Issues in Psychology: Evaluating Social Programs

PSY 493
Spring 2024 Syllabus
Department of Psychology / College of Social Science

Contents

Part 1: Course Information

Class Meeting Information

Meeting Days/Times: Thursday 9:10am – 12pm
Meeting Location: 120 Baker Hall

Instructor Information

Professor: Dr. Adrienne Adams (pronouns: she/her)
Office: 338 Psychology Building
Office Hours: Thursday 1 – 3pm
Appointments Outside Office Hours: https://calendly.com/adamsadr/psy-493-professor-student-meeting
E-mail: adamsadr@d2l.msu.edu (please email me through the D2L email system rather than Spartan Mail)
Zoom meeting link: https://msu.zoom.us/j/95546891136 Passcode: PSY493

Course Description & Structure

In this course students learn how to use social science research methods to answer questions about how well social programs operate and how they can be improved. The course is designed to introduce students to the field of program evaluation and prepare them with foundational knowledge and skills needed to engage in evaluation activities at a bachelor's degree level.

This course uses a flipped classroom model, which involves a combination of online and classroom-based learning. Instruction traditionally provided in the classroom is delivered online, and classroom time is used for applied learning activities. You will learn foundational knowledge prior to class through readings and video lectures then expand that knowledge through in-class discussions and application activities. This approach makes the best use of online resources and class time. The online component provides you with more control over the time, location, and pace at which you engage with foundational instructional materials. The classroom-based component provides you with opportunities to deepen your knowledge and skills through interactive, collaborative activities that support higher-level learning. The online content will be delivered through the course management system, D2L. You will need your MSU NetID to login to the course from https://d2l.msu.edu/.

Prerequisites & Co-requisites

This course assumes students have the knowledge gained from PSY 101, a Tier 1 Writing Course, PSY 295, and PSY 395 (can be taken currently with this course).

Textbook & Course Materials

Thomas, V. G., & Campbell, P. B. (2021). Evaluation in Today's World: Respecting Diversity, Improving Quality, and Promoting Usability. Sage Publications

Alkin, M. C. & Vo, A. T. (2018). Evaluation Essentials: From A to Z (2nd Edition). Gilford Press.

Additional readings will be available in the D2L course.

Technical Requirements

- Internet connection (DSL, LAN, or cable connection desirable)

- Access to Desire2Learn (D2L)

- Access to Eli Review

- Access to iClicker Cloud

- Access to Zoom

Technical Assistance

If you need technical assistance at any time during the course or to report a problem you can:

- Visit the [Distance Learning Services Support Site](#) (lib.msu.edu/dls)

- Visit the [Desire2Learn Help Site](#) (help.d2l.msu.edu)

- Or call Distance Learning Services: (800) 500-1554 or (517) 355-2345

- To learn D2L use, login with your MSU NetID and password at [d2l.msu.edu](#), select "Self Registration" from the menu bar, register for and complete the course named "Students - Getting Started with D2L." Also be aware of the "Help" option on the D2L Home page menu.

- If you have issues connecting to the iClicker student app, go to [iClicker connectivity tips](#). You can also find answers to other questions and contact the iClicker Tech Support Team by visiting [iclicker.com/support](#) at any time.

Resource Center for Persons with Disabilities (RCPD)

- To make an appointment with a specialist, contact: (517) 353-9642

    Or TTY: (517) 355-1293

- [Web site for RCPD](#): MYProfile.rcpd.msu.edu

Part 2: Course Learning Objectives

By the end of this semester, students will be able to:

1. Explain what program evaluation is, its similarities with and differences from other forms of social science research, and its purposes in society.

2. Identify and distinguish among select evaluation types.

3. Recognize, define, and apply basic evaluation concepts and methods.

4. Apply fundamental evaluation practice standards and guiding principles.

5. Collaborate effectively in team-based activities.

6. Communicate ideas in writing in a clear and logical manner.

7. Plan, assess, and edit writing in response to instructor and/or peer feedback.

To meet the objectives listed above, you will engage in the following learning activities:

- Complete assigned readings

- Watch lecture video

- Participate in classroom-based learning activities and discussions

- Complete concept checks (i.e., quizzes)

- Complete writing assignments

Part 3: Course Schedule & Out-of-Class Activities

Below is a list of the topics covered in this course along with the readings, videos, and other activities you'll need to complete prior to the weekly in-person class session. The out-of-class activities are available in your required textbooks and/or the D2L course. Complete the activities in the order listed.

