

Psychological Tests and Measures PSYC 117

Fall 2026 Section 03 In Person 3 Unit(s) 08/19/2026 to 12/07/2026 Modified 08/18/2026

Contact Information

Instructor: Dr. Makai A. Ruffin

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Office: Dudley Moorehead Hall (DMH) 324

How to Contact Me: In addition to student hour appointments, I am available to help you via email. I tend to respond to emails within 48 hours on workdays. That said, if you email me at 4 pm on a Friday afternoon, I may not get back to you until Monday or Tuesday the following week, so please plan accordingly. If you message me directly on Canvas, I may take longer to respond (72 hours on workdays). Please feel free to nudge me if your email is unanswered during that timeframe.

To ensure your message is not neglected, please include the following elements in your email:

- PSYC 117 (Section 04) at the beginning of the subject line
 - Example: Subject: PSYC 117 (Section 04): Question about Personality Tests
- A clear description of your problem or question
- Any steps you have taken to address the problem or question
- What the instructor can do to help you
- Your name at the end of the email

Office Hours: Tuesdays and Thursdays from 9am to 10am in DMH 324

Student hours are times each week that I have set aside to be available to you, the students in this class. I hope that you will take the opportunity to visit me in my office and ask questions about the class, psychology more broadly, research, or graduate school opportunities! **If you are unable to meet at this time, I am open to scheduling in-person or Zoom meetings by appointment. To schedule an appointment, please book a date/time here based on my availability ([Book w/ Dr. Ruffin](https://calendar.google.com/calendar/appointments/schedules/AcZssZ29-0zGnR5zYZtFa2wB7jM_hLJyh3vwafUqp6FR39ZTXaE5W0yVvh_5vpfriZdnjZuQdYKH3fQo) (https://calendar.google.com/calendar/appointments/schedules/AcZssZ29-0zGnR5zYZtFa2wB7jM_hLJyh3vwafUqp6FR39ZTXaE5W0yVvh_5vpfriZdnjZuQdYKH3fQo)).**

Course Information

Course Format: The class format is determined in accordance with San José State University policy. This is an in-person course that meets twice a week. However, this may change based on various events. I will notify you of any changes via Canvas, and the syllabus will be updated. Students will need the instructor's

permission to record lectures. Information will be presented in the class meetings and assigned materials. You should come to class having completed the readings and other course assignments for that day. Students are encouraged to ask questions before, during, and after class.

Class meetings will include lectures, activities, and discussions designed to enrich student understanding of course material. Students will be expected to complete some tasks outside of the classroom (e.g., projects, quizzes), and other activities will take place in the classroom.

Tuesday, Thursday, 10:30 AM to 11:45 AM, Dudley Moorehead Hall (DMH) 150

Course Description and Requisites

Test and questionnaire construction, evaluation and interpretation applied to intelligence and ability tests, personality and adjustment questionnaires, ratings and behavioral observation techniques.

Prerequisite: STAT 095.

Letter Graded

* Classroom Protocols

My Teaching Philosophy

Active and Lifelong Learning. I believe that learning is most effective when students are actively engaged in the process. I encourage students to participate in discussions, problem-solving activities, and hands-on projects. I also believe in lifelong learning, which is facilitated by listening to and learning from people who are different from us, including in terms of sex, age, first language, ethnicity, racial identity, gender identity, sexual orientation, disability, pregnancy, caregiver status, citizenship status, and/or economic means.

Intentional Inclusivity. You, your identity, values, and perspectives matter. I want all of us to put in the work to make our classroom a place where everyone feels welcome and sees a path to success. I will strive to make this an equitable learning environment and will consistently apply fair teaching and evaluative practices. I am always open to your feedback, and I expect all students to respect one another and to be open to growth and feedback.

