D</td>
<td>6 &amp; 7</td>
</tr>
<tr>
<td>7</td>
<td>Tue. Mar. 3/Thu. Mar. 5</td>
<td>Sampling distributions</td>
<td>7</td>
<td>5</td>
<td>Best, 2013 chapter E</td>
<td>8 &amp; 9</td>
</tr>
<tr>
<td>8</td>
<td>Tue. Mar. 10/Thu. Mar. 12</td>
<td>Hypothesis testing &amp; Estimation</td>
<td>9</td>
<td>6</td>
<td>Best, 2013 chapter F</td>
<td>10 &amp; 11</td>
</tr>
<tr>
<td>9</td>
<td>Tue. Mar. 17/Thu. Mar. 19</td>
<td>Exam Review (Tue.), Exam 2 (Thu.)</td>
<td>See study guide</td>
<td>Handouts 4-6</td>
<td>Activities 7, 9, 11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tue. Mar. 24/Thu. Mar. 26</td>
<td>Spring Break</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Tue. Mar. 31/Thu. Apr. 2</td>
<td>Cesar Chavez Day (Tue.), T-Tests</td>
<td>10</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
<td>Udacity lesson &amp; Problem sets</td>
<td>Handout Review before class on Tue.</td>
<td>Reading Read before class on Tue.</td>
<td>In-Class Activity Due at the end of class on Thu.</td>
</tr>
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<td>----------------------------------------</td>
</tr>
<tr>
<td>11</td>
<td>Tue. Apr. 7 Thu. Apr. 9</td>
<td>T-Tests, continued <strong>Writing Assignment due on Canvas before class on Thu. Apr. 9</strong></td>
<td>11</td>
<td>7</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>12</td>
<td>Tue. Apr. 14 Thu. Apr. 16</td>
<td>T-Tests, continued</td>
<td>10 &amp; 11</td>
<td>7</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>13</td>
<td>Tue. Apr. 21 Thu. Apr. 23</td>
<td>One-way Between-Subjects ANOVA</td>
<td>12 &amp; 13</td>
<td>8</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>14</td>
<td>Tue. Apr. 28 Thu. Apr. 30</td>
<td>One-way Between-Subjects ANOVA, continued</td>
<td>12 &amp; 13</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Tue. May 5 Thu. May 7</td>
<td>Correlation</td>
<td>14</td>
<td>9</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>Tue. May 12</td>
<td>Exam Review</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final</td>
<td>Thu. May 21</td>
<td><strong>Exam 3 7:15 – 9:30 am</strong></td>
<td>See study guide</td>
<td>Handouts 7-9</td>
<td>Activities 12-15</td>
<td></td>
</tr>
</tbody>
</table>
### Assessment Schedule

<table>
<thead>
<tr>
<th></th>
<th>AY14-15</th>
<th>AY15-16</th>
<th>AY16-17</th>
<th>AY17-18</th>
<th>AY18-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1. Use statistical methods to solve quantitative problems, including those presented in verbal form</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>SLO 2. Demonstrate the ability to use mathematics and statistics to solve real-life problems</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>SLO 3. Arrive at conclusions based on numerical and graphical data.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Annual Assessment Report AY13 – 14

General Education Annual Course Assessment Form

Course Number/Title: Stat 95: Elementary Statistics GE Area: B4

Results reported for AY: 2013-14 # of sections: 11 # of instructors: 5

Course Coordinator: Erin Woodhead and Dave Schuster E-mail: Erin.Woodhead@sjnu.edu

Department Chair: Ron Rogers College: CoSS

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?

GE SLO1: Mathematical concepts courses should prepare the student to use mathematical methods to solve quantitative problems, including those presented in verbal form.

Other, specific to Area B4, SLO4: Focus on basic mathematical techniques for solving quantitative problems and elementary numerical calculation

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

Assessment was accomplished using two methods: (1) class-based; and (2) a standardized post-test exit exam given on the day of the Final Exam. The table below presents the results of each assessment method for SLOs 1 and 4. For the class-based assessment, instructors were asked to provide information about assignments given each semester that assessed SLOs 1 and 4, as well as student performance on those assessments. Instructors reported that they assessed these
SLOs through exam items that presented students with verbal problems requiring identification of the appropriate statistical procedure to answer the question and calculation of the relevant statistics. Instructors also used in-class quizzes asking students to calculate means and standard deviations from verbal problems. Almost all of the assignments used in Stat 95 (quizzes, exams, problem sets) require students to use basic mathematical techniques to solve quantitative problems, as is the focus of SLO 4.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Number of Students Assessed</th>
<th>Percent who mastered SLOs 1 and 4 at a high level</th>
<th>Percent who mastered SLOs 1 and 4 at an average level</th>
<th>Percent who mastered SLOs 1 and 4 at a low level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class-Based</td>
<td>391</td>
<td>26.1%</td>
<td>38.9%</td>
<td>35.0%</td>
</tr>
<tr>
<td>Post-Test</td>
<td>490</td>
<td>50.2%</td>
<td>43.7%</td>
<td>6.1%</td>
</tr>
</tbody>
</table>

The lesson learned from this assessment is that students tend to do well when problems are presented in verbal format (SLO 1). Almost all of the instructors commented on students’ ability to apply course concepts to everyday problems. Students tend to struggle more with the mathematical techniques required to solve quantitative problems. Specifically, many instructors feel that students lack the foundational mathematical skills needed to solve statistical problems and interpret the results.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

Although no changes are planned across all sections, instructors commented that they plan to require students to complete problem sets from the textbooks both in and out of class in order to solidify the required mathematical skills. Some instructors also plan to modify their class presentations in order to help students identify gaps in their basic mathematical knowledge.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

Sections are generally aligned with the GE criteria listed above. Participation rates for assessment data collection can be improved. I recommend the coordinators make follow-up contacts with instructors who do not provide data to emphasize the importance of
collecting and providing requested assessment data, and to “cc” to the chair in case for further action is needed. We will continue to make efforts to increase compliance requests for the class-based assessment data.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE SLOs for writing.

n/a
Annual Assessment Report AY12 – 13

General Education Annual Course Assessment Form

Course Number/Title: Stat 95: Elementary Statistics  GE Area: B4

Results reported for AY: 2012-2013  # of sections: 14  # of instructors: 4

Course Coordinator: Erin Woodhead  E-mail: Erin.Woodhead@sjsu.edu

Department Chair: Ronald Rogers  College: Social Sciences

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?

GE SLO 7: “Focus on applications of mathematical concepts in one or more areas such as statistical inference, trigonometry, calculus, and analytic geometry.”

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

Assessment was accomplished using two methods: (1) class-based; and (2) a standardized post-test exit exam given on the day of the Final Exam.

Examples of class-based assignments that instructors used included: designed a survey and generated descriptive statistics for the results (e.g., central tendency and dispersion) along with an independent-samples t test; completion of problem sets involving hand calculations of statistical procedures; performing statistical tests on a hypothesis provided by the instructor, with discussion about statistical and research hypotheses; and generating a random distribution of numbers from which they created a distribution of sample means. All of these assignments emphasize statistical inference and application of mathematical concepts.

The table below presents the results of each assessment method for SLO 7.

---

GE Assessment Report: Statistics 095 (Elementary Statistics) 82
<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Number of Students Assessed</th>
<th>Percent who mastered SLO7 at a high level</th>
<th>Percent who mastered SLO7 at an average level</th>
<th>Percent who mastered SLO7 at a low level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class-Based</td>
<td>773</td>
<td>32.6%</td>
<td>54.5%</td>
<td>12.9%</td>
</tr>
<tr>
<td>Post-Test</td>
<td>372</td>
<td>15.3%</td>
<td>43.0%</td>
<td>41.7%</td>
</tr>
</tbody>
</table>

These assessment results indicate that most students are mastering this SLO at an average level. Additionally, students appear to do better on class-based assessments than the post-test, which could be due to the timing of the post-test administered on the same day as the final exam, or due to the wording of the post-test items. One lesson learned from this assessment, as noted by our instructors, is that students benefit from simple and concrete examples to help them relate statistical concepts to “real world” questions. This continues to be addressed by our instructors through more in-class assignments and opportunities for students to apply statistical concepts.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

The Coordinator has identified these areas for modification for the upcoming year: (a) getting feedback from instructors about the post-test to ensure that questions are representative of concepts covered in class; (b) providing feedback to instructors regarding the typical problems seen in these assessments, along with suggestions for improving student performance (e.g., more in-class activities on application of statistical concepts); and (c) encouraging instructors to provide some form of course credit for performance on the post-test to motivate students to do well.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

Sections are generally aligned with the GE criteria listed above. Drs. Woodhead and Laraway, course co-coordinators, and I continue to emphasize the importance of collecting and providing requested assessment data. This has resulted in very high compliance rates when requesting post-test data. We will continue to make efforts to increase compliance requests for the class-based assessment data.
Annual Assessment Report AY11 – 12

General Education Annual Course Assessment Form

Course Number/Title: **Stat 95 – Elementary Statistics**  
GE Area: **B4**

Results reported for AY: **2011-2012**  
# of sections: **14**  
# of instructors: **7**

Course Coordinator: **Sean Laraway**  
E-mail: **sean.laraway@sjsu.edu**

Department Chair: **Ronald Rogers**  
College: **Social Sciences**

**Instructions:** Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be **electronically submitted**, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 1 of the following academic year.

**Part 1**

To be completed by the course coordinator:

(1) **What SLO(s) were assessed for the course during the AY?**

**GE SLO 3:** “Mathematical concepts courses should prepare the student to arrive at conclusions based on numerical and graphical data.”

**B4 LO 5:** “Focus on organization, classification, and representation of quantitative data in various forms (e.g., tables, graphs, percentages, measures of central tendency, and spread).”

(2) **What were the results of the assessment of this course? What were the lessons learned from the assessment?**

*Assessment was accomplished using two methods: (1) class-based; and (2) a standardized post-test exit exam given on the day of the Final Exam. The tables below present the results of each assessment methods for each LO.*

**GE SLO 3**

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Number of Students Assessed</th>
<th>Percent who mastered SLO3 at a high level</th>
<th>Percent who mastered SLO3 at an average level</th>
<th>Percent who mastered SLO3 at a low level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class-based</td>
<td>142</td>
<td>53%</td>
<td>28%</td>
<td>19%</td>
</tr>
<tr>
<td>Post-test</td>
<td>582</td>
<td>9%</td>
<td>31%</td>
<td>60%</td>
</tr>
</tbody>
</table>


Area B4 LO 5

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Number of Students Assessed</th>
<th>Percent who mastered LO5 at a high level</th>
<th>Percent who mastered LO5 at an average level</th>
<th>Percent who mastered LO5 at a low level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class-based</td>
<td>144</td>
<td>58%</td>
<td>23%</td>
<td>19%</td>
</tr>
<tr>
<td>Post-test</td>
<td>582</td>
<td>94%</td>
<td>0%</td>
<td>6%</td>
</tr>
</tbody>
</table>

From these data, it is clear that a majority of Stat 95 students are mastering the material at an average to high level. The main lesson learned is that the current version of the post-test may need revision on some items related to SLO 3.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

The Coordinator has identified these areas for modification for the upcoming year: (a) providing feedback to instructors regarding the typical problems seen in these assessments, along with suggestions for improving student performance (e.g., providing more opportunities for practice in interpreting graphs and tables); (b) revising the post-test exam to make the language more clear and accessible; and (c) encouraging instructors to provide some form of course credit for performance on the post-test to motivate students to do well.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

Sections are generally aligned with the GE criteria listed above. Dr. Laraway, course coordinator, and I continue to emphasize the importance of collecting and providing requested assessment data. This has resulted in very high compliance rates when requesting post-test data. We will continue to make efforts to increase compliance requests for the class-based assessment data.
Annual Assessment Report AY10 - 11

General Education Annual Course Assessment Form

Course Number/Title: Stat 95 Elementary Statistics    GE Area: B4

Results reported for AY: 2010-2011    # of sections: 10    # of instructors: 6

Course Coordinator: Sean Laraway, PhD    E-mail: sean.laraway@sjsu.edu

Department Chair: Ronald Rogers, PhD    College: Social Sciences

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?