Wk.	Date	Topic	Activities
1	1/8 – 1/14	Introduction to the Course	READ: Syllabus WATCH: Course Overview
2	1/15 – 1/21	Introduction to Program Evaluation	READ: Opening section of A Framework for Evaluation READ: Thomas & Campbell, Ch. 1, p. 4 – 8 READ: Thomas & Campbell, Ch. 7, p. 205-220 READ: Alkin & Vo Section A READ: Alkin & Vo Section B READ: Alkin & Vo Section RUPAS case study READ: Dr. Chi Yan Lan - Merit, Worth, & Significance WATCH: What is Program Evaluation WATCH: Evaluation vs. Research
3	1/22 – 1/28	Types of Evaluation	READ: Thomas & Campbell, Ch. 6 WATCH: Types of Evaluation READ: Thomas & Campbell, Ch. 9
4	1/29 – 2/4	Cultural Competence in Evaluation	READ/WATCH: Social Identity READ: Thomas & Campbell, Ch. 1, p. 9-23 READ: Thomas & Campbell, Ch. 5, p. 135-141, 147-154 READ: AEA Cultural Competency Statement READ: The Importance of Culture in Evaluation WATCH: Culturally Competent Evaluation
5	2/5 – 2/11	Identifying and Engaging Stakeholders	READ: Framework for Evaluation - Engage Stakeholders READ: Alkin & Vo Section E READ: Alkin & Vo Section F READ: Thomas & Campbell, Ch. 8 READ: Eisenberg, Winters, & Alkin (2005) READ: Henry (2005) READ: Green (2005) WATCH: Who are Stakeholders in Evaluation WATCH: How do Evaluators Engage Stakeholders
6	2/12 – 2/18	Describing the Program	READ: Framework for Evaluation - Describe the Program READ: Alkin & Vo Section G READ: Alkin & Vo Section H READ: Alkin & Vo Section I READ: Thomas & Campbell, Ch. 7, p. 220 – 240 WATCH: What Evaluators Need to Know about a Program and How do they Learn it WATCH: Using Logic Models to Depict a Program

Wk.	Date	Topic	Activities
7	2/19 – 2/25	Identifying the Evaluation Purpose and Questions	READ: Alkin & Vo Section J READ: Alkin & Vo Section N READ: Thomas & Campbell, Ch. 10 WATCH: Purpose and Types of Evaluation Questions WATCH: How to Identify Evaluation Questions
8	3/4 – 3/10	Data Collection Methods	WATCH: Developing Evaluation Indicators READ: Alkin & Vo Section K READ: Alkin & Vo Section L READ: Alkin & Vo Section M WATCH: Evaluation Data Sources and Collection Methods READ: Choosing Among Data Collection Methods WATCH: Selecting Individuals for Data Collection READ: Thomas & Campbell, Ch. 12
9	3/11 – 3/17	Designing a Process Evaluation	READ: Alkin & Vo Section O WATCH: What is Process Evaluation WATCH: Designing a Process Evaluation
10	3/18 – 3/24	Designing an Outcome Evaluation	READ: Alkin & Vo Section P READ: Thomas & Campbell, Ch. 11 WATCH: What is Outcome Evaluation WATCH: Designing an Outcome Evaluation
11	3/25 – 3/31	Analyzing Evaluation Data	READ: Alkin & Vo Section R READ: Alkin & Vo Section S READ: Thomas & Campbell, Ch. 13 WATCH: TBA
12	4/1 – 4/7	Interpreting, Reporting, & Facilitating Use of Results	READ: Framework for Evaluation - Justify Conclusions READ: Alkin & Vo Section T WATCH: TBA READ: Framework for Evaluation - Ensure Use and Share Lessons Learned READ: Alkin & Vo Section U READ: Alkin & Vo Section V READ: Thomas & Campbell, Ch. 14 READ: Adams et al., (2015) WATCH: TBA
13	4/8 – 4/14	Evaluation Guiding Principles and Standards	READ: Framework for Evaluation - Standards for "Good" Evaluation READ: Alkin & Vo Section W READ: Thomas & Campbell, Ch. 2 WATCH: TBA
14	4/15 – 4/21	Exam Review	None
15	4/22 – 4/26	Final Exam	None

Part 4: Graded Assignments

There are four types of graded assignments in this course: concept checks, application activities, writing assignments, and a final exam. Below is a general description of the assignments and tables showing important dates.

