Part 1: Course Information

Instructor Information

Instructor: Krystin Martens, PhD
Office Hours: By appointment. Email to schedule a phone call or Zoom meeting
E-mail: martens9@mail.d2l.msu.edu

Note: Please email me through the D2L email system. Do NOT send course-related emails to my regular MSU email address (i.e., martens9@msu.edu)

Course Description

This course will provide students with the knowledge and skills needed to use various data collection tools commonly used in evaluation. Specifically, the course focuses on the following seven data collection methods: surveys, qualitative interviews, focus groups, structured observation protocols, qualitative observations, agency records, and secondary data.

This course uses a team-based learning approach to give students hands-on experience designing and testing data collection instruments and experience working collaboratively on an evaluation project. At the start of the semester, students are divided into small project teams working for Spartan Evaluation Consulting, a simulated evaluation consulting firm operating out of the university. The team is assigned a client and directed to complete a series of tasks in preparation for data collection. Some tasks are completed independently and others are completed collaboratively.

Course Materials

3. PSY 882 Electronic Course Pack; purchased for $66.44 at: https://caps.itservices.msu.edu/roundabout/c72ea958-cb60-44bd-8f20-387c0bf1688f
Course Requirements

- A high-speed (broadband) internet connection
- Computer manufactured within the last four years
- Minimum screen resolution of 1024x768
- Access to Desire2Learn (D2L)
- Headset for video conferencing
- Audio recorder
- MSU Google Apps (http://googleapps.msu.edu/)

Course Structure

All of the course content and assignments will be delivered entirely online through the course management system Desire2Learn (D2L). You will need your MSU NetID to login to the course from the Desire2Learn home page (http://D2L.msu.edu).

In D2L, new modules open on **Thursdays at 12:00AM Eastern Time**. Each module contains three submodules: 1) Task Assignment, 2) Training Activities, and 3) Deliverables. The Task Assignment module contains a task memo with detailed instructions for completing the assignment. Always read this first so you have a clear understanding of what is required of you and your team. The Training Activities module contains activities to help you prepare to complete the task. The activities, completed independently, include a combination of readings, video lectures, and/or practice exercises. The Deliverables module is where you will submit the products specified in the task memo. Assignments are due on **Wednesdays at 11:59 PM Eastern Time**.

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
- Visit the Desire2Learn Help Site
Part 2: Course Objectives

Learning Objectives

Upon completion of this course, you should be able to:

1. Understand the ethics and interpersonal dynamics of evaluation data collection.
2. Explain the criteria used to judge the quality of quantitative and qualitative data and apply strategies for maximizing data quality when planning and conducting evaluation data collection.
3. Write survey questions for a given evaluation.
4. Find an existing measure of a construct of interest in a given evaluation.
5. Use cognitive interviewing to test survey questions.
6. Design a self-administered questionnaire to collect data for a given evaluation.
7. Design a qualitative interview protocol for a given evaluation.
8. Conduct a qualitative interview to collect data for a given evaluation.
9. Plan a focus group for a given evaluation.
10. Develop a focus group question route for a given evaluation.
11. Write fieldnotes based on direct observations of a setting.
12. Design and test a structured observation protocol for a given evaluation.
13. Assess the usability of agency records as a data source for a given evaluation.
14. Identify potential secondary data sources and assess their appropriateness for a given evaluation.
15. Demonstrate an ability to work effectively with colleagues to complete team-based tasks.