   Student Learning Objective 2: “Mathematical concepts courses should prepare the student to demonstrate the ability to use mathematics to solve real-life problems.”

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

Assessment was accomplished using two methods: (1) course-based, which comprised a word problem on a semester exam; and (2) a standardized post-test exit exam. The table below indicates the results of these two assessment methods.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Number of Students Assessed</th>
<th>Percent who mastered SLO2 at a high level</th>
<th>Percent who mastered SLO2 at an average level</th>
<th>Percent who mastered SLO2 at a low level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class-based</td>
<td>47</td>
<td>55%</td>
<td>19%</td>
<td>28%</td>
</tr>
<tr>
<td>Post-test</td>
<td>578</td>
<td>49%</td>
<td>39%</td>
<td>12%</td>
</tr>
</tbody>
</table>

From these data it is clear that a majority of students (74% and 88%) mastered SLO2 at an average to above-average level using two different assessment methods. It appears that a majority of Stat 95 students are mastering the material well enough to apply statistical procedures to solve real-life problems.
(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

For the next assessment cycle, the GE Coordinator will attempt to obtain data from more Stat 95 instructors. Although the number of instructors submitting relevant data has increased substantially (from 2 to 6) since the previous academic year, we would like to see data from all Stat 95 instructors.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

Sections are generally aligned with the GE criteria listed above. However, some improvement could be made in terms of instructors providing requested assessment data. To this end, course coordinator, Dr. Sean Laraway, has systematically informed instructors of the GE requirements for the course.

As Chair, I have made efforts to inform all GE instructors that compliance with assessment procedures is essential to the teaching of the course. These have resulted in increased compliance with assessment requests.
## Appendix D

**Writing Workshop (Psyc 100W), Area Z**

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Report</td>
<td>89</td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>90 – 104</td>
</tr>
<tr>
<td>Assessment Schedule</td>
<td>105</td>
</tr>
</tbody>
</table>

**GE Annual Assessment Reports**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AY13 – 14</td>
<td>106 – 109</td>
</tr>
<tr>
<td>AY12 – 13</td>
<td>110 – 111</td>
</tr>
<tr>
<td>AY11 – 12</td>
<td>112 – 114</td>
</tr>
<tr>
<td>AY10 - 11</td>
<td>115 - 117</td>
</tr>
</tbody>
</table>
Assessment Report: 100W (Area Z)

Evaluation of the course
Psychology 100W’s major goal of providing practice and improvement of writing skills appropriate to the broad field of psychology is well-matched to the GE Area Z Goals (“Students will develop advanced proficiency in college-level writing and appropriate contemporary research strategies and methodologies to communicate effectively to both specialized and general audiences.”).

Ongoing assessment indicates that students are generally meeting the SLOs. The main assessment instruments are (a) a Research Skills Pre- and Posttest which has been administered every semester since Fall 2010 (N > 1600 as of Spring 2015), and (b) performance on the major paper for the course, as evaluated using a common rubric parsed into relevant criteria (e.g., synthesis, organization, readability, APA style).

The Annual GE Assessment provide assessment details specific to this course. Please review these reports for assessment details.

Changes to improve student success & Future Plans for course modifications
Stable assessment procedures have been in place for several years and provide evidence that by completing Psychology 100W students are markedly improving their writing skills within the discipline. Areas for building upon the existing strengths include (a) making assessment more efficient and systematic by moving data collection to the Canvas LMS and using assignment rubric → course outcome → program outcome linkage features, and (b) improving data collection participation rates. In AY 13 – 14 we received data from 12 of 17 sections (71%), which can be improved upon in the coming years.

In Summer 2015 we are offering a 100W course with elements of a flipped classroom where class time is less focused on lectures and more focused on writing activities, providing feedback (both from the instructor and from peers), and consultations.
San José State University – Department of Psychology
PSYC 100W: Writing Workshop
Section 06 – Spring 2015

Contact Information

Instructor: Sylvie Pelaprat
Office: DMH 230
Phone:
Email: sylvie.pelaprat@sjsu.edu
or Mail function through course Canvas

Class Days/Time: Section 06, Tuesday and Thursday 9:00 am – 10:15 m
Classroom: Sweeney Hall 311
Office Hours: Tuesday 10:30 am to 12:00 pm

Prerequisites
ENGL 1B (with a grade of C or better)
Completion of core GE satisfaction of Writing Skills Test and upper division standing
PSYC 1
STAT 95 or senior standing

GE/SJSU Studies Category
Area Z

Contacting Instructor

1. Through regular email. Please allow 1-2 business days for response. Email sent on Fridays may not get a response until Monday.

2. Email at sylvie.pelaprat@sjsu.edu or through Canvas mail function.

3. Consider emails for this course as professional correspondence (see sample correspondence at the end of the syllabus).
   a. Subject Line should include your class and a brief description of the issue (e.g., Subject: Psych 100W: absence on 10-10-11).
   b. Greetings should be formal and use your instructors title (e.g., Professor Pelaprat)
   c. Identify yourself and the course/section you are in.
   d. Issue or question should be stated clearly, concisely, respectfully, and with attention paid to grammar, complete sentences, and so forth.
**e. Expect replies within 1-2 business days.** I usually reply to emails very promptly. However, emails sent after 6:00 pm might not get an answer until the following day. Polite follow-ups are encouraged if you have not heard from me in a reasonable amount of time.

**Example email correspondence**

**Subject:** Psyc100W: Assignment due date question  
Ms. Pelaprat  
My name is Maggie Jackson and I am in your 100W class. I am not sure when the Outline assignment is due because of conflicting information. The syllabus schedule says Nov. 5, but the assignment sheet itself says Nov 9. Thank you for your attention to this matter.  
Regards,  
Maggie  
student id # 123456789

**Course Description**

Practice in improvement of writing skills appropriate to the broad field of psychology, including essays, reports and scholarly communication. Prerequisite: ENGL 1B (with a grade of C or better); Completion of core GE, satisfaction of Writing Skills Test and upper division standing; PSYC 1; STAT 95 or senior standing. Psychology Majors/Minors and Behavioral Science Majors only. Note: Must be passed with C or better to satisfy the CSU Graduation Writing Assessment requirement.

**Learning Outcomes**

**Overview**

*Learning Outcomes* (LOs) are specific, measurable goals and objectives that students have demonstrated upon successful completion of the course. 100W is designed to address 3 levels of *Learning Outcomes*:

**GE/SJSU Learning Outcomes (LOs).** These are outcomes mandated by General Education.

**Course Learning Outcomes (CLOs).** These are outcomes for this specific course. For Psychology 100W, *Course Learning Outcomes* (CLOs) are the discipline-specific ways in which the general GE/SJSU learning outcomes (LOs) for 100W (Area Z) will be fulfilled. The specific CLOs for this course contribute to the overall experience, learning opportunities, and *Program Learning Outcomes* (PLOs) students are exposed to when completing the SJSU Psychology Major.

**Program Learning Outcomes (PLOs).** These outcomes refer to the broad goals of the SJSU Psychology Major program. The SJSU Psychology Major is designed to address 5 broad PLOs. These PLOs are outcomes students should
be able to demonstrate after having successfully completed the Psychology Major.

GE/SJSU Student Learning Outcomes (SLOs)

Students shall write complete essays that demonstrate college-level proficiency. Students shall be able to:

SLO 1. produce discipline-specific written work that demonstrates upper-division proficiency in:
   a. language use
   b. grammar
   c. clarity of expression

SLO 2. explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse

SLO 3. organize and develop essays and documents for both professional and general audiences

SLO 4. organize and develop essays and documents according to appropriate editorial and citation standards

SLO 5. locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing

Course Learning Outcomes (CLOs)

For Psychology 100W, the general GE student learning outcomes (SLOs) for 100W (Area Z) will be fulfilled in the following discipline-specific Course Learning Outcomes (CLOs) [matched GE SLOs indicated in brackets]. Upon successful completion of this course students will:

CLO 1. have developed proficiency at using databases (e.g., PsycINFO and MEDLINE) to locate empirical research and research review articles in an area of psychology [SLO 5]

CLO 2. have demonstrated competency in American Psychological Association (APA) writing style, including grammar, spelling, and syntax [SLO 1, 4]

CLO 3. have summarized and evaluated empirical research articles in an area of psychology [SLO 1, 2, 3, 4]

CLO 4. have written for a general audience [SLO 1, 2, 3]

CLO 5. have organized and developed a literature review, or other appropriate major paper (e.g., research report) in an area of psychology [SLO 1, 2, 3, 4, 5]

CLO 6. have begun to develop critical thinking skills in psychology including the ability to [SLO 1, 2, 3, 4, 5]:
   a. synthesize disparate research findings into a coherent framework that
addresses a question or topic relevant to the discipline of psychology, and/or

b. compare and contrast differing theories and research findings

GE requirements for 100W stipulate that students shall write a minimum of 8000 words in the course of the semester, and that they shall be provided with frequent practice and feedback for improving their communication skills.

The last page of this syllabus summarizes for each course assignment the word totals, points totals, and relevant SLOs being assessed.

**Required Texts/Readings**

**APA Manual**


**APA Workbook (not to be confused with the APA Manual!!)**


**Undergraduate Writing in Psychology**


**IMPORTANT NOTE ABOUT THE ROSNOW (2012) BOOK:** In order to have access to the online Net Tutor, you must have a version of the book that comes packaged with a special access code.

**Other equipment/material requirements**

- A 100W binder or other organizational tool
- #2 Pencil & a black pen
- A stapler to carry in your backpack
- Regular access to a computer and internet connection and to a printer
- Handouts will be made available in a timely manner via Canvas. It is your responsibility to print out and bring copies of handouts to the appropriate lecture.

**Canvas site**

The course Canvas site is an online resource supplement for this course. Use of this site and the information provided is **not** a substitute for attending lectures. The site will be updated regularly throughout the semester. This site contains:
• Discussion Board (Course Announcements, student questions)
• Links to webpages that will be of use to you throughout the course
• Handouts and articles
• Lecture slides (generally posted after lecture is presented)
• Grade roster

You are responsible for regularly checking the site for announcements. I recommend checking it at least twice a week after each class. I typically post an update after each class.

Accessing Course Canvas site

To access the site go to http://sjsu.instructure.com

Username = firstname.lastname@sjsu.edu
Password = self-generated

See the online tutorial for additional login and usage information:

Canvas Student Tutorial:
http://www.sjsu.edu/at/ec/canvas/student_resources/index.html

Important: Set your Canvas account, so that any announcement I post is forwarded to your email. This will alert you to updates, reminders, or changes in schedule. Once on your page got to “Settings.” Click on “Notifications” in the menu on the left. Set your notifications so that Announcements are forwarded to your email address ASAP.

Email me immediately if you are still unable to access the site.

Turnitin.com

Turnitin.com is a website that checks for plagiarism. You will be required to submit many of your assignments to this website, as indicated by the instructor. Turnitin.com is now accessible via Canvas. Information on how to use turnitin.com will be provided in class. Submitting your papers to Turnitin.com is just to check for plagiarism. You will still need to turn in a hard copy of your assignments.