Concept Checks

Concept checks are graded quizzes to assess your understanding of the readings and lectures you completed outside of class. Concept checks help you and me determine how prepared you are for the related application activities and writing assignments, reinforce your learning, and help identify topics that require further explanation and discussion. To prepare for concept checks, make sure you can answer the unit learning objectives that were covered in the readings and lectures.

Over the semester, there are 12 concept checks each worth 10 points. Your top 10 scores will count toward your final grade, making the concept checks worth 10% of your final grade.

Assignment	Date Completed
Concept Check 1: Intro to Evaluation	1/18
Concept Check 2: Evaluation Types and Process	1/25
Concept Check 3: Cultural Competence in Evaluation	2/1
Concept Check 4: Engaging Stakeholders	2/8
Concept Check 5: Describing a Program	2/15
Concept Check 6: Identifying the Evaluation Purpose and Questions	2/22
Concept Check 7: Data Collection Methods	3/7
Concept Check 8: Designing a Process Evaluation	3/14
Concept Check 9: Designing an Outcome Evaluation	3/21
Concept Check 10: Analyzing Evaluation Data	3/28
Concept Check 11: Interpretation, Reporting & Facilitating Use of Results	4/4
Concept Check 12: Evaluation Guiding Principles and Standards	4/18

The concept checks are completed at the start of the class session using **iClicker Student App**. MSU has licensed iClicker, making it is free for students to use. Follow these steps to complete the concept checks and ensure your grades are properly reflected in the D2L gradebook:

1. If you haven't already joined the class in iClicker, use this link to join: https://join.iclicker.com/JGJT.
2. Sign in if you already have an iClicker account, or create a new account.
   a. If you already have an account: DO NOT create a new one. You can only receive credit from one account.
   b. If you are creating a new account: for the "Student ID" field, enter your MSU email address.
3. You should be dropped directly into this course, SS24 – PSY 493: Evaluating Social Programs.
   a. If you don't see this course in your account, use the + sign to search for my course:
      i. In the "Find Your Institution" field, enter "Michigan State University."
      ii. In the "Find Your Course" field, enter SS24 – PSY 493: Evaluating Social Programs.
      iii. Select "Add This Course" and it will be added to the main Courses screen of your iClicker account.
4. Set up the device(s) you'll use to participate in the concept checks.

a. You can download the iClicker student mobile app via the App Store or Google Play, or you can use the iClicker web app by signing in as a student at iclicker.com.
  b. Connect to our classroom's Wi-Fi.
5. When it's time for class, make sure you have selected this course from the main screen of your iClicker account.
  a. When I start a class session in iClicker, select the "Join" button that appears on your screen, then answer each question as they appear in iClicker.
  b. For short answer, numeric, and target questions, make sure you select "Send".

Application Activities

Application activities are in-class, small group assignments that provide you with an opportunity to engage further with and apply what you learned in the readings, videos, and other activities that you completed outside of class. The application activities are designed to deepen your understanding of the course material to further prepare you to successfully complete the writing assignments.

You will complete graded application activities in weeks 2 through 13 of the semester. Each set of activities is worth 20 points. You'll receive up to 10 points for your level of preparation and up to 10 points for your level of engagement in the activities (see rubric below). Your top 10 scores will count toward your final grade, making the applications activities worth 20% of your final grade.

CRITERIA	STANDARDS				
	100 – 90%	89 – 80%	79 – 70%	69 – 60%	59 – 0%
Preparation (50%)	10 – 9 Points	8.9 – 8.0 Points	7.9 – 7.0 Points	6.9 – 6.0 Points	5.9 – 0 Points
Extent to which it was evident that the student had prepared for the application activities by completing the out-of-class activities in D2L.	Initiated conversation; Offered thoughtful, relevant, accurate ideas; Incorporated or built off the ideas of others.	Answered questions, but didn't necessarily raise them; contributed above-average ideas.	Occasionally contributed to the conversation, but ideas tended to be superficial, repetitive of others' ideas, and/or off-topic.	Offered ideas or comments that were rarely accurate, relevant, insightful, and/or specific.	Offered completely inaccurate ideas, did not offer ideas, or did not attend class.
Engagement (50%)	10 – 9 Points	8.9 – 8.0 Points	7.9 – 7.0 Points	6.9 – 6.0 Points	5.9 – 0 Points
The extent of the student's engagement in the activity.	Regularly took notes; listened attentively when others talked; maintained open, engaged posture; aware of timing.	Occasionally jotted notes; listened attentively when others talked most of the time; maintained open, engaged posture most of the time.	Rarely if ever jotted notes; generally respectful when others talked but not fully alert to the task; displayed some lack of interest in the activity.	Present but rarely attentive to the task.	Completely dis-engaged, disruptive, or did not attend class

