

Colonnade FOUNDATIONS Assessment 2021-2022	
College of Science and Engineering	Department of Psychological Sciences
BS in Psychological Science	
Gordon C Baylis is the WAG-DOG as outlined in the original approved proposal	

Please select the option(s) that best describe all sections of this course (you may select more than one):

- ☒ Taught 100% face to face First time taught
- ☒ Taught 100% online Second time taught
- ☐ Mix of online and face to face Next time to be taught (Spring 2023)
- ☐ Includes dual credit

It should be noted that this course is unlike most science courses, and perhaps best compared to a performance class. The purpose of this class is to teach students to write like a (psychological) scientist. This requires that students first need to be able to think like a scientist. The events of the past four years has showed us that this is tough – leaders and politicians regularly fail at this, at the cost of real lives of real people in the real world – for example the millions who have unnecessarily dies of Covid-19. The humility that this induces – or should induce – in any scientist should also lead us to empahszie the importance of classes like PSYS300.

This is not a typical class, and its assessment cannot fit fully within the template. The five SLOs are assessed by “real scientific world” exercises of writing; the high-level conceptual SLOs relate to the exercises, and their assessment as follows:

SLO number	SLO	Annotated Bibliography	Methods	Results	Discussion	Introduction	Abstract	Powerpoint	Poster	Final Paper
1.1	Context and Purpose for Writing					10	20	20	20	30
1.2	Genre and Disciplinary Conventions	10	2	2	2	4	20	20	20	20
2	Use of Sources	50			20	30				
3	Evidence		40	50	10					
4	Control of Syntax and Mechanics				15	15		20		50

Within the context of the class, the exercises were each graded according to a rubric that is given to students along with their assignments.

Rubric for Annotated Bibliography

For the draft version (5%)

- | | |
|--|-----|
| ▪ Submitted on time | 2.0 |
| ▪ Good notes on each citation | 1.0 |
| ▪ Correct (or close-to-correct) format | 1.0 |
| ▪ More than 10 citations | 0.5 |
| ▪ More than 20 Citations | 0.5 |

For the final version (5%)

- | | |
|------------------------|-----|
| ▪ Submitted on time | 1.5 |
| ▪ Good notes | 1.0 |
| ▪ Overall organization | 1.0 |
| ▪ Correct APA format | 1.0 |
| ▪ Sparkle Factor | 0.5 |

Rubric for Methods Section

For the draft version (3%)

- | | |
|-------------------------------|-----|
| ▪ Submitted on time | 1.0 |
| ▪ All appropriate subsections | 1.0 |
| ▪ Easy to see what was done | 0.5 |
| ▪ Appropriate use of figures | 0.5 |

For the final version (3%)

- | | |
|-----------------------------|-----|
| ▪ Submitted on time | 0.5 |
| ▪ All correct format | 1.0 |
| ▪ Responsive to suggestions | 1.0 |
| ▪ Sparkle Factor | 0.5 |

Rubric for Results Section

For the draft version (3%)

- | | |
|--|-----|
| ▪ Submitted on time | 1.0 |
| ▪ Appropriate data reduction / averaging | 0.5 |
| ▪ Predicted, found, unexpected | 1.0 |
| ▪ Appropriate use of figures | 0.5 |

For the final version (3%)

- | | |
|-----------------------------|-----|
| ▪ Submitted on time | 0.5 |
| ▪ Overall clarity | 1.0 |
| ▪ Responsive to suggestions | 1.0 |
| ▪ Sparkle Factor | 0.5 |

Rubric for the Discussion Section

For the draft version (6%)

- Submitted on time 2.0
- Interpretations / implications 2.0
- Link back to hypotheses / other studies 1.0
- Limitations / caveats / other studies 1.0

For the final version (6%)

- Submitted on time 1.0
- Overall clarity and linkage to others 2.5
- Responsive to suggestions 2.0
- Sparkle Factor 0.5

Rubric for the Introduction Section

For the draft version (8%)

- Submitted on time 2.5
- Summary of Literature 3.0
- Hypotheses 1.5
- Choice of Measurements 1.0

For the final version (8%)

- Submitted on time 1.5
- Overall clarity 3.5
- Responsive to suggestions 2.0
- Sparkle Factor 1.0