Assignments and Grading Policy Overview

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

The assignments in PSYC 100W are designed to gradually build the writing and research skills necessary to write scholarly papers appropriate for the discipline of psychology. Assignments in 100W generally include (but are not limited to):
• **Basic skills review** (e.g., plagiarism tutorial, research skills tutorial, )
• **Writing assignments** (e.g., reflection pieces, article summaries, literature review)
• **APA style mastery assessments**

The course schedule and assignment summary table at the end of this syllabus provide a timeline and the planned grading for each assignment. You are expected to come to class with the requisite materials and to have completed the assigned readings and assignments.

For each assignment, an information sheet outlines the specifics of the assignment. Please print them off the Canvas web site when they are available and have them with you on the appropriate lecture days. These information sheets are not a substitute for the lecture.

### Written Assignments

An assignment summary table appears at the end of this syllabus. Assignments are subject to change. Students will be notified of any changes in a timely manner during class and through Canvas. Details for each assignment are provided in lectures and in assignment information sheets. Assignment information sheets (as well as other useful resources) can be found on the course Canvas site. You are expected to print and bring copies of each handout to the appropriate class.

The written assignments in Psychology 100W are designed to gradually build the writing and research skills necessary to write scholarly papers appropriate for the discipline of psychology. The major writing assignments for this work include (but are not limited to):

• General audience essay
• Article summaries
• Literature Review (see detailed description below)
• Peer Reviews
• Brief Research Report Paper (“Methods Paper”)

### Major Scholarly Paper: Literature Review

The major paper you will be writing for this course is an **APA style literature review** (approximately 2500 - 3000 words including references; 10 or more scholarly references). The goal of a literature review is to answer a research question by describing and synthesizing relevant theory and research findings relevant to the question.

You will be developing your final literature review in several assignments, including (but not limited to):

• **Research Question Assignment** in which you develop, with help from the instructor, a research question appropriate to the discipline of psychology and to the requirements of the course.
• **Database Assignment** in which you identify at least 10 – 15 sources relevant to your literature review topic using databases and other resources appropriate to psychological research.

• **Outline Assignment** in which you organize the main points of your literature review and indicate which sources will be used to support the main point, and how it will do so (e.g., full summary of the article vs. “microsummary” of the article)

• **Literature Review Conferences** and **Drafts** in which you receive feedback from a variety of sources and revise your paper as needed.

• **Article Summaries.** Two of the three articles summaries you will be writing will be related to your research question and will be used in your final literature review.

## Grading Policy

Course grades will be based on the number of points accumulated throughout the semester.

The assignment summary table at the end of this syllabus provides the points associated with each assignment.

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
<th>Percent</th>
<th>Grade</th>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 – 93</td>
<td>A</td>
<td>92 – 90</td>
<td>A-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>89 – 87</td>
<td>B+</td>
<td>86 – 83</td>
<td>B-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>79 – 77</td>
<td>C+</td>
<td>76 – 73</td>
<td>C-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>69 – 67</td>
<td>D+</td>
<td>66 – 63</td>
<td>D-</td>
<td></td>
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## Important Notes about Grading

• **This course must be passed with a C or better as a CSU graduation requirement.**

• A minimum aggregate GPA of 2.0 SJSU Studies (R, S, & V) shall be required of all students as a graduation requirement. To see full text, review [University Policy S11-3](http://www.sjsus.edu/senate/docs/S11-3.pdf)

• Although some assignments are essentially credit/no credit (i.e., worth up to 1 point), it is very important to complete all of them because:
  o each develops a skill necessary for successful completion of major assignments
  o completion of some are required for the course (pre- and post-test; plagiarism tutorial; workbook chapters)
• missing a portion of these assignments can lower your course grade substantially

## Make-up Exams
No extensions or make-up exams will be given except in cases of documented emergencies, serious illness, or a dean’s excuse. Should such a circumstance arise, please contact me as early as possible and be ready to provide documentation.

**Late Assignments**

_Late credit/no credit assignments will not be accepted except in cases of documented emergencies, serious illness, or a dean’s excuse._ Should such a circumstance arise, please contact me as early as possible and be ready to provide documentation. **It is your responsibility to plan, follow-up, and initiate alternative arrangements when such circumstances arise.**

Major assignments (10 or more points) will lose a full letter grade (10%) for each day late. Graded assignments more than 3 days late will not be accepted unless special arrangements have been agreed upon with professors before the due date.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying, or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. The credit hour is defined as "the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester..."

2) a credit hour is assumed to be a 50-minute (not 60-minute) period.

As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction, and six hours of out-of-class student work each week."

**Extra Credit**

Extra credit assignments are given at the _instructor’s discretion_. Should extra credit opportunities be extended, the total amount of extra credit points earned by a student cannot exceed 1 – 2 % of the total number of points available in the course.

**Classroom Protocol**

**Read the syllabus!**
You are responsible for knowing the details in this syllabus. I am happy to answer questions about the course as they arise, but I expect you will make some effort to find the answers in the syllabus and class materials, and to pay attention to the answers given.

**Skill-Development Course**
It is important that you understand that this class is a _workshop on skill development_ and differs from a standard lecture class that teaches content. I will provide a few lectures and am available for consultation, but I do not “teach” in the traditional lecture sense.
In a workshop, you have primary responsibility for learning the material. I can answer any questions about the material you are learning and I provide feedback on your assignments. You are expected to take the initiative in mastering the material and skills in this class.

**Time Management & Regular Attendance**
Time management is a major issue for students in this class. As in the workplace, deadlines are real. Assignments are due one after another and you need to keep on top of them! You can fall quickly behind if you fail to turn any assignment in on time.

Although the course has an online resource, this resource is not a substitute for attending lectures. Students who do not attend class or keep up with assignments rarely pass the class.

**Turning in Assignments**
All written assignments must be submitted on paper, except of course for those tests you are taking online. If you are authorized to submit a paper via email, it must be submitted in pdf format. NEVER submit assignments via email without checking with instructor first.

**Laptops**
Use of laptops and iPads (or similar tablets) are allowed in class only for the purpose of note-taking or research pertinent to the class. An assignment and class discussion related to this topic will guide you in deciding whether it might benefit your learning process or not to use such a device. If you decide to use laptop or tablet for note-taking, you might be asked to sit in a designated area of the classroom in order to avoid causing distractions for other students. In some cases, you might be advised to bring your laptop in class – if you have one – to work on your assignments.

**Cell phones and other electronic devices**
Please be certain to turn off cell phones, pagers, and any other devices that produce distraction prior to entering the classroom. If you expect an emergency call, you can leave your phone on silent. Please take the call outside the classroom. No texting or instant messaging during class is allowed. If you must text/instant message, leave the classroom and come back when you are done.

**Late arrivals**
If you must arrive late or leave early, please do so quietly and with a minimum of distraction. It is your responsibility to seek information you may have missed because of your late arrival or early departure.

**I expect you to come to class prepared**
“Prepared” means you have completed the readings and any assignment before class starts, you have written down any questions you had from the assignment, and you should bring the material required for the class. You should be as prepared as you expect your professor to be.
Communication
Use email!! Use office hours! Talk to me!!

Check the Canvas site regularly and your email for forwarded announcements.
If I become ill, I will make every effort to inform you the night before that I will be absent. Please email me before class if you will not be in class. Please set your spam controls to accept my email address.

University Policies

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at http://info.sjsu.edu.static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendar document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material
University Policy S12-7, available at http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course.

“Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

If you wish to use a recording device in class, please notify me two days before via email. Permission, will be granted on a class by class basis.

In classes where active participation of students or guests may be on the recording, permission from those students or guests should be obtained as well.

“Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”
Academic Integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 is available at http://www.sjsu.edu/senate/docs/S07-2.pdf and requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sjsu.edu/studentconduct/

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for this class or another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Disability Resource Center at http://www.sjsu.drc.sjsu.edu/ to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resources for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to
successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

**SJSU Writing Center**
The SJSU Writing Center is located in Room 126 in Clark Hall. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website is located at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

**SJSU Counseling Services**
The SJSU Counseling Services is located on the corner of 7th street and San Fernando street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit the Counseling Services website at http://www.sjsj.edu/counseling.

**Other Resources**
Your instructor will inform you of any other resources that may be available to you (e.g., online tutorials, etc.).
<table>
<thead>
<tr>
<th>WEEK/CLASS</th>
<th>DATE</th>
<th>TOPIC &amp; CLASS ACTIVITIES</th>
<th>READING</th>
<th>ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>1</td>
<td>Th: 1/22</td>
<td>Course introduction –</td>
<td></td>
<td>Bring APA Manual to every class</td>
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<tr>
<td></td>
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<td>Syllabus</td>
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<td>Log onto course Canvas site</td>
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<td>APA Workbook Chapter 1 &amp; 2</td>
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<td>Rosnow 1; Appendix B &amp; C</td>
<td>Complete online Research Skills Pre-Test</td>
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<td>Summarizing an Empirical Article</td>
<td>Mueller &amp; Oppenheimer (2014)</td>
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<td>Talbert (2014)</td>
<td>#1-General Audience Essay</td>
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<td></td>
<td></td>
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<td>Latané &amp; Darley (1968)</td>
<td>Print and bring Darley &amp; Latané (1968) article to class</td>
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<tr>
<td>3</td>
<td>T: 2/3</td>
<td>Dissecting a Literature Review</td>
<td>Latané &amp; Nida (1981)</td>
<td>Complete online Plagiarism Tutorial and Test</td>
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<tr>
<td></td>
<td></td>
<td>Developing a RQ</td>
<td>Rosnow, 3</td>
<td>Bring computer to class if you have one</td>
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<tr>
<td></td>
<td>Th: 2/5</td>
<td>Article Summary #1 – peer editing</td>
<td>Latané &amp; Darley (1968)</td>
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<td>APA Manual pp 21-60</td>
<td>Research Question assignment</td>
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<td>Rosnow, 4</td>
<td>Article Summary #1 Draft 1</td>
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<td>T: 2/10</td>
<td>Research Question</td>
<td>APA Manual pp 61-86</td>
<td>Article Summary #1 – Final Draft</td>
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<td>Rosnow, 2</td>
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<td></td>
<td>Th: 2/12</td>
<td>Research Skills &amp; Library Tutorial</td>
<td>APA Manual pp 87-110</td>
<td>Meet in MLK Library Room 125. Be on time!</td>
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<td>Research Question Discussion</td>
<td>APA Manual pp 111-124</td>
<td>Bring APA Workbook to class</td>
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<td>Talk about Microsummary</td>
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<td>Th: 2/19</td>
<td>Research Question Discussion</td>
<td>APA Manual pp 169-224</td>
<td>LR: Database assignment</td>
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<td>AS #2 + Microsummary – Draft 1</td>
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<td>6</td>
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<td>Research Question Discussion</td>
<td>Rosnow, 5</td>
<td>AS #2 + Microsummary – Final</td>
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<td>TPT #1 Quiz</td>
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<td>Th: 2/26</td>
<td>Literature review development meetings</td>
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<td>Bring APA Workbook to class</td>
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<tr>
<td>7</td>
<td>T: 3/3</td>
<td>AS #3 – peer editing</td>
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<td>AS #3 + Microsummary – Draft 1</td>
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<td>Th: 3/5</td>
<td>APA Practice</td>
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<td>AS #3 + Microsummary - Final</td>
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1 Subject to change with fair notice
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<tr>
<th>WEEK/CLASS</th>
<th>DATE</th>
<th>TOPIC &amp; CLASS ACTIVITIES</th>
<th>READING</th>
<th>ASSIGNMENTS DUE</th>
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<tr>
<td>8</td>
<td>T: 3/10</td>
<td>Mastery Test Attempt #1</td>
<td>Rosnow 7, Appendix C</td>
<td>LR: Outline assignment</td>
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<td>Th: 3/12</td>
<td>Methods Demo Experiment</td>
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<td>T: 3/17</td>
<td>TPT 2 Quiz</td>
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<td>TPT 3 Quiz</td>
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<td>Literature Review Draft 1</td>
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<td>SPRING RECESS – NO CLASS</td>
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<td>11</td>
<td>T: 3/31</td>
<td>Mastery Test Attempt #2</td>
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<td>CESAR CHAVEZ DAY – NO CLASS</td>
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<td>Th: 4/23</td>
<td>Oral Presentation sign up</td>
<td>Rosnow 8</td>
<td>APA Workbook: Finish Ch.3 &amp; 4</td>
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<td>Bring Student Workbook to class</td>
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<td>Literature peer review exchange</td>
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<td>Oral presentation</td>
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<td>Th: 5/7</td>
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<td>0 - 1</td>
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<td>0 - 5</td>
<td>APA Workbook Ch. 3 &amp; 4</td>
<td>Take until you score 85% Email me or print score sheet</td>
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<td>0 - 20</td>
<td>APA Style Mastery Test</td>
<td>Take up to 3 times. Best score recorded</td>
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<td>500 - 750</td>
<td>0 - 10</td>
<td>General Audience Essay</td>
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<td>0 - 5</td>
<td>Article Summary #1 – Draft &amp; Final</td>
<td>Peer feedback</td>
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<td>300 - 500</td>
<td>0 - 5</td>
<td>AS #2 + Microsummary – Draft &amp; Final</td>
<td>Peer feedback</td>
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<td>300 - 500</td>
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<td>Database Assignment</td>
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<td>Outline Assignment</td>
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<td>Oral Presentation</td>
<td>5 – 7 minutes on Literature Review topic</td>
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<td>Brief Research Report (“Methods Paper”) - Final</td>
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## Assessment Schedule