Promotion of Learning Goal Orientations. Through my teaching, I emphasize a learning goal orientation, such that I encourage students to be motivated by the desire to develop new skills and knowledge, rather than by external rewards or competition. By providing students with opportunities to learn from their mistakes, I aim to inspire students to believe in their potential and demonstrate that improvement can be developed through dedication and effort. I will offer regular feedback and guidance that will help identify areas for development – reinforcing the idea that learning is a continuous process.

Fostering Confidence as Critical Consumers of Information. We live in a world where information is rich and abundant. Thus, I believe it is critical for students to develop the skills and confidence to critically evaluate the information they encounter both in this class and in the outside world. To support the development of

this skill, I will incorporate assignments and discussions that encourage students to critically evaluate relevant course content from multiple perspectives. This skill, I believe, is essential, not only for academic success but also for responsible citizenship.

My Expectations of Students

To foster learning in this course, all students are expected to:

- **Attend class regularly.** Attendance is strongly encouraged, but I understand that you have lives outside the classroom that may sometimes prevent you from attending. In fact, if you are feeling sick, please do not come to class in person out of respect for your fellow classmates and me. If you cannot attend class at all and it is a single absence or a non-exam day, you do not need to inform me. However, if you cannot attend class over multiple class sessions, please inform me at least 24 hours prior to the start of class.
- **Respect and civility** in communication with all members of this learning community
- **Engage** in in-class activities and discussions
- **Openness and receptivity** to constructive feedback from the instructor and your peers
- **Communicate** questions, needs, or concerns to the course instructors as they arise

Program Information

Program learning outcomes (PLOs) are skills and knowledge that students will have achieved upon completion of the Psychology BA degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the Psychology BA degree are:

1. Knowledge Base of Psychology. Students will be able to demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
 2. 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.
 3. Critical Thinking Skills. 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.
 4. Applications of Psychology. Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
- Values in Psychology. Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Course Learning Outcomes (CLOs)

The goal of this course is to offer a detailed examination of psychological test development and analysis. Throughout the course, my goal is to facilitate your critical thinking about the basic issues and practical applications of psychological testing. As such, this course offers a detailed examination of psychological test development and analysis. By the end of this course, students should be able to:

- **CLO 1** – Understand the basics of psychometric principles (e.g., test norms, reliability, validity, item analyses)
- **CLO 2** – Obtain practical experience developing and evaluating a psychological test
- **CLO 3** – Display knowledge and understanding of different forms of psychological tests (e.g., intelligence, personality, achievement tests, clinical instruments, neuropsychological assessments)
- **CLO 4** – Discuss and understand theories of psychological testing along with practical, ethical, and legal issues associated with psychological testing, such as test bias and fairness.
- **CLO 5** – Engage in effective goal-setting practices

Course Materials

Technology:

- Regular access to a computer/tablet with internet access
- [Jamovi](https://www.jamovi.org/index.html) (<https://www.jamovi.org/index.html>).
- Access to [Google Workspace](https://www.sjsu.edu/it/services/applications/email.php) (<https://www.sjsu.edu/it/services/applications/email.php>) (e.g., Google Docs, Sheets, Slides) or Microsoft Suite (e.g., Word, Excel, PowerPoint)
- Access to Canvas and email

Access to technology and software should not be a barrier to your success in this course. SJSU has several resources available to provide comprehensive support for students. Please see a list below of a few options:

- [CSuccess Program](https://sjsu.edu/it/services/classroom-tech/equipment-loaning/csucccess.php) (<https://sjsu.edu/it/services/classroom-tech/equipment-loaning/csucccess.php>): SJSU IT provides PC and Apple laptops for matriculated students to borrow for the duration of their academic career while in good standing at SJSU at no cost to them.
- [Student Computing Services \(SCS\)](https://library.sjsu.edu/student-computing-services): (<https://library.sjsu.edu/student-computing-services>) SJSU students can borrow laptops, iPads, hotspots, and more for free from SCS, located on the 1st floor of the King Library at the Circulation Desk. Equipment loans are on a first-come, first-served basis.
- Computer labs with software may be available in your respective department/college.