Core Competencies

This course will support the development of the following core competencies for program evaluators:

- Knowledge about quantitative and qualitative methods
- Identify data sources
- Collect data
- Provides rationales for decisions throughout the evaluation
- Serves the information needs of intended users
- Uses negotiation skills
- Uses conflict resolution skills
- Facilities constructive interpersonal interaction
Part 3: Course Schedule

Training Activities

Over the course of the semester, you will complete team task assignments to prepare for data collection for a simulated evaluation project: the Fit Families Evaluation. The training activities are designed to prepare you to complete the project assignments (see “Project Task Assignments” section of the syllabus). The weekly schedule for this course runs Thursday – Wednesday. The schedule below lists the D2L module and associated activities you need to work on each week. Instructions for the activities appear within the corresponding D2L modules. Look at Week 1 below as an example. During Week 1, which runs Thursday, 8/30 – Wednesday, 9/4, you will go to the 0. Spartan Evaluation Consulting Orientation module in D2L and complete the activities in the four submodules—0.1 Project Overview; 0.2 Team Building and Performance Assessment; 0.3 Research & Evaluation Ethics; 0.4 Data Quality Training. Now look at Week 2 on the next page. During Week 2, which is Thursday, 9/5 to Wednesday, 9/11, you’ll go to the 1.0 Surveys module in D2L and complete the activities in the submodule 1.1 Writing Survey Questions. Each week, refer to the list below for guidance on which module or modules to complete. If you have any questions, please contact your instructor.

Note that some training activities include quizzes. The quizzes are set up so that you can see your responses, the correct answer, and feedback immediately after completing the quiz. To assess this information, to go to Assessment > Quizzes, click on the down arrow to the right of the quiz name, select "submissions," and then click “Attempt 1.” This should take you to your graded quiz. If you have any trouble with this, contact the helpdesk. http://help.d2l.msu.edu/. If an answer was marked incorrect but you feel it is just as or more accurate than the correct answer, email me a written justification for your response. If I am convinced by your argument, I’ll change your grade accordingly.

WEEK 1 (8/28 - 9/4)

0. Spartan Evaluation Consulting Orientation

0.1 Project Overview
   Read: Our Clients: Fit Families Program
   Read: Fit Families Evaluation Work Plan

0.2 Team Building and Performance Assessment
   Read: Team Performance Assessment
   Do: Self-Introduction Discussion Forum
   Do: Working Agreement Discussion Forum

0.3 Research & Evaluation Ethics
   Do: MSU Research Ethics Training
   Read: Guiding Principles for Evaluators

0.4 Data Quality Training
Read: Singleton & Straights, course pack
Read: Mertens & Willson, course pack
Read: Research Methods Knowledge Base – Qualitative Validity
Watch: Data Quality – Part 1 & Part 2
Do: Data Quality Quiz

WEEK 2 (9/5 – 9/11)

1. Surveys
   1.1 Writing Survey Questions
       Watch: Anatomy of a Survey Question Part 1
       Watch: Anatomy of a Survey Question Part 2
       Do: Anatomy of a Survey Question Quiz
       Read: Robinson & Leonard, Chapter 1 – 6
       Do: Writing Good Survey Questions Quiz
       Read: Dillman et al, Chapter 5, course pack
       Do: Participate in team meeting with Dr. Martens (look for email to schedule)

WEEK 3 (9/12 – 9/18)

1. Surveys
   1.2 Finding an Existing Instrument
       Watch: “Using Databases to Find Existing Instruments”
       Read: “Using Google Scholar to Find Existing Instruments”
       Read: “Using Measurement Databases to Find Existing Instruments”
       Do: Finding an Existing Instrument Practice Exercise
       Watch: Selecting the Right Instrument for the Job
       Do: Review example instrument comparison table

WEEK 4 (9/19– 9/25)

1. Surveys
   1.3 Designing a Questionnaire
       Read: Robinson & Leonard Chapter 8
       Read: Dillman Chapter 6, course pack
       Read: Dillman Chapter 7 excerpt, course pack
       Do: Review sample questionnaires
       Do: Designing a Questionnaire Quiz

WEEK 5 (9/26– 10/2)

1. Surveys
   1.4 Using CI to Improve a Questionnaire
       Read: Willis Chapter 1, course pack
       Read: Willis How-to Guide, pg. 1 – 36
       Read: Willis Appendix 1 & 2, course pack
       Watch: Cognitive Interview Demonstration
WEEK 6 (10/3 – 10/9)
2. Qualitative Interviews
   2.1 Planning a Qualitative Interview
      Read: Patton, Chapter 7, course pack
      Do: Writing Qualitative Interviews Quiz
      Read (skim): Adams (in Newcomer, Hatry & Wholey), course pack
      Do: Review sample qualitative interview protocols
      Do: Review MSU HRP Informed Consent Template
      Do: Review sample consent form