Writing Assignments

Writing is a critical professional skill in social science disciplines, including program evaluation. Evaluators write to communicate with clients and stakeholders and to convey the details of their evaluation plans to potential funders. They write to communicate the results of evaluation studies to various audiences through informal and formal memos, briefs, and reports. They also write to document their processes and reflect on their practices. Writing is an integral part of social science inquiry, and thus it must be clear, concise, and logical. Even when they are writing for themselves, evaluators need to convey information thoroughly and accurately. Evaluators also serve as a critical friend to fellow evaluators by providing them with feedback on their writing to improve their work. In this course, you will write to reflect on your perceptions and processes, communicate with stakeholders, and convey plans for an evaluation. You will also provide your classmates with constructive feedback to improve their writing.

The writing assignments for this course are categorized into three types: Topical assignments, peer review, assignments, and a final writing assignment. Each type is described in the sections that follow. From these writing assignments, my hope is that you will learn more about yourself and build confidence as a writer, as well as hone your writing process and skills.

Topical Writing Assignments
Each week you will complete a short writing assignment that develops your ability to apply and communicate evaluation concepts and methods and/or reflect on your experiences, perceptions, and actions to learn from them. I will provide you with detailed instructions for completing the assignments in class on the date listed in the table below. The instruction document will also be available in the Assignments area in D2L. Submit completed writing assignments electronically through the D2L module for the week the assignment is due. The writing assignments are due by 9:00am on their due dates.

The writing assignment instructions include a detailed grading rubric when you start each assignment. The rubric will judge the quality of your writing based on the following criteria:
1. The extent to which you met the requirements of the assignment.
2. How well you demonstrate an understanding of the course material or the quality of your reflections.
3. Your ability to convey ideas in a clear, convincing, and logical manner.
4. Your tone and ability to write for specific audiences.
5. The clarity of the writing.
6. The formatting and use of mechanics including spelling, capitalization, and punctuation.

Peer Review Assignments
Two of the objectives of this course are to effectively assess the strengths and weaknesses of other's writing and make concrete suggestions for improvement and plan, assess, and edit writing in response to feedback. You will achieve these objectives through peer review assignments throughout the semester. For these assignments, you'll provide your classmates with feedback on their topical writing assignments and use their input to develop your writing assignments.

You will complete the peer review in a peer review portal, **Eli Review**. Follow the steps in the Week 1 module in D2L to sign up for an Eli Review account for the course. Once you've signed up, you will be able to log into Eli Review via D2L with a single click. You can also log into the web app separately using your username and password. We will discuss the peer review process in class. See the student tutorials in Eli Review for more guidance: https://elireview.com/learn/tutorials/students/

Starting Week 2, you must add your first draft of the writing assignment to Eli Review by Friday at 11:45pm, complete the peer reviews by Monday at 11:45pm, and make your revision plan by Tuesday at 11:45pm.

There are 11 peer review assignments throughout the semester. Your 10 highest grades will count toward your final grade.

Final Writing Assignment

Your final writing assignment will require you to pull together the topical assignments marked with an asterisk in the table below into a cohesive evaluation plan. Your evaluation plan will include a description of the program, including the stakeholders, the evaluation purpose and questions, the design and methods, a basic analysis plan, and a plan for interpreting, reporting, and using the results. I will provide you with detailed instructions for completing the "RUPAS Evaluation Plan" assignment in class on the date listed in the table below. You will also be able to access the instructions in the Assignments area in D2L. The instruction document will include the grading rubric.