Rubric for the Abstract

For the draft version (3%)

- Submitted on time 0.5
- Clarity 1.5
- Completeness 1.0

For the final version (3%)

- Submitted on time 0.5
- Clarity and completeness 1.0
- Responsive to suggestions 1.0
- Sparkle Factor 0.5

Rubric for the Powerpoint Presentation

For the draft version (5%)

- | | |
|------------------------|-----|
| ▪ Submitted on time | 1.0 |
| ▪ All sections covered | 1.0 |
| ▪ Clarity of text | 1.5 |
| ▪ Choice of Figures | 1.5 |

For the final version and presentation (5%)

- | | |
|-----------------------------|-----|
| ▪ Submitted on time | 0.5 |
| ▪ Overall clarity | 2.0 |
| ▪ Responsive to suggestions | 2.0 |
| ▪ Sparkle Factor | 0.5 |

Rubric for the Poster Presentation

For the draft version (5%)

- | | |
|-----------------------------------|-----|
| ▪ Submitted on time | 1.0 |
| ▪ All sections covered | 1.0 |
| ▪ Clarity of text including scale | 1.5 |
| ▪ Choice of Figures | 1.5 |

For the final version and presentation (5%)

- | | |
|------------------------------|-----|
| ▪ Submitted on time | 0.5 |
| ▪ Overall clarity and sizing | 2.0 |
| ▪ Responsive to suggestions | 2.0 |
| ▪ Sparkle Factor | 0.5 |

The Process of This Assessment

As outlined in the original – approved – proposal for this class, the writing assessment group, chaired by Gordon C Baylis – the Director of Gauging for PSYS300 – met on many occasions to assess a sample of the work of students. One half of the students' work was assessed in terms of how well it met the SLOs for this class. Based on this assessment, the WAG-DOG drafted this document and it has been approved by WAG.

The Assessment Rubric used is provided as Appendix 1.

Note: there are five SLOs in this rubric, numbered herein as 1.1, 1.2, 2, 3, 4

The numbers of students determined to have met the different levels included in this rubric are given in Appendix 2.

A copy of the Syllabus use in Spring 2022 is provided as Appendix 3

Student Learning Outcome 1.1			
Student Learning Outcome	Context and Purpose for Writing		
Criteria for Student Success	If students are successful they will be able to communicate information with the particular scientific or lay audience. Can they explain the science accurately?		
Program Success Target for this Measurement	We would like 75% to achieve milestone(3) on this.	Percent of Program Achieving Target	29 of 39 in the sample achieved this. 74.3%
Methods	The work of one half of all students enrolled in this class has been assessed.		
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Not Met (barely)
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
The key methods being used to address this is the mode of delivery; this class entails close interactive interaction between instructor / TAs and students, which was challenging in Covid times. Having tried a f2f class (in which class time was not efficient use of everyone's time), and a fully online class (in which there was not enough direct "confrontation" – in the scientific sense), it appears that a hybrid will be ideal – this is the format for Spring 2023.			

Student Learning Outcome 1.2			
Student Learning Outcome	Genre and Disciplinary Conventions		
Criteria for Student Success	Successful students should be able to "walk the walk" as a psychological scientist. Since this is so discipline-specific, we do not expect such a high proportion to get to this level.		
Program Success Target for this Measurement	We would like 60% to achieve milestone(3) on this.	Percent of Program Achieving Target	26 of 39 in the sample achieved this. 66.7%
Methods	The work of one half of all students enrolled in this class has been assessed.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
We are certainly pleased to have achieved this, but the data suggest that the value of PSYS300 is becoming known to students in other disciplines; we will have to take care to keep this level of achievement, while increasing the scientific diversity of the class.			

Student Learning Outcome 2			
Student Learning Outcome	Use of Sources		
Criteria for Student Success	Successful students will be able to assess the credibility of different sources of information, and will be able to reject disinformation, or belief-based pseudo-science. More important, they will become adept at weighing the relative gravitas of different sources of science.		
Program Success Target for this Measurement	We would like 75% to achieve milestone(3) on this.		
Methods	The work of one half of all students enrolled in this class has been assessed.	Percent of Program Achieving Target	28 of 39 students in the sample achieved this target. 71%
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Not Met
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
In addition to moving the class to a hybrid format, we plan to introduce more real-world examples of disinformation and fake information sources to underscore how important it is to assess sources.			