WEEK 7 (10/10 – 10/16)
2. Qualitative Interviews
   2.2 Conducting a Qualitative Interview
      Watch: Five Principles Qualitative Interviewing
      Read: Unplanned Probing
      Watch: What Makes a Good Interview
      Watch: Qualitative Interview Demonstration with Mistakes
      Watch: Demonstration Qualitative Interview- How it Should be Done
      Watch: Not so Good Qualitative Interview
      Watch: Better Qualitative Interview

WEEK 8 (10/17 – 10/23)
3. Focus Groups
   3.1 Planning a Focus Group
      Watch: Overview of Focus Groups
      Read: Kruger and Casey Chapter 2 course pack
      Read: Kruger and Casey Chapter 4, course pack
      Do: Planning a Focus Group Quiz

WEEK 9 (10/24 – 10/30)
3. Focus Groups
   3.2 Developing a Questioning Route
      Read: Kruger and Casey Chapter 3, course pack
      Do: Review sample focus group questioning routes

WEEK 10 (10/31 – 11/06)
4. Qualitative Observations
   4.1 Writing Fieldnotes
      Read: Emerson, Fretz & Shaw Chapters 1 - 4
      Read: Sample fieldnotes
      Read: New Researcher Fieldnotes Excerpts and Feedback
WEEK 11 (11/07 – 11/13)
Extra Week for Completing 4.1 Writing Fieldnotes Activities

WEEK 12 (11/14 – 11/20)
5. Structured Observations
   5.1 Designing and Testing a Structured Observation Protocol
       Read: Taylor-Powell & Steele
       Read: Berman, Berman, & Vasquez, (in Newcomer, et al), course pack
       Do: Review sample instruments (2)
       Watch: Designing an Observation Tool
       Do: Designing a Structured Observation Protocol Quiz

WEEK 13 (11/21 – 11/27)
6. Agency Records
   6.1 Assessing the Usability of Agency Records
       Read: Hatry, course pack
       Watch: Demonstration of Potential Problems with Agency Records
       Do: Assessing the Usability of Agency Records Quiz

WEEK 14 (11/28 – 12/4)
7. Secondary Data
   7.1 Locating and Selecting a Secondary Data Source
       Watch: Using Secondary Data
       Read: MSU Library Guide—How to Find Data and Statistics

Project Task Assignments
The task assignments for the simulated evaluation project are listed below. Assignments are due no later than 11:59 PM Eastern Time on the date listed. Detailed instructions can be found within the corresponding D2L module. In combination with the training activities, you can expect to spend an average of nine hours per week on coursework. If you have any questions, please contact your instructor.

<table>
<thead>
<tr>
<th>DUE DATE</th>
<th>UNIT</th>
<th>TASK ASSIGNMENT</th>
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<tbody>
<tr>
<td>9/04</td>
<td>0. Orientation</td>
<td>0.2 Self-introduction Discussion</td>
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<td>0.2 Working Agreement Discussion</td>
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<td>0.3 Research Ethics Training</td>
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<td>0.4 Data Quality Quiz</td>
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</table>
### 9/25
<table>
<thead>
<tr>
<th>1. Surveys</th>
<th>1.1 Writing Survey Questions</th>
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<tbody>
<tr>
<td>1. Surveys</td>
<td>1.2 Finding an Existing Instrument</td>
</tr>
<tr>
<td>1. Surveys</td>
<td>1.3 Designing a Questionnaire</td>
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<tr>
<td>2. Qual. Interview</td>
<td>2.1 Planning Qualitative Interview – Consent Form</td>
</tr>
<tr>
<td>1. Surveys</td>
<td>1.4 Using Cognitive Interviewing to Improve a Questionnaire</td>
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<tr>
<td>3. Focus Groups</td>
<td>3.1 Planning a Focus Group</td>
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<tr>
<td>3. Focus Groups</td>
<td>3.2 Developing a Questioning Route</td>
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<tr>
<td>2. Qual. Interview</td>
<td>2.1 Planning Qualitative Interview – Interview Protocol</td>
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<td>2. Qual. Interview</td>
<td>2.2 Conducting a Qualitative Interview</td>
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<td>4. Qual. Observ.</td>
<td>4.1 Writing Fieldnotes</td>
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<td>6. Agency Recs.</td>
<td>6.1 Assessing the Usability of Agency Records</td>
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<tr>
<td>5. Struct. Observ.</td>
<td>5.1 Designing and Testing a Structured Observation Protocol</td>
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<tr>
<td>7. Sec. Data</td>
<td>7.1 Locating and Selecting a Secondary Data Source</td>
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## Part 4: Grading Policy