Course Access Program

Textbook: Hogan, T. P. (2019). Psychological testing: A practical introduction (4th ed.). Hoboken, NJ: Wiley. ISBN: 978-1-119-50690-4

SJSU has launched a program called Course Access, which is designed to simplify how students receive their required materials and ensure they are ready to learn on the first day of class. Students pay for course materials as part of their tuition and fees in their student accounts. The textbook charge is \$45 USD. The textbook is delivered directly through Canvas. [Instructions for accessing the textbook through Canvas](https://support.follett.com/hc/en-us/articles/38745034773268-My-Materials-User-Guide-Student) (<https://support.follett.com/hc/en-us/articles/38745034773268-My-Materials-User-Guide-Student>) are located on the Bookstore's website.

Opting out of the Course Access Program

You are welcome to opt out of the Course Access program and receive a full refund of course material charges. **However, you must work with the bookstore in advance in order to [opt out of Course Access](https://support.follett.com/hc/en-us/articles/33300390862612-How-Do-I-Opt-Out) (<https://support.follett.com/hc/en-us/articles/33300390862612-How-Do-I-Opt-Out>), before the deadline on**

September 15th, 2026. Students who opt out of the Course Access program before the deadline are responsible for obtaining their own course materials. A copy of the 3rd edition will also work for this course, though some information will not be as complete or as up-to-date as in the 4th edition. For example, information on test fairness and bias is scattered across various sections in the 3rd edition, whereas the 4th edition includes a dedicated chapter that consolidates all such details. You may use any format of the course textbook you prefer (i.e., e-book, paperback, hard copy). Used copies are perfectly fine, and often are more affordable! If you are experiencing financial challenges that preclude the purchase of this textbook, please consider visiting the [A.S. Affordable Textbook Program](https://www.sjsu.edu/as/departments/general-services-center/as-affordable-textbook-program.php) (<https://www.sjsu.edu/as/departments/general-services-center/as-affordable-textbook-program.php>) or the [Spartan Bookstore Deferred Payment Program](https://www.sjsu.edu/bursar/our-services/spartan-bookstore-voucher.php) (<https://www.sjsu.edu/bursar/our-services/spartan-bookstore-voucher.php>).

You can find the textbook at the publisher's site here (<https://www.wiley.com/en-us/shop/psychology-general/psychological-testing-a-practical-introduction-4th-edition-p-9781119506904>) (<https://www.wiley.com/en-us/shop/psychology-general/psychological-testing-a-practical-introduction-4th-edition-p-9781119506904>). The e-book rental through Wiley is \$49 USD for the semester (150 days), and below are alternative options:

- Renting a paperback copy of the 4th edition on [BooksRun](https://booksrun.com/9781119506935-psychological-testing?afk=1646&utm_source=google&utm_medium=cpc&utm_content=main_feed&utm_campaign=standart_merchant_booksrun_rental_medium&gad_source=1&gad_campaignid=21004936552&gbraid=0AAAAADJNCi2wdNyYcz62B6UAC4fc7Quoz&gclid=CjwKCAjw6rfSBhAqEiwA_yocpieq-36mecXHDIHvfRhW2F0ikjiMJQ5Tcq8bEsFOQ9gbFuGJHke0nRoC9_AQAvD_BwE) (https://booksrun.com/9781119506935-psychological-testing?afk=1646&utm_source=google&utm_medium=cpc&utm_content=main_feed&utm_campaign=standart_merchant_booksrun_rental_medium&gad_source=1&gad_campaignid=21004936552&gbraid=0AAAAADJNCi2wdNyYcz62B6UAC4fc7Quoz&gclid=CjwKCAjw6rfSBhAqEiwA_yocpieq-36mecXHDIHvfRhW2F0ikjiMJQ5Tcq8bEsFOQ9gbFuGJHke0nRoC9_AQAvD_BwE) (\$31.90 USD for a 163-day rental)
- Buying a paperback copy of the 3rd edition on [Better World Books](https://www.betterworldbooks.com/product/detail/psychological-testing-a-practical-introduction-9781118554128) (<https://www.betterworldbooks.com/product/detail/psychological-testing-a-practical-introduction-9781118554128>) (\$29.75 USD)
- Buying a paperback copy of the 3rd edition on [Valore](https://www.valore.com/products/psychological-testing-a-practical-introduction/9781118554128?offer-type=sale&utm_source=google&utm_medium=pmax&utm_campaign=cross-network&utm_content=got-pmax&gclid=aw.ds&gad_source=1&gad_campaignid=23990003239&gbraid=0AAAAADvQlyJH4epypFwwUlxaq2-Gf8tQP&gclid=CjwKCAjw6rfSBhAqEiwA_yocphEQ-bzigPozQkiKb2FtzSs95l82MNjsl9XkVenvSle17nQFITpdKxoC_0sQAvD_BwE) (https://www.valore.com/products/psychological-testing-a-practical-introduction/9781118554128?offer-type=sale&utm_source=google&utm_medium=pmax&utm_campaign=cross-network&utm_content=got-pmax&gclid=aw.ds&gad_source=1&gad_campaignid=23990003239&gbraid=0AAAAADvQlyJH4epypFwwUlxaq2-Gf8tQP&gclid=CjwKCAjw6rfSBhAqEiwA_yocphEQ-bzigPozQkiKb2FtzSs95l82MNjsl9XkVenvSle17nQFITpdKxoC_0sQAvD_BwE) (ranging from \$6.99 - \$8.49 USD)
- Borrowing a copy of the 4th edition in my office; however, I do not loan out my version since I will need it to help me prepare for class with you all!

In addition to the textbook readings listed on the syllabus, I may include journal articles, brief popular-press articles, videos, podcasts, or other media. All additional readings and media will be available online via Canvas in PDF format. **If you have any issues accessing the PDFs, do NOT purchase them online.** Instead, reach out to me immediately, and I will send you a copy.

Course Requirements and Assignments

Graded Item	Percentage
Quizzes (3 highest grades of 4 quizzes, 11.67% each)	35%
Test Construction Group Project	30%
Reliability and Validity Project	20%
Psychological Tests and Measures in the Real-World Reflection	9%
Class Participation	6%
Total	100%

Quizzes (Covers CLO 1, 2, 3, and 4; 35% of final grade).

Instead of big exams, this course will have four quizzes, each focusing on 3-4 weeks of material. Although each quiz will focus on the previous 3-4 weeks, all course content is fair game. That is, content from Week 2 could be on Quiz 3, but it will not make up most of Quiz 3 content. Quizzes will also include questions on the content discussed in the textbook and assigned readings. This quiz structure is designed to give you multiple checkpoints of your understanding and to avoid the cramming and test anxiety associated with large-scale exams while still providing you the opportunity to demonstrate your knowledge.

Quizzes will be made up of multiple-choice and short-answer questions that require you to think critically about and apply what you have learned. Quizzes will be timed (60 minutes) and administered via Canvas. **They are open-book and open-note, but you are not permitted to collaborate with other people, use online search engines (e.g., Google), or use AI software (e.g., ChatGPT).** Using anything besides the textbook, course readings, lecture slides, and lecture notes on quizzes is considered academic dishonesty, and you will receive a zero on the quiz (or multiple quizzes).

Quizzes will open after the last class period of content that is covered on this quiz. For instance, Quiz 1 will open after class ends on Friday of Week 4. You must take the quizzes before the class period when they are listed as “due” on the syllabus, such that you will take Quiz 1 sometime after class ends on Week 4, but before class begins on Monday of Week 5. If you have extenuating circumstances preventing you from completing the quiz by its respective deadlines, please reach out to me 48 hours beforehand, and we can coordinate a time when you can take the quiz early. **However, since I may discuss the quiz after the due date, it is not eligible for late submission.**

While there are four total quizzes, only the highest three grades will count toward your final grade. That is, if you take all four quizzes, your highest three grades will be retained. If you do not take one of the quizzes, your other three quiz grades will count toward your final grade. I trust you to manage this based on your goals and competing demands.