<table>
<thead>
<tr>
<th>SLO Description</th>
<th>AY14-15</th>
<th>AY15-16</th>
<th>AY16-17</th>
<th>AY17-18</th>
<th>AY18-19</th>
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</thead>
<tbody>
<tr>
<td>SLO 1. produce discipline-specific written work that demonstrates upper-division proficiency in:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. language use</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>b. grammar</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. clarity of expression</td>
<td></td>
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</tr>
<tr>
<td>SLO 2. explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>SLO 3. organize and develop essays and documents for both professional and general audiences</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SLO 4. organize and develop essays and documents according to appropriate editorial and citation standards</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SLO 5. locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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</table>
**Annual Assessment Report AY13 - 14**

**General Education Annual Course Assessment Form**

<table>
<thead>
<tr>
<th>Course Number/Title</th>
<th>GE Area</th>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>100W</td>
<td></td>
<td></td>
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</tbody>
</table>

Results reported for AY **F13 – S14**  
# of sections **17**  
# of instructors **8 different** instructors

Course Coordinator:  **Clifton M. Oyamot, Associate Professor**  
E-mail:  **clifton.oyamot@sjsu.edu**

Department Chair:  **Ron Rogers**  
College:  **Social Science**

**Instructions**: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be **electronically submitted**, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

**Part 1**

To be completed by the course coordinator:

1. What SLO(s) were assessed for the course during the AY?

   **GE SLO1**: refine the competencies established in Written Communication IA and IB.  
   **Assessment tool**: online 18-item Research Skill Proficiency pre- and posttest  
   [http://tiny.cc/psycskills](http://tiny.cc/psycskills)

   **GE SLO2**: express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse  
   **Assessment tool**: final paper rubric categories (organization & synthesis, analysis & use of evidence)

   **GE SLO3**: organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.  
   **Assessment tool**: final paper rubric categories (grammar & clarity of expression, APA style)

2. What were the results of the assessment of this course and lessons learned from the assessment?

   **SLO1** assessment was done using an online 18-item Research Skill Proficiency test, developed in conjunction with Bernd Becker, Sr. Assistant Librarian
Students completed a pretest (beginning of the semester) and a posttest (end of semester). A total of 16 sections from both Fall 2013 and Spring 2014 were represented, with 280 students completing both the pretest and posttest. Previous analysis showed that better performance on the posttest was associated with better grades on the final term paper for the course (see Psychology 100W GE Annual Assessment Report AY 10-11 and AY11-12), supporting the validity of this test as an indicator of the ability to summarize, synthesize, and analyze within our disciplinary standards.

Average Pretest score = 75% (SD = 12%, range = 6 – 100%)

Average Posttest score = 85% (SD = 10%, range 50 – 100%)

Students displayed developing mastery of research skills and improved significantly after completing Psychology 100W (which included a library tutorial session led by Mr. Becker), \( t(677) = 11.6, p < .001 \). The difference in post- and pre-test scores corresponded to a “large” effect (Cohen’s \( d = 0.93 \))

The current Research Skill Proficiency test has been used since Fall 2010, and there are emerging trends in student performance. There is a high degree of consistency thus far in pre- and posttest performance. Pretest scores across the annual reports have ranged from 75 – 77%, and posttest scores ranged from 85 – 88%. There is a general improvement of about 10% across the 4 years of reports.

SLO2 and SLO3 assessments were done by examining instructors’ grading rubrics for students’ final paper in the course (major literature review). Rubric categories which corresponded to SLO2 and SLO3 were identified in each rubric. These categories included SLO2’s synthesis and analysis (organization, synthesis, analysis, and use of evidence) and SLO3’s use of appropriate editorial standards (grammar, clarity of expression, and APA style). All scores were converted to a common percentage scale. Data from 5 of 8 sections offered in Spring 2014 were analyzed.

After intensive feedback and multiple opportunities to revise their major paper, students are reaching an acceptable level of editorial competence, and they achieved a level of organization and synthesis appropriate for college-level work (see below).

SLO2: Average Editorial Standards (grammar & APA style) score = 82%

SLO3: Average Synthesis and Analysis (organization and use of evidence) = 93%

[http://tiny.cc/psycskills](http://tiny.cc/psycskills)
Two instructors gave students “as if it were the final paper” grades on the first major draft of their paper (n = 38). That is, students were given feedback as to what grade they would have received if they had turned in their first draft as the final paper. This allowed meaningful assessment of improvement between draft and final papers. There was significant improvement from draft to final paper, with average grades moving from below standards (< 72%) to meeting standards (≥85%). These differences were statistically significant, as shown through t-test analyses, and represented a “large” effect (Cohen’s d’s > 1)

**SLO2:** Editorial Standards:  Draft = 71%  Final = 87%, t (79) = 5.3, p < .001
**SLO3:** Synthesis and Analysis:  Draft = 71%  Final = 85%, t (79) = 5.9, p < .001

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

Stable assessment procedures have been in place for several years and provide evidence that by completing Psychology 100W students are markedly improving their writing skills within the discipline. Areas for building upon the existing strengths include (a) making assessment more efficient and systematic by moving data collection to the Canvas LMS and using assignment rubric → course outcome → program outcome linkage features, and (b) improving data collection participation rates. In AY 13 – 14 we received data from 12 of 17 sections (71%), which can be improved upon in the coming years.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(3) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

All sections are aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment based on a review of syllabi. As noted above, participation rates for assessment data collection can be improved. I recommend the coordinator make follow-up contacts with instructors who do not provide data, and a “cc” to the chair for further action as needed.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly
how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE SLOs for writing.

The following are the comments of the 100W Course Coordinator in response to this item:

This is a very poorly worded and confusing item. In trying to understand what is being asked, I parsed the request in the following way:

1. 100W has a stated enrollment, but it is not a “larger section,” that is it is not A1 so regarding oral presentation evaluation = n/a
2. “larger section” is not defined here, but I assume (??) 100W is not a “larger section” so evidence of practice and revision in writing for larger sections = n/a
3. BUT, there is a minimum word count for 100W, and it is a writing intensive course, so documentation that students are meeting the GE SLOs for writing = (a) the report I filed above, and (b) every syllabus has a word count breakdown of assignments and they total ≥ 8000 words. There are multiple occasions for feedback and revision during, which meet the requirements for Area Z, as detailed in the syllabi. However, these Area Z requirements should not be confused with SLOs.
Annual Assessment Report AY12 - 13

General Education Annual Course Assessment Form

Course Number/Title: 100W
GE Area: Z

Results reported for AY F12 – S13

# of sections: 16
# of instructors: 7 different

Course Coordinator: Clifton M. Oyamot, Associate Professor
E-mail: clifton.oyamot@sjsu.edu

Department Chair: Ron Rogers
College: Social Science

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(4) What SLO(s) were assessed for the course during the AY?

**GE CLO1**: refine the competencies established in Written Communication IA and IB.

**Assessment tool**: online 18-item Research Skill Proficiency pre- and posttest
(http://tiny.cc/psycskills)

(5) What were the results of the assessment of this course? What were the lessons learned from the assessment?

**CLO1** assessment was done using an online 18-item Research Skill Proficiency test, developed in conjunction with Bernd Becker, Sr. Assistant Librarian (http://tiny.cc/psycskills). Students completed a pretest (beginning of the semester) and a posttest (end of semester). A total of 16 sections from both Fall 2012 and Spring 2013 were represented, with 210 students completing both the pretest and posttest. Previous analysis showed that better performance on the posttest was associated with better grades on the final term paper for the course (see Psychology 100W GE Annual Assessment Report AY 10-11 and AY11-12), supporting the validity of this test as an indicator of the ability to summarize, synthesize, and analyze within our disciplinary standards.

Average Pretest score = 77% (SD = 11%, range = 22 – 100%)

Average Posttest score = 87% (SD = 10%, range 56 - 100%)
Students displayed developing mastery of research skills and improved significantly after completing Psychology 100W (which included a library tutorial session led by Mr. Becker), \( t(555) = 10.77, p < .001 \).

The current Research Skill Proficiency test has been used since Fall 2010, and there are emerging trends in student performance. There is a high degree of consistency thus far in pre- and posttest performance. Pretest scores across the annual reports have ranged from 75 – 77%, and posttest scores ranged from 85 – 88%. There is a general improvement of about 10% across the 3 years of reports.

(6) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

No modifications are planned.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

All sections are aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment. Instructors have access to a generic template with all the necessary GE elements, and instructors are routinely reminded at the start of each semester of those required elements.
Annual Assessment Report AY11 - 12

General Education Annual Course Assessment Form

Course Number/Title: 100W

GE Area: Z

Results reported for AY F11 – S12

# of sections: 17

# of instructors: 8 different

Course Coordinator: Clifton M. Oyamot, Associate Professor

E-mail: clifton.oyamot@sjsu.edu

Department Chair: Ron Rogers

College: Social Science

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(7) What SLO(s) were assessed for the course during the AY?

GE SLO1: refine the competencies established in Written Communication IA and IB.

Assessment tool: online 18-item Research Skill Proficiency pre- and posttest
(http://tiny.cc/psycskills)

GE SLO2: express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse

Assessment tool: final paper rubric categories (organization & synthesis, analysis & use of evidence)

GE SLO3: organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.

Assessment tool: final paper rubric categories (grammar & clarity of expression, APA style)

(8) What were the results of the assessment of this course? What were the lessons learned from the assessment?