### Graded Course Activities

Your grade for this course will be based on your performance on quizzes, discussions, project task assignments, and your contribution to team assignments.

With the exception of the data quality quiz, quizzes are automatically scored upon completion. You will have access to your grade via the D2L gradebook immediately and the correct answers once the quiz closes.

For the project task assignments, a grading rubric is provided detailing the criteria used to assess your performance on the task. Grades for task assignments will be available within one week of the due date, unless otherwise specified by the instructor.

You will receive up to 50 points for your contribution to team tasks. You and each of your team members will rate on a 3-point scale (0 = never, 1 = some of the time; and 2 = all of the time) your performance on the following five criteria: 1) actively participated in team discussions / conversations; 2) helped keep the team on task; 3) contributed useful ideas; 4) did their share of the work; and 5) produced quality work. The average of the ratings will count toward your total score.
The team assessments will be completed via SurveyMonkey. A link to the survey will be sent out via email at the end of Week 3, 6, 9, 12, and 15. You will have until the next Wednesday at 11:59 PM to complete the team assessment. Failure to complete the team performance assessments may result in a score of 0 for your contribution to the team tasks.

The table below shows the maximum number of points you can earn for each unit and the course.

<table>
<thead>
<tr>
<th>UNIT</th>
<th>ASSIGNMENT</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>0. Orientation</td>
<td>Self-Intro Discussion</td>
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<td></td>
<td>Working Agreement Discussion</td>
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<td></td>
<td>Data Quality Quiz</td>
<td>10</td>
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<td></td>
<td>Research Ethics - MSU IRB Training</td>
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<tr>
<td>1. Surveys</td>
<td>1.1 Quiz: Anatomy of a Survey Question</td>
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<tr>
<td></td>
<td>1.1 Quiz: Writing Good Survey Questions</td>
<td>10</td>
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<tr>
<td></td>
<td>1.1 Task: Writing Survey Questions</td>
<td>80</td>
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<td>1.2 Task: Finding and Selecting an Existing Instrument</td>
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<td></td>
<td>1.3 Quiz: Designing a Questionnaire</td>
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<td></td>
<td>1.3 Task: Designing a Questionnaire</td>
<td>48</td>
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<td></td>
<td>1.4 Task: Using CI to Improve a Questionnaire</td>
<td>50</td>
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<tr>
<td>2. Qualitative Interviews</td>
<td>2.1 Quiz: Wording Qualitative Interview Questions</td>
<td>10</td>
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<tr>
<td></td>
<td>2.1 Task: Developing an Interview Protocol</td>
<td>20</td>
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<td></td>
<td>2.1 Task: Writing a Consent Form</td>
<td>20</td>
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<td></td>
<td>2.2 Task: Principles of Qual Interviewing</td>
<td>25</td>
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<tr>
<td></td>
<td>2.2 Task: Self- &amp; Peer Assessments</td>
<td>60</td>
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<tr>
<td>3. Focus Groups</td>
<td>3.1 Task: Planning a Focus Group</td>
<td>25</td>
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<tr>
<td></td>
<td>3.1 Quiz: Planning a Focus Group</td>
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<td></td>
<td>3.2 Task: Developing a Questioning Route</td>
<td>30</td>
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<tr>
<td>4. Qualitative Observation</td>
<td>4.1 Task: Setting, Topic, and Ethics Discussion</td>
<td>10</td>
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<td>4.1 Task: Jottings</td>
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<td>4.1 Task: Fieldnotes</td>
<td>30</td>
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<tr>
<td></td>
<td>4.1 Task: Fieldnotes – Self &amp; Peer Assessments</td>
<td>60</td>
</tr>
<tr>
<td>5. Structured Observation</td>
<td>5.1 Quiz: Structured Observation Protocol</td>
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<tr>
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<td>5.1 Task: Designing and Testing an Obs. Protocol</td>
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<tr>
<td>6. Agency Records</td>
<td>6.1 Quiz: Assessing Usability of Agency Records</td>
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<tr>
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<td>6.1 Task: Assessing the Usability of Agency Records</td>
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<td>7. Secondary</td>
<td>7.1 Task: Locating and Selecting a Sec. Data Source</td>
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Data