Test Construction Group Project (Covers CLO 1, 2, 3, and 4; 30% of final grade).

The goal of the group project is to develop and evaluate a new psychological assessment. This involves a series of steps including: 1) investigating the construct you choose to assess (e.g., through literature reviews), 2) deciding how to assess the construct (e.g., self-report, behavioral measures, etc.), 3) developing try-out items and getting feedback on them, 4) discussing how you would design a small study to evaluate the measure, and 5) writing a report and presenting your assessment to the class.

You will be asked to choose a construct during the fourth week of class, and you will be organized into groups of 5. I will make every effort to accommodate your first-choice construct, but in some cases, it may not be possible. If you do not choose a construct or topic by the deadline, you will automatically be assigned to a group. All group members are expected to participate. If issues develop within teams, you should talk to Dr. Ruffin immediately.

Aspects related to the test construction group project:

- **Literature review checkpoint (1%) and final product (4%):** After you are assigned a group and construct, you will conduct a literature review with your group. You will summarize 2-3 relevant articles that result from a literature review. The article summary for each article should include:
 - The reference in APA format
 - The main research question addressed in the article, as you understand it
 - A judgment of how the article informs your project
 - A thorough description of the research, constructs of interest, and how they are operationally defined
 - A brief description of the results and general conclusions
 - A brief description of the limitations of the research

The literature review checkpoint will be worth 1% of your course grade, and the final product will be worth the other 4%, for a total of 5%. You will check in with me about your plan for the literature review a few weeks in advance by providing a rough outline. The checkpoint is a completion grade; either you check in, or you don't.

Article summaries should be no more than one page per article (you can use bullet points). As such, the literature search document your group turns in will be 2-3 pages long (one page per article). Please put the names of all group members on the document you turn in.

Not sure where to start?

Library Liasons: Lauren DeCelle (lauren.decelle@sjsu.edu)

Library Resources: <https://library.sjsu.edu/psychology> (<https://library.sjsu.edu/psychology>)

- **Report checkpoint (1%) and final product (9%):** The final report should include:
 - A brief description of the construct assessed
 - A summary of the process used to develop the measure
 - Your try-out test items and response scale
 - A description of the proposed process used to evaluate the measure (i.e., how you plan to assess the reliability and validity of your assessment)

The report checkpoint will be worth 1% of your course grade, and the final product will be worth the other 9%, for a total of 10%. You will check in with me about your plan and progress for the final report a few weeks in advance.

The report should be between 3 and 5 pages (including the cover page with the project title and group members' names). This should be a professional report, so APA format is not required, and you may use bullet points. Reports are due on the last day of classes.

- **Presentation (10%):** Groups will give a 15-minute presentation about their project during the last weeks of class. The content will be information from the literature review and the final report. The presentation format is at the group's discretion, but all group members must participate. Each group will upload a copy of their slides to Canvas before their presentation. Group presentations will be graded on the following criteria:
 - **Content accuracy and organization (2%):** The presentation has a clear structure, and contains accurate information, and all team members demonstrate a strong understanding of the project scope and objectives.
 - **Analysis and application (2%):** The team goes beyond summarizing content; they provide meaningful examples.
 - **Presentation and engagement (2%):** The team delivers the content in a clear, professional, and engaging manner. Visual aids effectively support the presentation.
 - **Group participation (2%):** All members contribute meaningfully and demonstrate coordination.
 - **Time management (2%):** The team effectively uses the 15 minutes and stays within the time limit.
- **Group participation (5%):** You will have the opportunity to formally evaluate your group members and your team performance throughout the semester. This evaluation will figure into each person's project grade. Everyone in a group will receive the same grade on group work; however, group participation grades will vary.