LO1 assessment was done using an online 18-item Research Skill Proficiency test, developed in conjunction with Bernd Becker, Sr. Assistant Librarian (http://tiny.cc/psycskills). Students
completed a pretest (beginning of the semester) and a posttest (end of semester). A total of 17 sections from both Fall 2011 and Spring 2012 were represented, with 184 students completing both the pretest and posttest. To check the validity of the test, we correlated posttest scores with final course grade for a sub-sample of participants (n = 39),

Average Pretest score = 77% (SD = 11%, range = 33 – 100%)
Average Posttest score = 88% (SD = 11%, range 56 - 100%)
Average % change = + 11%, paired sample t (183) = 11.6, p < .001
Posttest – final paper grade correlation = .27, p = .12

Students displayed developing mastery of research skills and improved significantly after completing Psychology 100W (which included a library tutorial session led by Mr. Becker). The test showed promising validity: stronger eventual research skills as measured by the posttest were modestly associated with higher scores on final paper grades.

LO2 and LO3 assessments were done by examining instructors’ grading rubrics for students’ final paper in the course (major literature review). Rubric categories which corresponded to SLO2 and SLO3 were identified in each rubric. These categories included LO3’s use of appropriate editorial standards (grammar, clarity of expression, and APA style), and LO2’s synthesis and analysis (organization, synthesis, analysis, and use of evidence). All scores were converted to a common percentage scale. Data from three sections offered Fall 2011 – Spring 2012 were analyzed.

After intensive feedback and multiple opportunities to revise their major paper, students are reaching an acceptable level of editorial competence, and they achieved a level of organization and synthesis appropriate for college-level work (see below).

Average Editorial Standards (grammar & APA style) score = 74%
Average Synthesis and Analysis (organization and use of evidence) = 84%

One instructor from Spring 2012 gave her students “as if it were the final paper” grades on the first major draft of their paper. That is, students were given feedback as to what grade they would have received if they had turned in their first draft as the final paper. This
allowed meaningful comparison between draft and final papers. There was significant improvement from draft to final paper, with average grades moving from significantly below standards to meeting standards (see below).

Spring 2012, Editorial Standards: Draft = 47% Final = 75%, t (14) = 8.8, p < .001
Spring 2012, Synthesis and Analysis: Draft = 59% Final = 84%, t (14) = 7.1, p < .001

(9) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

One planned improvement is to encourage more instructors to give students “as if it were the final paper” grades on the first major draft of the paper. That is, given students feedback as to what grade they would have received if they turned in their first draft as the final paper. This serves several purposes aimed at enhancing student success including conveying to students the importance of re-writing in the paper writing process. Another benefit is that it can document the substantial growth in writing skills students gain through their 100W experience. As shown above (and in the F10 – S11 report), there is significant improvement from draft to final paper.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(5) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

All sections are aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment. Some syllabi AY 10 – 11 lacked required details (number of words” and how assignments are linked to specific SLOs). The coordinator addressed this issue during AY 11 – 12, developing a common template with all the necessary GE elements, and routinely reminding instructors a the start of each semester of those required elements.
Annual Assessment Report AY10 - 11

General Education Annual Course Assessment Form

Course Number/Title: 100W  GE  Area: Z

Results reported for AY F10 – S11
# of sections: 17  # of instructors: 7 instructors

Course Coordinator: Clifton M. Oyamot, Associate Professor  E-mail: clifton.oyamot@sjsu.edu

Department Chair: Ron Rogers  College: Social Science

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?

SLO 1: Students will develop proficiency at using databases (e.g., PSYCHINFO and MEDLINE) to locate empirical research and research review articles in an area of psychology [GE 1, 3].

SLO 2: Students will demonstrate competency in American Psychological Association (APA) writing style, including grammar, spelling, and syntax [GE 1, 3].

SLO 5: Students will organize and develop a literature review, or other appropriate major paper (e.g., research report) in an area of psychology [GE 1, 2, 3].

SLO 6: Students will begin to develop critical thinking skills in psychology including the ability to synthesize disparate research findings into a coherent framework which addresses a question or topic relevant to the discipline of psychology...[GE 1, 2, 3]

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

SLO 1 assessment was done using an online 18-item test, developed in conjunction with Bernd Becker, Sr. Assistant Librarian, designed to assess research skill proficiency (http://tiny.cc/psycskills). Students completed a pretest (beginning of the semester) and a posttest (end of semester). A total of 17 sections from both Fall 2010 and Spring 2011 were
represented, with 251 students completing both the pretest and posttest. To check the validity
of the test, we correlated posttest scores with final course grade for a subsample of participants
(n = 36),

Average Pretest score = 75% (SD = 12%, range = 11 – 100%)
Average Posttest score = 85% (SD = 10%, range 39% - 100%)
Average % change = + 10%, paired sample t (251) = 11.5, p < .001
Posttest – final grade correlation = .37, p < .05

Students displayed developing mastery of research skills and improved significantly after
completing Psychology 100W (which included a library tutorial session led by Mr. Becker).
The test showed promising validity: stronger eventual research skills were associated with
better class performance.

SLO 2, 5, 6 assessments were done by examining instructors’ grading rubrics for students’ final
paper in the course (major literature review). Rubric categories which corresponded to SLO 2, 5,
and 6 were identified in each rubric. In practice, SLO 5 and 6 were usually assessed in
conjunction, so evaluation of these two SLOs were combined. In cases where more than 1
category fit an SLO, scores from all relevant categories were averaged to arrive at a single score.
All scores were converted to a common 10 point scale. Five sections from Spring 2011 and 1
from Fall 2010 were represented (N = 127). The Fall 2010 sample included grades for the first
draft so draft and final grades could be compared.

Average SLO 2 score = 8.4/10 (SD = 1.4, range = 0 - 10)
Average SLO 5 & 6 = 9.0/10 (SD = 1.0, range = 6 – 10)
Fall 2010, SLO 2: Draft = 7.1/10 Final = 8.5/10, t (14) = 6.8, p < .001
Fall 2010, SLO 5 & 6: Draft = 7.5/10 Final = 8.8/10, t (14) = 7.1, p < .001

It would appear that after intensive feedback and multiple opportunities to revise their major
paper, students are reaching an acceptable level of APA style competence, and that they
achieved a level of organization and synthesis appropriate for college-level work. There was
significant improvement from draft to final paper from borderline below standards to meeting
standards.
One important note for these results is that it does not include those students who ultimately earned an NC in the course. Across the 6 sections, 147 students were enrolled in the class, but I only received 127 graded rubrics, which suggests that 20 students (14% of total) did not complete the course to the point of turning in the final paper. Students who complete the course benefit, but more needs to be known about those who are not able to complete the course.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

Regarding SLO 2, 5 & 6 assessment, using this type of course-embedded assessment tool has some promise, and I hope to extend its use.

Regarding SLO 5 & 6, I am strongly considering combing these two SLOs into a single SLO. In practice, most instructors tend to assess the two concepts in aggregate.

Regarding NCs, I intend to ask instructor to track the number of NCs earned in the course, and the major reason for each NC (e.g., did not complete majority of the course; completed course but did not meet standards). A parallel set of questions will be put in place once 100W implements the A – F grading system.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

Sections are generally aligned with the GE criteria listed above. However, several syllabi do not contain all requisite items: “specifics relating to how assignment meet writing requirements (number of words” and how assignments are linked to specific SLOs. The coordinator will include this information in the pre-semester guidelines provided to instructors.
Appendix E

Psychology of Prejudice (Psyc 191), Area S

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
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</thead>
<tbody>
<tr>
<td>Assessment Report</td>
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<tr>
<td>Sample Syllabus</td>
<td>120 – 136</td>
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<td>Assessment Schedule</td>
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<tr>
<td>AY10 - 11</td>
<td>144 - 145</td>
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</table>
Assessment Report: Psychology 191 (Psychology of Prejudice; Area S)

Evaluation of the course

Psychology 191’s major goal of exploring the psychology of prejudice and discrimination in the US, the psychological factors involved, and the psychological effects on individuals and groups is well-matched to the GE Area S Goals (“Students will study the interrelationship of individuals, racial groups, and cultural groups to understand and appreciate issues of diversity, equality, and structured inequality in the U.S., its institutions, and its cultures”).

Ongoing assessment indicates that students are generally meeting the SLOs. The main assessment instruments are assignments common across sections (e.g., a stereotype/prejudice reduction writing assignment, which asked them to apply empirically based three strategies/theories for prejudice). The Annual GE Assessment Reports provide assessment details specific to this course. Please review these reports for assessment details.

Changes to improve student success and future plans for course modifications

Stable assessment procedures have been in place for several years and provide evidence that by completing Psychology 191 students are markedly improving their analytical skills. Areas for building upon the existing strengths include making assessment more efficient and systematic by moving data collection to the Canvas LMS and using assignment rubric → course outcome → program outcome linkage features.

At present, there are no modifications to course planned.
San José State University  
Psychology Department  
Psyc 191, Psyc of Prejudice, Section 01 & 05, Spring 2015

Course and Contact Information

Instructor: Arlene G. Asuncion, Ph.D.

Office Location: Dudley Moorhead Hall 322

Telephone: (408) 924-5609  
Arlene.Asuncion@sjsu.edu

Email:  
NOTE: When contacting me by email, please put “PSYC 191 (9:00 or 10:30) in the subject line

Office Hours: TR 12:00 – 1:15 pm and by appointment

Class Days/Time:  
TR 9:00 – 10:15 am (Section 01)  
TR 10:30 – 11:45 am (Section 05)

Classroom: DMH 356

Prerequisites:
1. Completion of Core GE
2. Satisfaction of the Writing Skills Test (WST)
3. Upper division standing (60 units)
4. Completion of, or co-registration in, 100W
5. Completion of course in Introductory Psychology

GE/SJSU Studies Category: AREA S of SJSU Studies

IMPORTANT NOTE: For students with continuous enrollment as of Fall 2005  
“Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments or distinct academic units.”
Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at

http://www.sjsu.edu/people/ arlene.asuncion/courses/psyc191/index.html

You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) to learn of any updates.

** LECTURE NOTES & POWERPOINT SLIDES ARE NOT POSTED ON-LINE. So if you miss lecture for any reason, it is YOUR RESPONSIBILITY to get the lecture notes from one of your classmates. I will not email or copy any lectures for students.

Course Description

Psychology of Prejudice will focus on the psychology of prejudice, inequality, & discrimination. While there are many aspects to prejudice (i.e. very broad-ranging social and political consequences for individuals and groups), the purpose of this course is to explore the psychology of prejudice and discrimination in the US, the psychological factors involved, and the psychological effects on individuals and groups.

From both theoretical and experiential perspectives, we will explore issues relating to those who hold prejudiced attitudes and those who are targets of those attitudes. We will examine prejudice relating to race, ethnicity, gender, sexual orientation, age, etc.

Class sessions will include lectures, presentations by students in the class, in-class writing, discussions, and films. Activities that focus on prejudice and diversity will be an important part of classroom events. The class will engage in small group and individual experiential exercises designed to facilitate intrapersonal and interpersonal awareness of issues related to prejudice, discrimination, racial/ethnic identity, etc.

Prerequisites for the course are: 1. Completion of Core GE; 2. Satisfaction of Writing Skills text (WST); 3. Upper division standing (60 units); 4. Completion of, or coregistration in, 100W; and 5. Completion of Psyc 1 (General or Introductory Psychology).

Students will be given an opportunity to investigate topics in psychology related to prejudice and to practice applying critical thinking skills. Within the context of psychology, broad topic areas include (among others):

- stereotypes: formation, functions, maintenance, change
- the underlying psychological processes of prejudice: development & maintenance
- "old-fashioned" vs. "modern" racism
- ageism & sexism
Some class sessions will involve group discussions – either in small groups or in the whole class group. Therefore it is imperative that students read before each class and come prepared to actively participate in class discussions. The success of this class is directly dependent on participation by students.