<table>
<thead>
<tr>
<th>Data</th>
<th>Team Performance Assessment</th>
<th>Week 3 Assessment</th>
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<tbody>
<tr>
<td></td>
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<td>Week 6 Assessment</td>
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<tr>
<td></td>
<td></td>
<td>Week 9 Assessment</td>
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<td></td>
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<td>Week 12 Assessment</td>
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<td>Week 15 Assessment</td>
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<td></td>
<td><strong>Total Points Possible</strong></td>
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<td>751</td>
</tr>
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</table>

**Late Work Policy**

Late work will only be accepted if you email the instructor about the delay prior to the assignment deadline. An assignment is considered late if it is submitted after 11:59 PM Eastern Time of the due date. Assignments that are turned in late will be marked down 10% for each day late.

**Grading Scale**

Final grades are determined based on your mastery of the course materials and demonstration of the required skills. All of these components will contribute to the final grade, which will be determined by professional standards at the graduate level. You can view the total points earned at any given point in the semester via the gradebook in D2L.

Grades will be assigned using the following grading scale:

<table>
<thead>
<tr>
<th>PERCENT</th>
<th>POINTS</th>
<th>GRADE</th>
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</thead>
<tbody>
<tr>
<td>90 – 100%</td>
<td>676 – 751</td>
<td>4.0</td>
</tr>
<tr>
<td>85 – 89%</td>
<td>630 – 675</td>
<td>3.5</td>
</tr>
<tr>
<td>80 – 84%</td>
<td>585 – 629</td>
<td>3.0</td>
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<tr>
<td>75 – 79%</td>
<td>541 – 584</td>
<td>2.5</td>
</tr>
<tr>
<td>70 – 74%</td>
<td>498 – 540</td>
<td>2.0</td>
</tr>
<tr>
<td>65 – 69%</td>
<td>456 – 497</td>
<td>1.5</td>
</tr>
<tr>
<td>60 – 64%</td>
<td>415 – 455</td>
<td>1.0</td>
</tr>
<tr>
<td>Less than 60%</td>
<td>414 or less</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Part 5: Course Policies

Participate

Students whose names do not appear on the official class list for this course may not participate with this class. Students who fail to log-in during the first week will be dropped from the course.

You are expected to participate in all online activities as listed on the course schedule. If you miss more than two consecutive weeks of class, i.e., do not participate actively in class activities or assignments, and have not communicated with the instructor to be excused from class, you will receive a failing grade of 0.0 in the course.

If you are going to be absent from class for a week (or more) and unable to complete an assignment on time, you must inform the instructor in advance to be formally excused and still receive credit for the assignment. You must provide the instructor with an explanation in writing at least 24 hours before the absence. Emails received later than this will not be honored and your assignment(s) will not be accepted (see Late Work Policy).