Reliability and Validity Project (Covers CLO 1 and 2; 20% of final grade).

The reliability and validity project requires you to imagine that you are a consultant for a small-business client. They are interested in developing a scale to measure employees' personalities for developmental purposes. However, none of the staff at the small business is familiar with psychological tests and measures. Therefore, you are tasked with writing an internal memo explaining the essence of psychological tests and measures so everyone can clearly understand the fundamental psychometric principles.

The reliability and validity project should be done individually. You can write this memo in whatever way you want. However, please remember that your audience is psychological tests and measures novices instead of researchers. Therefore, it would be great if you could use layman's terms and concrete examples to help them have a better understanding.

When grading, the instructor will primarily focus on the correctness and clarity of your explanations. **The memo should be no longer than 4-pages, double-spaced.**

Aspects related to the reliability and validity project should include the following:

Explanation of reliability (4%)

- What is reliability (conceptual meaning and statistical definition)?
- Why is reliability important?
- What are the different ways to estimate reliability?
- How should we interpret reliability (e.g., what is considered high and what is considered low)?

Explanation of validity (4%)

- What is the mainstream understanding of validity?
- Why is validity important?
- How can you demonstrate the validity of using scores for a specific purpose?
- How should you interpret validity results?

Description of the correlation table in 1-2 paragraphs (12%)

- Correlation table in APA format
- Describe the correlations among variables
- Describe the meaning of the reliability estimates
- Describe the meaning of the validity coefficients

Psychological Tests and Measures in the Real-World Reflection (Covers CLO 1, 3, and 4; 9% of final grade).

Psychological testing often looks much cleaner in a textbook than it does in the real world. In practice, assessment professionals must balance psychometric best practices with organizational needs, stakeholder expectations, practical constraints, and sometimes messy data. This assignment gives you an opportunity to hear directly from a practitioner about what psychological testing and assessment actually look like on the job.

For this assignment, you will listen to a [podcast episode from the Get IO Get-Together \(https://thegig.online/podcast/building-better-tests-psychometrics-at-microsoft-with-dr-liberty-munson/\)](https://thegig.online/podcast/building-better-tests-psychometrics-at-microsoft-with-dr-liberty-munson/). Dr. Liberty Munson, Director of Psychometrics at Microsoft, shares her experience of developing tests in an occupational context. After listening to the assigned podcast episode, you will reflect on the following questions:

- **Practice (2%):** What surprised you about how psychological testing actually happens in industry? How did it differ from the cleaner or more structured process we often discuss in class?
- **Challenges (2%):** What constraints, complications, or unique challenges did the practitioner describe? How did they navigate them?
- **Skills (2%):** What skills seemed especially important to this practitioner's work? Consider both technical (e.g., data analysis) and professional skills (e.g., communication).
- **Your career (3%):** Identify 2-3 skills you have developed in this course. How could you describe those skills to an employer who may not know what "psychological testing" or "psychometrics" means?

Your reflection should be no more than one page, double-spaced in length. This assignment will be worth 9% of your final grade.

Participation (Covers CLO 1,3,4, and 5; 6% of final grade).

Research shows that class attendance improves learning outcomes for students. I will use class time to build skills that will set you up for success on the class assignments. To achieve our learning and performance goals, I strongly encourage you to attend class and participate actively. There will be material covered in class that is not in the textbook, which students will be expected to know for assignments and exams. I will strive to make class attendance worthwhile by spending a significant portion of class time on extending, applying, and/or discussing core concepts, rather than just repeating textbook content. In cases in which you need to miss class, it will be your responsibility to acquire notes from a peer on what was covered in class. Participation grades are determined via the following components:

- **In-Class Participation (3%):** Observation of students' in-class verbal (e.g., sharing relevant material and experiences, providing answers that demonstrate you have read the assigned text, and/or engaging in meaningful class discussion) and non-verbal contributions (participating in live polling [i.e., PollEverywhere]) during class will contribute to participation points for those who attend in-class. Mid-semester feedback on your in-class participation will be provided so you can course-correct as needed.
- **Participation Goal-Setting (2%):** You will set goals for class participation during the first week of class. You will revisit your goals at the end of the semester and provide a self-assessment for class participation that will be used as input for your final grade.
- **Syllabus Comprehension Quiz (1%):** The purpose of this quiz is to help you become familiar with the course syllabus and ensure you understand key course expectations, policies, deadlines, and available resources. Completing this quiz at the beginning of the course will help set you up for success by confirming that you know where to find important course information throughout the semester.