*** NOTE: Many topics in this course may evoke strong emotions. Within the framework of individual expression, students are expected to show respect for others and their viewpoints, even when those views are opposed to those of the student.

Learning Outcomes and Course Goals

SJSU Studies (AREA S) GE Learning Outcomes (GELO)

One of the main goals of this Area S course is that:

“Students will study the interrelationship of individuals, racial groups, and cultural groups to understand and appreciate issues of diversity, equality, and structured inequality in the U.S., its institutions, and its cultures”.

Upon successful completion of this course, students will be able to:

**GELO #1:** Describe how identities (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality.

**GELO #2:** Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.

**GELO #3:** Describe social actions which have led to greater equality and social justice in the U.S. (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).

**GELO #4:** Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

GE Course Content Learning Outcomes

All courses in Area S of SJSU studies must also include the following **Content Objectives** to promote the above student learning outcomes:

**Diversity** -- Issues of diversity shall be incorporated in an appropriate manner

**Writing** -- Written assignments should include both in-class and out-of-class writing, giving students practice and feedback throughout the semester. Evaluative comments must be substantive, addressing the quality and form of writing. A single final term paper would not satisfy the
requirement. A minimum of 3000 words of writing is required in a language and style appropriate for the discipline.

**Civic learning** -- Courses shall address the civic relevance of the topic in an appropriate manner.

**Values clarification** -- Students should demonstrate their ability to articulate and discuss their values, understand the source of those values, and engage in civil discourse.

**Explanation of how course activity/assignments will be used in assessment of Area S Learning and Content Outcomes**

**GELO #1:** Describe how identities (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality

Activities/Assignment(s) used in assessment:

1. **Media watch analysis** -- One of the main goals of this assignment is to give students the opportunity to examine how one major cultural influence (i.e., the media) affects identities within our society. Students’ ability to analyze, discuss, and critically evaluate these media influences in their individual papers will be used to assess this objective.

**GELO #2:** Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.

Activities/Assignment(s) used in assessment:

1. **Interview assignment** -- The purpose of this paper is to allow students to interview a person who has been the target of prejudice/discrimination to get a “first-hand” account of their experiences. The content of students’ introduction section of their papers will be evaluated to assess their ability to describe the various processes outlined in this learning objective. The introduction section will be used specifically for this purpose since students will be required to describe the relevance of these processes to their interview findings.

2. **In-class writing** -- Students’ performance on two in-class writing assignments will also be used to assess this learning objective. Specifically, the writing assignments on the Japanese internment camps during WWII and on “Racial profiling” are particularly relevant since they seem to relate most directly to processes described under this objective.
3. Class participation (Tunnel of Oppression activity/paper—Spring semesters only) -- Students’ reflections about and responses to questions about their visit to the “Tunnel of Oppression” will also be used to assess this objective. As described earlier in the greensheet, this particular activity is specifically designed to increase students’ awareness of these processes and their impact on equality and inequality in the U.S.

GELO #3: Describe social actions which have led to greater equality and social justice in the U.S. (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age)

Activities/Assignment(s) used in assessment:

1. In-class writing -- Students’ performance on the in-class writing assignment regarding the topic of Affirmative Action will be used in assessment of this objective. In particular, students’ understanding of this issue, their ability to describe the arguments for and against it, and their knowledge of how it has impacted minorities and society as a whole will be evaluated.

GELO #4: Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

Activities/Assignment(s) used in assessment:

1. Out-of-class writing (Stereotype reduction paper) -- Students’ performance on the Stereotype reduction paper will also be used in assessing this objective. In this paper, students will be required to describe at least three strategies they believe would be successful in reducing their negative stereotypes and/or prejudices about another social group and clearly explain the reasons they believe these strategies would be effective.

Content Objective #1: Diversity -- Issues of diversity shall of incorporated in an appropriate manner.

Activities/Assignment(s) used in assessment:

1. In-class writing -- Students’ performance on the in-class writing assignment regarding “Diversity in the Bay Area” will be used to assess this objective. In this assignment, students will explore whether or not the racial/cultural/ethnic diversity of the Bay Area makes prejudice/discrimination more or less likely.

Content Objective #2: Writing -- Written assignments should include both in-class and out-of-class writing, giving students practice and feedback throughout the semester. Evaluative comments must be substantive, addressing the quality and form of writing. A minimum of 3000 words of writing is required in a language and style appropriate for the discipline.
1. **Interview paper, Media watch analysis, in-class writing, and out-of-class papers** -- Students’ performance on all writing assignments will be used to assess this content objective. It should also be noted that students are highly encouraged to seek instructor feedback regarding the major writing assignments in the course to help improve their writing skills.

**Content Objective #3: Civic Learning** -- Courses shall address the civic relevance of the topic in an appropriate manner.

1. **In-class writing** -- Students’ in-class writing assignments will be reviewed to assess their ability to describe how the paper topics (i.e., racial profiling, affirmative action, etc) impact individuals as well as society as a whole.

2. **Class participation (Tunnel of Oppression activity/paper)** -- Students’ understanding of how the issues presented in the Tunnel impacts society will also be assessed in this activity.

**Content Objective #4: Values Clarification** -- Students should demonstrate their ability to articulate and discuss their values, understand the source of those values, and engage in civil discourse.

1. **Out-of-class writing (Reflection paper)** -- Students’ performance on the Reflection paper writing assignment will be used to assess this content objective. In this paper, students are asked to write about their own prejudices, what they are, their development, their effects on themselves and on others, how and why they’ve changed or stayed the same.

2. **In-class discussions** -- Students’ participation in in-class discussions will also be used to assess this objective.

*** NOTE: All Area S Learning and Content Objectives will also be assessed through the Pre and Post assessment tests given at the beginning and end of the course. Students’ performance on these tests will be used only to measure whether or not these objectives were met. Students’ scores will not be used in computing their final course grade.

**Explanation of how Pre and Post Assessment tests will be used in Assessment of Area S Learning and Content Objectives**

1. To assess Learning Outcomes 1-4, **multiple-choice items** designed to measure students’ understanding of the various factors and processes outlined in each learning objective will be included in the assessment tests. Students’ performance on questions specifically related to each learning objective will be identified. Students’ scores on these items at the beginning of the semester will then be compared with their scores at the end of the term to gauge whether taking this course increased their understanding of each of these processes.

2. To assess students’ understanding of whether or not the Learning and Content Outcomes were met, the following activities/measures will also be included in
the assessment tests:

a. **Student ratings** -- In the Post-Assessment test, students will also be asked to rate (on a likert-type scale) the extent to which they believed each Learning and Course Objective was met.

b. **Student opinions of how course activities/assignments related to Learning and Content Objectives**

   In addition to their ratings, students will be asked to indicate which course activity/assignment they believed to be most relevant to each learning/content objective and to describe why they thought it was effective or ineffective in meeting the goals of each objective. This activity will not only help to measure students’ understanding of the objectives and their goals, but it will also aid in making changes/modification/improvements to the course itself.

**NOTE:** “Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments or distinct academic units.”

**Course Learning Outcomes (CLOs):** Upon successful completion of the *Psychology of Prejudice* course, students will be able to:

- **CLO 1:** Recognize and describe how prejudice shapes the experiences of people who are most often the targets of prejudice in the U.S. (i.e., racial, ethnic, gender, age, sexual orientation, etc).

- **CLO 2:** Recognize and describe the underlying psychological processes which, in conjunction with societal forces, lead to the development and maintenance of stereotypes and prejudice.

- **CLO 3:** Apply critical thinking skills to identify and analyze prejudicial beliefs and behaviors.

- **CLO 4:** Articulate the effects of stereotypes and prejudice in their own experiences.

**Program Learning Outcomes (PLOs):** Upon successful completion of the psychology major requirements...

- **PLO1 -- Knowledge Base of Psychology** -- Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

- **PLO2 -- Research Methods in Psychology** -- Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

- **PLO3 -- Critical Thinking Skills in Psychology** -- Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

- **PLO4 -- Application of Psychology** -- Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
• PLO5 -- Values in Psychology -- Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Required Texts/Readings

Textbook

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Your grade in the course will be based on the following:

1. Examinations (50 pts each. 3 exams = 150 pts total)

There will be 3 in-class exams and they will consist of 30 multiple choice questions and 2 short answer essay questions. Exams will be designed to measure your knowledge and understanding of the material discussed in lecture as well as your textbook. Each multiple choice question will be worth 1 point and the essay questions will be worth 10 points each. So each exam will be worth a total of 50 points. The final exam will not be cumulative and will be based only on the material covered after Exam 2.

You will need a SCANTRON 882E, a #2 pencil, and a good eraser for each exam. No bluebook is necessary.

NOTE: THERE WILL BE NO MAKE-UP EXAMINATIONS GIVEN.

2. Activity Assignments

Each student will participate in two activity assignments -- individual interview and a media-watch analysis. These 2 assignments will be organized around the spheres ('isms) which we are investigating in this class, i.e. race, gender, sexual orientation, abilities, and age.

Students will choose which spheres they would like to investigate in each assignment with the following limitation: for each student, each of the two activity assignments will involve work on different spheres. For example, Student A chooses to do the media watch investigation of issues of race and does an interview with a person with a disability. This will help assure that each student has a chance to actively learn about different spheres of prejudice.
The interviews will be completed and graded individually. However, the media analysis will have both a group and an individual component. For the group aspect of the analysis, the whole group will receive the same grade. The individuals will receive a separate grade for the individual component.

The two activities are described below.

**a) Interview Assignment  (Maximum page length = 5 pages. Individual paper = 20 pts)**

Your assignment is to choose someone from a target group to interview about their personal experiences with prejudice, discrimination, inequality, tolerance, etc. The interview should focus on their perspective as a target group member, e.g. person of color or gay/lesbian or person with a disability, or person with multiracial identity, etc.

To prepare for the interview, I will provide you with a written guide to doing a good interview. In addition, you should find, read, and discuss in your paper at least 3 journal articles of your choice. In this discussion, it is important for you to describe how the content and/or findings of these articles are relevant to the experiences of the person you are interviewing. You should include discussion of these relevant articles in the Introduction and/or Discussion sections of your interview paper (see description of these sections below).

Also, students will spend some time in class in small groups helping each other devise interesting and appropriate interview questions. I will form the in-class groups on the basis of your choice of interview. For example, all students choosing to interview someone about their experiences with prejudice as a person with a disability will be grouped together. The questions that the group creates will be submitted to me prior to interviews.

The person you interview may or may not be a relative or friend of yours. Arrange a time free from interruptions and other people in a setting comfortable for the person being interviewed. Take careful notes during the interview or tape it (with permission from the person being interviewed) and review it later.

*** You will turn in a 4-5 page typed summary of the interview and your reactions. The written summary should include the following 5 sections and will be worth a total of 20 points:

♦ **Introduction** - explain who you chose and why; their relationship to you; which articles you read in preparation for the interview and discuss why you chose to include those specific articles in your paper. Also discuss any historical, social, political, and/or economic factors that may have contributed to any prejudice/discrimination your interviewee has experienced

♦ **Methodology** - setting, procedures, etc.; i.e. who was present; whether you taped, took notes, etc; any unusual aspects, e.g. their brother joined you half way through; in other words, anything that might influence your findings

♦ **Findings** - content of the interview, i.e. questions and responses (you can do this in a summary narrative format or in a question/response format)
Responses to the interview – yours and the subject’s; be sure to include your emotional responses as well as your cognitive responses

Discussion -- discuss class readings and/or class lectures about prejudice and their relevance to your findings in this interview, describe findings of any articles that are relevant to your interview and their implications for your findings

Reference page – cite the articles that you discussed in your paper

b) Media watch analysis (Individual reference page with justifications = 15 pts & Group Poster of findings = 10 pts)

You and members of your group will observe and record how people from the sphere you are assigned to investigate are portrayed on television, the movies, or in print advertisements. A detailed description of the assignment will be presented to you later in class.