If you have an emergency situation, the instructor must to be contacted prior to the assignment due date to make alternative arrangements. Otherwise, you will receive a 0.0 for the missed assignment(s).

Complete Assignments

All assignments for this course will be submitted electronically through Desire2Learn unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date (see Late Work Policy).

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect your grade.

Understand When You May Drop This Course

It is your responsibility to understand when you need to consider un-enrolling from a course. Refer to the Michigan State University Office of the Registrar for important dates and deadlines.

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 9/24/18. The last day to drop this course with no refund and no grade reported is 10/17/18. You should immediately make a copy of your amended schedule to verify you have added or dropped this course. This information is available in the MSU Schedule of Courses.
Inform Your Instructor of Any Accommodations Needed

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. If you have a documented disability and verification from the Resource Center for Persons with Disabilities (RCPD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to RCPD and meet with an RCPD specialist to request special accommodation before classes start.

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 the instructor 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.

RCPD may be contacted by phone at (517) 884-7273 (884-RCPD), or via their website (http://www.rcpd.msu.edu). RCPD is located in 120 Bessey Hall, near the center of the Michigan State University campus, on the southwest corner of Farm Lane and Auditorium Road.

Commit to Integrity

Academic Honesty

Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Psychology Department 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: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.)

Academic integrity is a minimal expectation of this course. Academic dishonesty in any form will not be tolerated. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, and submitting work of another person. Any student involved in academic dishonesty will be reported to the Office of Academic Affairs and the Office of Student Affairs and a grade of 0.0 may be issued for the course.

Lectures and other course materials must remain the property of the Department of Psychology and must not be copied from the internet for distribution to anyone who is not registered for this course. Online discussions and exercises are confidential and should not be discussed with others who are not enrolled in the class.

It is important for each course participant to express his/her ideas. All ideas need to be respected in discussions and exercises. Any “group projects” that are required, still require individual work as a minimal expectation.

All assignments are to be done on your own, without the assistance of additional
materials, i.e., internet, texts, articles, other people, etc., unless you are instructed to do otherwise. This includes weekly assignments and exams.

Plagiarism

Taking credit for someone else’s work or ideas, submitting a piece of work (for example, a paper, assignment, discussion post) which in part or in whole is not entirely your own work without fully and accurately attributing those same portions to their correct source. This includes information taken from the Internet.

Unless authorized by their instructors, you are expected to do your own, original work on each assignment in each class. If you recycle your own course work from one class to another, you may face an allegation of academic dishonesty. If your instructor believes you have committed an act of plagiarism, he/she may take appropriate action, which includes the issuing of a “penalty grade” for academic dishonesty. Article 11 of the Academic Freedom Report for Students at Michigan State University, or the “AFR,” defines a penalty grade as “a grade assigned by an instructor who believes a student to have committed academic dishonesty. . . .” A penalty grade can include, but is not limited to, a failing grade on the assignment or in the course.

For examples of what constitutes plagiarism, see:

- Indiana University Writing Tutorial Services
- Purdue Online Writing Lab
- University of Alberta Guide to Plagiarism

Use of Course Materials

Lectures and other course materials must remain the property of the Department of Psychology and must not be copied from D2L for distribution to anyone who is not registered for this course. Online discussions and activities are confidential and should not be discussed with others who are not enrolled in the class.

Evaluate the Course

Michigan State University takes seriously the opinion of students in the evaluation of the effectiveness of instruction, and has implemented the SIRS (Student Instructional Rating System) process to gather student feedback. This course utilizes the “online SIRS” system, and you will receive an e-mail sometime during the last two weeks of class asking you to fill out the SIRS at your convenience. As a reminder to be sure to fill out the SIRS evaluation form, the final grade for this course will not be accessible on STUINFO during the week following the submission of grades for this course unless the SIRS online form has been filled out. You have the option on the online SIRS form to decline to participate in the evaluation of the course – we hope, however, that you will be willing to give us your frank and constructive feedback so that we may instruct students even better in the future.”

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