If there are circumstances that prevent you from attending and/or engaging in class, please let Dr. Ruffin know as soon as you are able, and she will work with you on a plan to ensure that you are able to earn your participation credit in a way that takes your circumstances into account.

Extra Credit Opportunities.

There will be two opportunities for extra credit throughout the semester, both of which are entirely optional:

- **Mid-semester feedback:** Your feedback is valuable in helping improve the course experience. This midterm course evaluation survey is an opportunity for you to share your thoughts on what is working well and what could be improved. Your responses will remain anonymous and will be used to enhance the course for the remainder of the semester.
- **CITI training:** The Collaborative Institutional Training Initiative (CITI) provides a course specifically for students who wish to conduct human subjects research. You must obtain an 80% or higher in each module. If you do not obtain at least 80%, then you can retake the module. For more information, visit: <https://www.sjsu.edu/research/research-compliance/irb/irb-researcher-training.php> (<https://www.sjsu.edu/research/research-compliance/irb/irb-researcher-training.php>). **Once completed, you will submit the completion report and certificate on Canvas.**

✓ Grading Information

Grade	Percentage	Grade	Percentage
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A	90% +	C-	70-72.99%
B+	87-89.99%	D+	67-69.99%
B	83-86.99%	D	63-66.99%
B-	80-82.99%	D-	60-62.99%
C+	77-79.99%	F	59.99% -
C	73-76.99%		

- Grades will be posted on Canvas throughout the semester and on MySJSU at the conclusion of the semester.
- Assignments must be turned in via Canvas.
- If you have questions about an upcoming assignment or about your grade on an assignment, please attend my office hours or make an appointment to meet with me to discuss it.
- I want assignments to be a developmental experience, which means I genuinely want you to feel set up for success and ultimately understand the feedback I provide.

Late Work Policy

Late assignments and projects will be deducted 10% for every day (24-hour period since the due date) that they are late (with a maximum deduction of 60%). You do not need to contact me to hand in assignments late. If group work is late, everyone in the group will receive the same deduction. If you need more time due to an emergency, please contact me as soon as possible. Late work policies do not apply to quizzes or group presentations, which must be completed within the specified time frame.

Academic Integrity and Content Sharing Policies

Plagiarism, cheating, and any other forms of academic dishonesty will not be tolerated. The [University Academic Integrity Policy S07-2](https://www.sjsu.edu/senate/docs/S07-2.pdf) (<https://www.sjsu.edu/senate/docs/S07-2.pdf>) requires you to be honest in all of your academic coursework. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development. If evidence of academic misconduct is found, you will receive a zero on the assignment(s) in question. Visit the Student Conduct and Ethical Development website for more information here: <https://www.sjsu.edu/studentconduct/policies.php> (<https://www.sjsu.edu/studentconduct/policies.php>).

Course material developed by the instructor is the instructor's intellectual property and cannot be shared publicly without 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. Recording and distributing course materials you did not create violates the course academic integrity policy, and I have the right to file a report with the Office of Student Conduct and Ethical Development (see [University Policy S12-7 for more information](https://www.sjsu.edu/senate/docs/S12-7.pdf) (<https://www.sjsu.edu/senate/docs/S12-7.pdf>)). Students must obtain the instructor's permission to record any part of the course (see [University Policy S12-7](https://www.sjsu.edu/senate/docs/S12-7.pdf) (<https://www.sjsu.edu/senate/docs/S12-7.pdf>) for more information here). Recording class lectures and discussions, as well as distributing course materials created by the instructor to any online source (e.g., Quizlet, CourseHero, etc.) that you did not create, is a violation of the course academic integrity policy and will result in immediate expulsion from the class and reporting the student to the University and proper authorities for further sanctions.