Writing Assignment	Date Assigned (In class)	Submit for Peer Review (Eli Review)[1]	Peer Review Due (Eli Review)[1]	Due Date (D2L)[2]
1A. Exploring your Writing Identity & Process – Initial Reflection	1/11	n/a	n/a	1/18
2A. Explaining Evaluation – What is Evaluation?	1/18	1/19	1/22	1/25
2B. Explaining Evaluation – Types of Evaluation	1/25	1/26	1/29	2/1
2C. Explaining Evaluation – Cultural Competence	2/1	2/2	2/5	2/8
3A. RUPAS Evaluation Stakeholder Analysis*	2/8	2/9	2/12	2/15
3B. Describe the RUPAS program*	2/15	2/16	2/19	2/22
3C. Identifying the RUPAS Evaluation Purpose and Questions*	2/22	2/23	3/4	3/7
2D. Explaining Evaluation – Evaluation Data Collection Methods	3/7	3/8	3/11	3/14
3D. Designing a Process Evaluation for the RUPAS Program*	3/14	3/15	3/18	3/21
3E. Designing an Outcome Evaluation for the RUPAS Program*	3/21	3/22	3/25	3/28
3F. Planning Data Analysis for the RUPAS Evaluation*	3/28	3/29	4/1	4/4
3G. Planning for Interpreting, Reporting, and Using the RUPAS Results*	4/4	4/5	4/8	4/11
3. RUPAS Evaluation Plan	4/4	n/a	n/a	4/18
1B. Exploring your Writing Identity & Process – Final Reflection	4/4	n/a	n/a	4/26

[1] Due by 11:45pm on date listed.
[2] Due by 9:00am on date listed.

Final Exam

A 100-point comprehensive final exam will be held in class on the date specified in the Class Information available through student.msu.edu.

Part 5: Grading Policies

Graded Course Activities

The table below shows the graded course activities. The first column includes the points possible, and the second column includes a description for each activity.

Points	Percent	Assignment
200	20%	10 Sets of Application Activities @ 20 points each
100	10%	10 Concept Checks @ 10 points each
100	10%	10 Peer Review Assignments @10 points each
40	4%	Exploring your Writing Identity and Process – 2 Papers @ 20 points each
120	12%	Explaining Evaluation – 4 Papers @ 30 points each
340	34%	Planning an Evaluation (5 Topical Papers @ 30 points, 2 Topical Papers @ 45 points, and 1 Final Paper @ 100 points)
100	10%	Final Exam
1000	**100%**	**Total Points Possible**

The chart below shows the proportion of our final grade accounted for by the concept checks and final exam, in-class activities, peer review assignments, and writing assignments.

Concept Checks & Exam 20%
In-Class Activities 20%
Peer Review 10%
Writing Assignments 50%
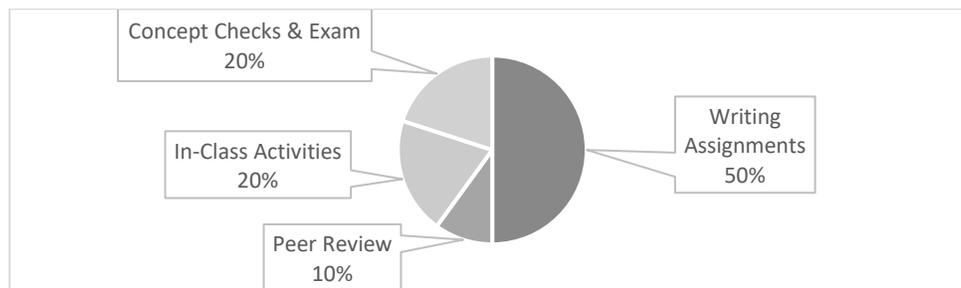
Grading Scale

The table below describes the relationships between points, percent, and grade. The first column describes the points earned. The second column describes the percentage of the total possible points earned. The third column describes the grade associated with the percentage of points earned.

Points	*Percentage*	*Grade*
1000 - 900	90 to 100%	4.0
899 - 850	85 to 89%	3.5
849 - 800	80 to 84%	3.0
799 - 750	75 to 79%	2.5
749 - 700	70 to 74%	2.0
699 - 650	65 to 69%	1.5
649 - 600	60 to 64%	1.0
590 - 0	59% or lower	0

Late Work Policy

Concept Checks
Concept checks are completed at the start of class. Students must attend class to earn points. However, they should not attend class if they are sick. To allow flexibility for an absence, only the top 10 of your concept check grades will be included in your final grade calculation. Students can complete a missed concept check outside of class to test their understanding of course material, but they will not receive any points.