For the group portion of this assignment (worth 10 pts), each group will:

1) perform planned observations;
2) prepare a Poster describing their methodology, stating their research questions/comparisons, & briefly summarizing their findings.

Guidelines for the Poster will be provided.

For the individual portion of this assignment, each student will prepare a Reference Page with justifications (worth 15 pts) -- 5 page maximum. This Reference page should include

1) 3 – 5 scholarly articles/references for your media analysis
2) A BRIEF summary of the findings of these articles
3) A concise discussion of WHY you chose the article/reference and how The article relates to your project and your own media findings.

3. In-class writing (10 pts). Several times during the semester, you will be asked to write about your own opinions, beliefs, values, and reflections about videos we will watch in class and/or “controversial” topics relevant to the issues of prejudice, discrimination, equality, and/or inequality. Some of the topics you may be asked to write about include “racial profiling”, “same-sex marriages”, “affirmative action,” and the Japanese internment camps during WWII. In addition to writing about your own values regarding these topics, you will also be asked to discuss the civic relevance of this topic for the “real” world. In other words, I want you to discuss what you think the implications are of each of these topics for people in general and for society as a whole.
4. Out-of-class writing (10 pts total). In addition to the in-class writing, you will be required to write two short papers (maximum 3 pages each). These include:

a. **Stereotype reduction paper (5 pts)**. This assignment will be a paper describing a negative stereotype/prejudice you may have about another group and discussing how you might reduce this it. To write this paper, you must first read Chapter 9 in your text. Then you will describe your negative attitudes about a particular group and where you think your prejudice comes from. Most importantly, you must **discuss at least 3 specific techniques/strategies that you believe will be effective in reducing your negative prejudice and clearly explain why you think these ways would be successful**. Maximum length of this paper is 3 typewritten double-spaced pages.

b. **Reflection paper (5 pts)**. In this paper, you will describe your reflections on what you learned in this class about your own prejudices -- what they are, their development, their effects on you, how and why they've changed this semester or why they've stayed the same, etc. Please also include any feedback you have about the class/assignments/activities, etc. This can include the things you liked/disliked about the course, things that you would like to have learned more about, etc. Maximum length of this paper is 3 typewritten double-spaced pages. This will be due about one week before the last class.

5. **Class participation (15 pts total)**. Because this is in part an experiential class, attendance and participation are crucial. You cannot participate if you do not come to class. Thus, absences will diminish the level of participation you can achieve in the class, and will reduce your grade. Many classroom activities and discussions will supplement the reading and students are responsible for all material, assignments, and explanations given in class, even if they were absent.

a. **Other misc. classroom activities**. You will also be given points based on your own participation in various classroom activities throughout the semester. This may include small group (5-6 people) discussions & attendance at the poster presentations & panel discussions.

**NOTE** that University policy F69-24 states, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

**Important Notes:**

1) To receive complete credit on your papers, you must pay careful attention to grammar, spelling, sentence construction, etc. Spell and grammar checkers do not catch all errors - you must **PROOFREAD IT**! Even better, have someone else proofread it. **Papers that contain many spelling and grammatical errors will result in substantial point reduction**.

2.) **STUDENTS ARE STRONGLY ENCOURAGED TO SEEK INSTRUCTOR FEEDBACK ON THE MAJOR WRITING ASSIGNMENTS** (Interview paper, Media analysis report) IN THIS COURSE.
I would be happy to look over rough drafts of your papers and give you feedback about the content and quality of your writing to help you get the best grade possible on your writing assignments.

*** However, I can only give you meaningful constructive feedback if you give me your rough draft at least 1 WEEK prior to the paper’s due date! I cannot read and give feedback on drafts that are submitted to me right before the paper is due. Also, you need sufficient time to address any feedback and/or problems with your paper before it is due.

So to receive feedback on your papers, please plan ahead and give me your drafts early (see course schedule for rough draft turn-in dates) so you can take advantage of this opportunity to improve your papers.

3) Papers handed in late will be lowered by one full grade for each day late (e.g. an A paper would become a B; a B paper would become a C, etc).

4) Note that part of the media analysis will be done in groups. It is up to group members to decide how to best distribute the work load equally among the individual group members. The entire group will get the same grade on the group portion of this assignment so it is important that each member of the team do all they can to contribute to the group product.

NOTE that University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Grading Policy

Your final course grade will be based on the following assignments & grading scale:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (50 pts each)</td>
<td>150</td>
<td>(65%)</td>
</tr>
<tr>
<td>Interview paper</td>
<td>20</td>
<td>(9%)</td>
</tr>
<tr>
<td>Media analysis reference page with</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justifications (individual portion)</td>
<td>15</td>
<td>(7%)</td>
</tr>
<tr>
<td>Media analysis poster presentation (group portion)</td>
<td>10</td>
<td>(4%)</td>
</tr>
<tr>
<td>In-class writing</td>
<td>10</td>
<td>(4%)</td>
</tr>
<tr>
<td>Out-of-class writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stereotype reduction paper</td>
<td>5</td>
<td>(2%)</td>
</tr>
<tr>
<td>Reflection paper</td>
<td>5</td>
<td>(2%)</td>
</tr>
<tr>
<td>Participation</td>
<td>15</td>
<td>(7%)</td>
</tr>
</tbody>
</table>

Total possible points: 230
Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>225-230</td>
</tr>
<tr>
<td>A</td>
<td>213-224</td>
</tr>
<tr>
<td>A-</td>
<td>207-212</td>
</tr>
<tr>
<td>B+</td>
<td>202-206</td>
</tr>
<tr>
<td>B</td>
<td>190-201</td>
</tr>
<tr>
<td>B-</td>
<td>184-189</td>
</tr>
<tr>
<td>C+</td>
<td>179-183</td>
</tr>
<tr>
<td>C</td>
<td>167-178</td>
</tr>
<tr>
<td>C-</td>
<td>161-166</td>
</tr>
<tr>
<td>D+</td>
<td>156-160</td>
</tr>
<tr>
<td>D</td>
<td>144-155</td>
</tr>
<tr>
<td>D-</td>
<td>138-143</td>
</tr>
<tr>
<td>F</td>
<td>137</td>
</tr>
</tbody>
</table>

“Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department. Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co–registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.” See University Policy S14-5 at http://www.sjsu.edu/senate/docs/S14-5.pdf.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

Classroom Protocol

Please practice the following guidelines to help the class run more smoothly as well as to limit the amount of distractions that occur.

1. Please TURN OFF all cell phones & DO NOT TEXT during class time. If you receive an important call/text during class, please step outside of the classroom should you need to respond.
2. Please REMOVE all head/ear phones during class. DO NOT LISTEN TO MUSIC, SURF THE WEB, CHECK YOUR FACEBOOK, INSTAGRAM, TWITTER, ETC. during class time.
3. If you arrive late, please come in as quietly as you can and sit in the back of the room.
4. If you have to leave early, please do so quietly and sit next to the door so you don’t distract other people.
5. Don’t talk when your instructor is speaking or when other students are asking questions.
6. Please be respectful of other people’s experiences and comments even though you might not agree with what they are saying.

USE OF LAPTOPS IN THE CLASSROOM

Laptops are permitted in the classroom for NOTE-TAKING PURPOSES ONLY. If you use a laptop to take notes, please sit at the back or on the sides of the classroom so that your screen will not be a distraction to the rest of the students in the class.

Use of laptops for any other purposes (e.g., non-class related activities like emailing friends or surfing the web) will not be permitted. Students not abiding by these guidelines will be asked to turn off their laptop and will not be allowed to bring it into the classroom in the future.
University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”
**Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at [http://www.sjsu.edu/studentconduct/](http://www.sjsu.edu/studentconduct/).

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center (AEC)](http://www.sjsu.edu/aec) at [http://www.sjsu.edu/aec](http://www.sjsu.edu/aec) to establish a record of their disability.
### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>R 1/22</td>
<td>Introduction to class</td>
</tr>
<tr>
<td>2</td>
<td>T 1/27</td>
<td>Intro to study of stereotyping &amp; prejudice; Chapter 1, small group discussion on stereotypes/prejudice/discrimination, <strong>bring scantron 882e to next class (Thursday)</strong></td>
</tr>
<tr>
<td>2</td>
<td>R 1/29</td>
<td>PRETEST ASSESSMENT; Chapter 1; begin thinking about whom you would like to interview</td>
</tr>
<tr>
<td>3</td>
<td>T 2/3</td>
<td>Origin &amp; maintenance of stereotypes; Chapter 2</td>
</tr>
<tr>
<td>3</td>
<td>R 2/5</td>
<td>Stereotyping con’t; Chapter 2; In-class writing #1 – Diversity in the Bay Area; Turn in target person identity of person you intend to interview</td>
</tr>
<tr>
<td>4</td>
<td>T 2/10</td>
<td>Stereotyping con’t; Chapter 2; Interview assignment reviewed (see description in syllabus &amp; handout on course website); Interview groups formed &amp; meet to brainstorm interview questions; Each group turn in interview questions at end of class</td>
</tr>
<tr>
<td>4</td>
<td>R 2/12</td>
<td>Stereotyping con’t; Chapter 2; Revised discussion questions returned to interview groups; If interview questions approved, start interview process</td>
</tr>
<tr>
<td>5</td>
<td>T 2/17</td>
<td>Affect &amp; stereotyping; Chapter 3; OPTIONAL – turn in rough draft of interview paper for feedback</td>
</tr>
<tr>
<td>5</td>
<td>R 2/19</td>
<td>Video: Japanese internment camps; In-class writing #2 – Internment camps</td>
</tr>
<tr>
<td>6</td>
<td>T 2/24</td>
<td>Cognition &amp; stereotyping; Chapter 3</td>
</tr>
<tr>
<td>6</td>
<td>R 2/26</td>
<td>Review for Exam 1; <strong>INTERVIEW PAPERS DUE</strong></td>
</tr>
<tr>
<td>7</td>
<td>T 3/3</td>
<td><strong>EXAM 1 – CHAPTERS 1-3</strong></td>
</tr>
<tr>
<td>7</td>
<td>R 3/5</td>
<td>Prejudiced personality; Chapter 4; Read &amp; bring in article “Myths of Affirmative Action” on course website for Tuesday, 3/10</td>
</tr>
<tr>
<td>8</td>
<td>T 3/10</td>
<td>In-class writing #3 – “Myths of Affirmative Action”</td>
</tr>
<tr>
<td>8</td>
<td>R 3/12</td>
<td>Discuss Media Watch assignment (see description in syllabus &amp; handout on course website) &amp; form media groups; Each group turn in 3 research questions/comparisons at the end of class</td>
</tr>
</tbody>
</table>