Students are encouraged to familiarize themselves with SJSU's University's expectations for the integrity of their academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process.

Use of Generative AI and Other Emerging Technologies

The use of AI and other emerging technologies is permitted to enhance learning on class assignments and projects, but not to replace it. I treat AI-based assistance, such as ChatGPT and Github Copilot, the same way I treat collaboration with other people: you are welcome to talk about your ideas and work with other people, both inside and outside the class, as well as with AI-based assistants. However, **all work you submit must be your own**. You should never include in your assignment anything that was not written directly by you without proper citation (including quotation marks and in-line citation for direct quotes, e.g., ChatGPT, 2024). **Including anything you did not write in your assignment without a proper citation will be treated as an academic misconduct case and result in a zero on the assignment(s) and a report to the Student Conduct and Ethical Development Office.**

If you are unsure where the line is between collaborating with AI and copying from AI, I recommend the following heuristics:

- Never hit "Copy" within your conversation with an AI assistant. You can copy your own work into your conversation but do not copy anything from the conversation back into your assignment. Instead, use your interaction with the AI assistant as a learning experience, then let your assignment reflect your improved understanding.
- Do not have your assignment and the AI agent itself open on your device at the same time. Similar to above, use your conversation with the AI as a learning experience, then close the interaction, open your assignment, and let it reflect your revised knowledge. This heuristic includes avoiding using AI assistants that are directly integrated into your composition environment, just as you should not let a

classmate write content or code directly into your submission. Thus, you should also avoid using tools that directly add content to your submission.

- Students may not upload, copy, paste, or otherwise provide course readings, lecture materials, assignments, or other instructor-provided materials to AI tools (including NotebookLM, ChatGPT, or similar services) without explicit permission from the instructor. This restriction is intended to protect course materials and ensure that students engage directly with assigned readings.

Deviating from these heuristics does not automatically constitute academic misconduct; however, following them essentially guarantees that your collaboration will not cross the line into misconduct.

When can I use AI tools and other emerging technologies?

- **Spellcheck:** Students may use Grammarly's basic/free plan for **spellcheck and basic proofreading only**. Please do not use Grammarly's generative AI or rewriting features to create, substantially revise, or rephrase your work. Your submitted work should reflect your own writing and ideas.
- **Language Translation:** Students may use AI-based translation tools to translate their own writing from their native language into English if they are more comfortable drafting in their native language first. The ideas, arguments, and content must be the student's own, and students are responsible for reviewing and revising the translation to ensure that it accurately reflects their intended meaning. **Please be mindful that the goal is for your ideas and your writing to shine through, rather than the AI's voice or style.** Use AI as a translation aid, not as a substitute for your own thinking and writing.
- **Study Guide Development:** Students may use AI tools to help create study guides from their own notes and course materials. **However, students should be mindful that language or information generated by AI does not unintentionally carry over into their quiz answers.** Quiz responses should reflect your own understanding, knowledge, and voice, rather than simply reproducing language generated by an AI tool.

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

This syllabus is only a guide for the course and is subject to change with reasonable advance notice. All changes to the syllabus will be communicated via a Canvas announcement, and the updated syllabus will be posted on the Canvas site.

The [course syllabus](https://docs.google.com/document/d/1b3GXcfr7XfrzdmCRtDCrKJETR-vMbbpQw6uVKggamfU/edit?usp=sharing) (<https://docs.google.com/document/d/1b3GXcfr7XfrzdmCRtDCrKJETR-vMbbpQw6uVKggamfU/edit?usp=sharing>) is linked here in Google Docs.