Application Activities
Application activities are completed during class. Students must attend class to earn points. However, they should not attend class if they are sick. To allow flexibility for an absence, the two lowest application activity grades will be dropped from the final grade calculation. Students can complete a missed application activity outside of class to strengthen their understanding of course material, but they will not receive any points.

Writing Assignments
Writing assignments, including peer reviews, are due by 9:10am on their due dates; this is the start of the class session. Assignments must be submitted by the given deadline or special permission must be requested before the due date. To request an extension of a due date, students must email me by the assignment deadline. The email must include a justification for the request and a suggested alternative due date. I will respond to the request via email with a decision and a new due date. Extensions will not be given beyond the next assignment except under extreme circumstances. Late assignments may be marked down 5% for each day late.

Peer Review Assignments
Peer review assignments must be completed by their due dates. No exceptions are permitted. This is necessary to ensure that you and your classmates receive timely feedback needed to improve their writing.

Viewing Grades

Students can view their grades in the D2L gradebook by going to Assessments > Grades. Grades for concept checks and application activities will be posted to the gradebook within 24 hours of the class session. Writing assignment grades will be posted by the first class session following the assignment due date.

Part 6: Tips for Success

Stay on Top of Out-of-Class Assignments

Complete the weekly assignments in D2L before class. The readings and videos will help you do well on the concept checks and prepare you to engage with your classmates in the in-class application activities. Do not skip a class because you were unable to complete all of the weekly D2L activities. The in-class activities provide opportunities to expand your understanding of the course material. Come to class and do your best!

Get Access to the Textbooks Right Away

To stay on top of the course assignments and succeed in this course, it is critical that you have access to the two textbooks from the start of the semester. You can purchase new or used books, borrow the books, or use the books on reserve at the library. If you have concerns about accessing the books, please talk with me right away so we can troubleshoot the issue together.

Follow a Weekly Schedule

I recommend maintaining a weekly schedule of activities to stay on top of the assignments for this and any other courses with unusual schedules (i.e., including online and in-person activities, meeting once per week, etc.). It can be extra challenging for some students to hold themselves accountable in these course formats.
The schedule below is just a suggestion, but I recommend sticking to something that works for you and helps spread out the work.

Monday: Do peer review.
Tuesday: Make a revision plan, read, and watch/listen to lecture(s).
Wednesday: Edit and submit writing, read, and watch/listen to lecture(s).
Thursday: Attend class and start on writing assignment.
Friday: Finish first draft of writing assignment and submit it for peer review.

Come to Class Prepared

You may find it useful to have your textbooks and notes with you in class to reference during in class activities. It will also be helpful to carry with you to class the handouts you were given in prior classes.

Use Email Effectively

I communicate all announcements in D2L. Check the course D2L homepage and your email regularly for updates. Also, I highly recommend forwarding your D2L inbox to your regular MSU email account (i.e., Spartan Mail) to avoid missing an email from me. You can set up forwarding in the D2L email settings.

I will make every effort to respond to email within one MSU business day. I expect you will extend the same courtesy and respond to emails from me and classmates in a timely manner. Always include "PSY 493" in your subject line so I can find your emails and respond appropriately. Also, always write an email in a professional manner (i.e., greeting, complete sentences, closing with your name). MSU is my professional workplace, and it's easy to email your professors respectfully. Follow these guidelines: [How to Email Your Professor without being Annoying](#).

Be Familiar with Course Technology

This course requires three instructional technologies available through MSU: D2L, Eli Review, and iClicker.
D2L is used for administrative and instructional purposes including announcements, delivering course materials (e.g., videos, assignment instructions), and recording grades). Explore D2L widely so you know how to find materials and track your progress. As a professor, I can also see your progress—including what you do and don't access and submit.

Eli Review is used to manage peer review assignments. Learn more about Eli Review here: https://elireview.com/learn/students/.

iClicker is used to complete concept checks in class. Learn more about iClicker in the "For Students" section here: https://tech.msu.edu/service-catalog/teaching/student-response/iclicker/.

Go to the Technical Assistance section of the syllabus for contact information for the MSU technology help desk. Direct your technology questions to them.