***The instructor reserves the right to change the date for exams, activities, and papers. Students will be informed IN CLASS of any changes before they are made.***
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>T 3/17</td>
<td>Modern theories of prejudice; Chapter 5; Media groups meet</td>
</tr>
<tr>
<td>9</td>
<td>R 3/19</td>
<td>Modern theories of prejudice; Chapter 5; Media groups meet</td>
</tr>
<tr>
<td>10</td>
<td>T 3/24</td>
<td>SPRING BREAK -- NO CLASS</td>
</tr>
<tr>
<td>10</td>
<td>R 3/26</td>
<td>SPRING BREAK -- NO CLASS</td>
</tr>
<tr>
<td>11</td>
<td>T 3/31</td>
<td>CESAR CHAVEZ DAY – NO CLASS</td>
</tr>
<tr>
<td>11</td>
<td>R 4/2</td>
<td>Media groups meet to prepare posters; bring in all materials needed</td>
</tr>
<tr>
<td>12</td>
<td>T 4/7</td>
<td>MEDIA WATCH POSTER SESSION; GROUP POSTERS DUE; bring in “poster ratings sheet” on course website to evaluate posters – ratings will be used in group poster grades &amp; participation points</td>
</tr>
<tr>
<td>12</td>
<td>R 4/9</td>
<td>Experiencing prejudice; Chapter 6</td>
</tr>
<tr>
<td>13</td>
<td>T 4/14</td>
<td>Experiencing prejudice (con’t); Chapter 6; Review for Exam 2; MEDIA WATCH INDIVIDUAL REFERENCE PAGE W/JUSTIFICATIONS DUE</td>
</tr>
<tr>
<td>13</td>
<td>R 4/16</td>
<td>EXAM 2 – CHAPTERS 4-6</td>
</tr>
<tr>
<td>14</td>
<td>T 4/21</td>
<td>Ageism; Chapter 7; OPTIONAL -- Begin Ageism extra credit opportunity (see handout on course website -- Due on or before 5/7)</td>
</tr>
<tr>
<td>14</td>
<td>R 4/23</td>
<td>Sexism; Chapter 8; In-class writing #4 -- Gender switch; Read Chapter 9 to help in writing of Stereotype Reduction paper</td>
</tr>
<tr>
<td>15</td>
<td>T 4/28</td>
<td>Sexism con’t; Chapter 8;</td>
</tr>
<tr>
<td>15</td>
<td>R 4/30</td>
<td>Prejudice reduction; Chapter 9; STEREOTYPE REDUCTION PAPER DUE</td>
</tr>
<tr>
<td>16</td>
<td>T 5/5</td>
<td>Prejudice reduction (con’t); Chapter 9</td>
</tr>
<tr>
<td>16</td>
<td>R 5/7</td>
<td>Panel Discussion on Sexual Orientation; bring scantron for next Tuesday, 5/12; AGEISM EXTRA CREDIT OPPORTUNITY DUE (optional)</td>
</tr>
<tr>
<td>17</td>
<td>T 5/12</td>
<td>Review for Final Exam; Post-test Assessment; REFLECTION PAPER DUE</td>
</tr>
<tr>
<td>Final Exam</td>
<td>9:00 section</td>
<td>THURSDAY, MAY 21  8:15 – 9:30 am</td>
</tr>
<tr>
<td></td>
<td>10:30 section</td>
<td>WEDNESDAY, MAY 20  9:45 – 11:00 am</td>
</tr>
</tbody>
</table>
### Assessment Schedule

<table>
<thead>
<tr>
<th>SLO</th>
<th>Description</th>
<th>AY14-15</th>
<th>AY15-16</th>
<th>AY16-17</th>
<th>AY17-18</th>
<th>AY18-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1.</td>
<td>Describe how identities (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>SLO 2.</td>
<td>Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO 3.</td>
<td>Describe social actions which have led to greater equality and social justice in the U.S. (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO 4.</td>
<td>Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
Annual Assessment Report AY13 - 14

**General Education Annual Course Assessment Form**

Course Number/Title:  Psyc 191  Psychology of Prejudice  
GE Area:  Area S

Results reported for AY:  F13/S14  
# of sections:  3  
# of instructors:  2 (Asuncion & Rattan)

Course Coordinator:  Arlene G. Asuncion, Ph.D.  
E-mail:  Arlene.Asuncion@sjsu.edu

Department Chair:  Dr. Ronald Rogers  
College:  Social Sciences

**Instructions:** Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be **electronically submitted**, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

**Part 1**

To be completed by the course coordinator:

(1) **What SLO(s) were assessed for the course during the AY?**

During Spring 2014, SLO 1 was assessed. “Students will be able to describe how identities (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality. Students’ performance on the Media Watch analysis and ratings on the post-test assessment measure were examined.

(2) **What were the results of the assessment of this course? What were the lessons learned from the assessment?**

Data from students in 3 sections of Psyc 191 during Spring 2014 were examined (N = 138). In general, results showed that students performed competently on the Media Watch assignment which asked them to examine/explain the influence of the media on the portrayal of stigmatized groups in society, how this influence may lead to prejudice/discrimination towards these groups, and discuss/apply relevant research to their analysis. In the 2 sections taught by Dr. Rattan, students’ average grade on this assignment...
was 83.7% and in the 1 section taught by Dr. Asuncion, students’ average grade was 81.5%. These data suggest that students were able to effectively describe how group identities are shaped by cultural/societal factors such as media.

Students’ ratings to a specific item on the post-assessment test were also examined. This item directly asked students to indicate how well they thought Psyc 191 met SLO 1. Ratings were made on a 9-point likert scale with 9 indicating the course met this SLO “extremely well”. The overall mean rating on this item was 7.8 on the 9 point scale, which indicates that students believed the course was extremely effective in meeting this learning objective.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

At present, there are no modifications to the course planned.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

Currently, all sections of the course are aligned with the area Goals, SLOs, Content, Support, and Assessment.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE SLOs for writing.

In our sections of Psyc 191, students are informed that they may turn in a rough draft of the major writing assignments for the course (Interview paper and Media Watch analysis) one week before the actual due date of the assignment. Instructors then give students feedback regarding their writing and offer suggestions as to how students may improve their papers before the actual due date. This feedback includes help with grammar, spelling, punctuation, as well as suggestions regarding the organization and content of the paper.
Annual Assessment Report AY12 – 13

General Education Annual Course Assessment Form

Course Number/Title: Psyc 191 Psychology of Prejudice  
GE Area: Area S

Results reported for AY F11/S12  
# of sections 4  
# of instructors 2 (Asuncion & Rattan)

Course Coordinator: Arlene G. Asuncion, Ph.D.  
E-mail: Arlene.Asuncion@sjsu.edu

Department Chair: Dr. Ronald Rogers  
College: Social Sciences

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?

During Spring 2013, SLO 4 was assessed. “Students will be able to recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.” Students’ performance on the stereotype/prejudice reduction paper and ratings on the post-test assessment measure were examined.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

Data from students in 4 sections of Psyc 191 during Spring 2013 were examined (N = 179). In general, results showed that students performed competently on the stereotype/prejudice reduction writing assignment, which asked them to apply three strategies/theories of prejudice reduction to one of their own negative prejudices and explain how the strategy or theory would be effective in reducing their own negative beliefs/feelings towards a particular cultural, racial, or ethnic group. Across the 4 sections of the course, students’ average grade on this assignment was 86.2%. These data suggest that students were able to effectively describe/explain how constructive interactions between cultural/racial/ethnic groups can successfully lead to prejudice reduction.
Students’ ratings to a specific item on the post-assessment test were also examined. This item directly asked students to indicate how well they thought Psyc 191 met SLO 4. Ratings were made on a 9 point likert scale with 9 indicating that the course met this SLO “extremely well.” The overall mean rating on this item was 7.7 on the 9 point scale, which indicates that students believed the course was effective in meeting this learning objective.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

At present, there are no modifications to the course planned.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

Sections are aligned with the relevant GE criteria listed above.
General Education Annual Course Assessment Form

Course Number/Title: Psyc 191  Psychology of Prejudice  GE Area: Area S

Results reported for AY F11/S12  # of sections: 4  # of instructors: 2 (Asuncion & Rattan)

Course Coordinator: Arlene G. Asuncion, Ph.D.  E-mail: Arlene.Asuncion@sjsu.edu

Department Chair: Dr. Ronald Rogers  College: Social Sciences

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?

During Spring 2012, SLO 3 was assessed. “Students will be able to describe social actions which have led to greater equality and social justice in the U.S. (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age). Students’ performance on the in-class writing assignment on the topic of Affirmative Action and ratings on the post-test assessment test were examined.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

Data from students in 4 sections of Psyc 191 during Spring 2012 were examined (N = 186). In general, results showed that students performed competently on the Affirmative Action in-class writing assignment, which asked them to read an article by Scott Plous entitled “10 Myths about Affirmative Action” and discuss how affirmative action policies have affected equality/social justice in America as well as their own beliefs/attitudes regarding these types of policies. Across the 4 sections of the course, students’ average grade on this assignment was 81.8%. These data suggest that students were able to effectively describe how a specific social action, such as affirmative action, has contributed to greater equality and social justice in the U.S.
Students’ ratings to a specific item on the post-assessment test were also examined. This item directly asked students to indicate how well they thought Psyc 191 met SLO 3. Ratings were made on a 9 point likert scale with 9 indicating that the course met this SLO “extremely well.” The overall mean rating on this item was 7.4 on the 9 point scale, which indicates that students believed the course was effective in meeting this learning objective.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

At present, there are no modifications to the course planned. During the 2012/2013 academic year, SLO 4 will be assessed during Spring 2013. Students’ performance on the stereotype/prejudice reduction paper and their ratings on the post-assessment test will be examined.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

Sections are aligned with the relevant GE criteria listed above.
Annual Assessment Report AY10 – 11

General Education Annual Course Assessment Form

Course Number/Title: Psyc 191 Psychology of Prejudice
GE Area: Area S

Results reported for AY: F10/S11
# of sections: 4
# of instructors: 2 (Asuncion & Rattan)

Course Coordinator: Arlene G. Asuncion, Ph.D.
E-mail: Arlene.Asuncion@sjsu.edu

Department Chair: Dr. Ronald Rogers
College: Social Sciences

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?

During Spring 2011, SLO 2 was assessed. “Students will be able to describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.” Students’ performance on the Interview assignment and ratings on the post-assessment test were examined.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

Data from students in 4 sections of Psyc 191 during Spring 2011 were examined (N = 171). In general, results showed that students performed competently on the Interview assignment which asked them to interview an individual who has been the target of prejudice/discrimination, summarize their interview findings, and discuss/apply relevant research to their interview. In the 2 sections taught by Dr. Rattan, students’ average grade on this assignment was 85.3% and in the 2 sections taught by Dr. Asuncion, students’ average grade was 86.2%. These data suggest that these students were able to effectively describe how historical, social, political, and economic processes produce diversity, equality, and structured inequalities in the U.S.

Students’ ratings to a specific item on the post-assessment test were also examined. This item directly asked students to indicate how well they thought Psyc 191 met SLO 2. Ratings were made on a 9 point likert scale with 9 indicating that the course met this SLO “extremely well.” The overall mean rating on this item was 7.8 on the 9 point scale, which
indicates that students believed that the course was effective in meeting this learning objective.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

Presently, Dr. Asuncion plans to modify one of the course assignments in her 2 sections. This modification hopes to address and improve students’ skills in applying relevant research to their discussion of their Media Analysis project. Dr. Asuncion will ask her students to prepare a “reference page with justifications” where students will choose between 3-5 scholarly references that apply directly to their media project, briefly summarize the findings of these articles, and discuss WHY they chose the article, and HOW the article is relevant to their own project. During the 2011/2012 academic year, SLO 3 will be assessed during Spring 2012. Students’ in-class writing on the topic of “Affirmative Action” and their ratings on the post-assessment test will be examined for this assessment.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

Sections are aligned with the relevant GE criteria listed above.