Communicate with the Instructor

If you find that you have any trouble keeping up with assignments or other aspects of the course, let me know as early as possible. As you will find, communication and rapport are key to becoming an effective professional. Make sure that you are proactive in informing me when difficulties arise during the semester so that we can work together to find a solution. You can talk to me before or after class, come to office hours, schedule an appointment with me outside of office hours, or email me through D2L email.

Part 7: Course Policies & Expectations

Students are expected to adhere to the policies of Michigan State University whether noted in this syllabus or not. Instructors have the right to add or adjust policies within limits for the specifics of their courses. While the below may appear at first glance to be common policy boilerplate there may be nuances or course specifics within it that the student must be aware of and adhere to.

Applicable policies, syllabus statements, and resources for students:

- Spartan Code of Honor
- Mental Health
- Religious Observance Policy
- Student Athletes
- Pronoun preference

Attendance

Attendance is strongly encouraged. Students must be in class to receive points on concept checks and application activities. However, please do not attend class if you are sick. To allow for necessary absences, only the top 10 concept check grades and 12 of the application activity grades will count toward students' final grades.

University Attendance Policy (in part): Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course.

Participation

Students are expected to participate in all online activities and all in-class activities. For students to get the most out of this class, it is critical that we strive to foster a learning space where every student has a chance to succeed. This requires extra attention to the way we engage with each other. This class may challenge and explore our own ideas and beliefs and we may find ourselves challenging each other's ideas and beliefs as well. Please remember that everyone moves through course material in their own way and from the lens of their own understanding and experiences. When you challenge or appraise the work of your classmates, make sure it is with the goal of enhancing each other's learning.

Commit to Integrity: Academic Honesty

Article 2.III.B.2 of the Academic Rights and Responsibilities states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Department of Psychology adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. See Spartan Life Online (splife.studentlife.msu.edu) and/or the MSU Web site (msu.edu) for more.

Therefore, you are expected to develop original work for this course. You may not use the work produced by another student to complete an assignment for this course. You may not submit course work you completed for another

course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any coursework in this course.

Helping you become a better writer is one of the most important goals of this course. You may use a generative artificial intelligence (GAI) tool such as ChatGPT or Grammarly's AI writing assistant to find and organize knowledge to the extent that is beneficial to your writing process, but you **may not** paste GAI output into your papers. Your final written product must be in your own words. Also, any use of AI tools must be appropriately acknowledged using a format such as this:

I acknowledge the use of [insert AI system(s) and link] to [specific use of generative artificial intelligence]. The prompts used include [list of prompts]. The output from these prompts was used to [explain use].

Any violation of this GAI policy is considered a violation of MSU's academic integrity rules regarding plagiarism.

Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the [Academic Integrity webpage](.).)

Limits to Confidentiality

Assignments and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

Inform Your Instructor of Any Accommodations Needed

[From the Resource Center for Persons with Disabilities](.) (RCPD): Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at [rcpd.msu.edu](.). Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.

Drops and Adds

The last day to add this course is the end of the first week of classes. The last day to drop this course with a 100 percent refund and no grade reported is 02/01/2024. The last day to drop this course with no refund and no grade reported is 03/04/2024. This information is available on the Class Information page in MSU's Class Search application. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

Commercialized Notes and Course Materials

Commercialization of lecture notes and university-provided course materials is not permitted in this course. This means students cannot sell their lecture notes or distribute or sell any course materials.

Disruptive Behavior

Article 2.III.B.4 of Student Rights and Responsibilities for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 states that "The student and the faculty share the responsibility for maintaining professional relationships based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . obstruct, disrupt, or interfere with the functions, services, or directives of the University, its offices, or its employees (e.g., classes, social, cultural, and athletic events, computing services, registration, housing and food services, governance meetings, and hearings)." Students whose conduct adversely affects the learning environment may be subject to disciplinary action through the Student Judicial Affairs office.

Technology Use in Class

Personal devices including computers, tablets, and phones are permitted and encouraged for class-related activities. Except for during the scheduled break, students should avoid using personal devices for completing tasks/assignments for other classes or work, engaging with social media, or communicating via email, text, chat, or other means. Research shows that off-topic device usage gets in the way of learning. It is a distraction for the student using the device and for the students around them in the classroom. This policy is in place to help ensure the classroom is a successful learning environment for all students.

Note: The instructor reserves the right to make changes to the syllabus during the course of the semester. Changes will be announced in D2L.