Student Learning Outcome 3			
Student Learning Outcome	Evidence		
Criteria for Student Success	Successful students will fully understand – and be able to explicate – the scientific method, along with its strengths and weaknesses. This is tough because it really entails a full understanding of how to think like a scientist. We know that many people in the world are challenged by this.		
Program Success Target for this Measurement	We would like 80% to achieve milestone(3) on this. This is an extraordinarily ambitious target that we will likely miss for a while longer. So why such a stretch? Because the very future of our planet depends on the academy educating a critical mass of graduates who can understand science.		
Methods	The work of one half of all students enrolled in this class has been assessed.	Percent of Program Achieving Target	21 of 39 students in the sample achieved this target. 54%
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Not Met
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
We plan to introduce more real-world examples – e.g., from Covid times – of disinformation and how they might be countered.			

Student Learning Outcome 4				
Student Learning Outcome	Control of Syntax and Mechanics			
Criteria for Student Success	Successful students will be able to write and speak in an elegant manner.			
Program Success Target for this Measurement	We would like 60% to achieve milestone(3) on this. We have ambivalent thoughts about the value of this. On one hand, clear, elegant language can convey science in an attractive way; on the other hand, we accept that English – the world's <i>lingua franca</i> – is becoming increasingly piglatinized. So, perhaps an over-emphasis on elegant construction may be old-fashioned?			
Methods	The work of one half of all students enrolled in this class has been assessed.	Percent of Program Achieving Target	26 of 39 students in the sample achieved this target. 67%	
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.			<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)				
In addition to moving the class to a hybrid format, we plan to introduce more real-world examples of disinformation and their catastrophic effects in the real world.				

WRITTEN COMMUNICATION (WC)
SLO ASSESSMENT RUBRIC
Adapted from AAC&U LEAP VALUE Rubrics

Students will demonstrate the ability to write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre.				
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Context and Purpose for Writing	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, and to the assigned task(s) (e.g., expectation of instructor or self as audience).
Genre and Disciplinary Conventions	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.
Students will demonstrate the ability to find, analyze, and cite pertinent primary and secondary sources, including academic databases, to prepare speeches and written texts.				
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Use of Sources	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of high-quality, credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Students will demonstrate the ability to identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view; and construct informed, sustained, and ethical arguments in response.				
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Evidence	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Students will demonstrate the ability to plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.				
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Evaluators are encouraged to assign a zero to any work that does not meet the benchmark-level performance.

Appendix 2: Numbers of Students Achieving Benchmarks, and their trajectory across the course.

Students will demonstrate the ability to write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre					
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Below Benchmark (0)
1.1 Context and Purpose for Writing	14	15	5	2	3
1.2 Genre and Disciplinary Conventions	12	14	6	4	3
Students will demonstrate the ability to find, analyze, and cite pertinent primary and secondary sources, including academic databases, to prepare speeches and written texts.					
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Below Benchmark (0)
2. Use of Sources	13	15	5	3	3
Students will demonstrate the ability to identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view; and construct informed, sustained, and ethical arguments in response.					
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Below Benchmark (0)
3. Evidence	10	11	8	6	4
Students will demonstrate the ability to plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.					
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Below Benchmark (0)
4. Control of Syntax and Mechanics	12	14	6	4	3

The crucial aspect of this course is that it is iterative; that is, each assignment that a student does has at a minimum two iterations that are graded – a draft and a final. Students may opt to provide multiple drafts between these. Feedback from the instructor and Tas leads to an improvement between the first and final version. This course could be considered to be more similar to a performance class in music (for example), or a sculpture class than more typical science classes. So, in assessing this class, it is important to track the trajectory of students in addition to their final achievement.

Trajectory – Context and Purpose for Writing

In this, and all subsequent trajectory panels, initial achievement is shown in rows, final in columns.

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Below Benchmark (0)
Capstone (4)	5				
Milestone (3)	7	8			
Milestone (2)	2	4	3		
Benchmark (1)		2	1	1	
Below Benchmark (0)			1	1	3

Note: across iterations, all students improved – i.e., none lie in the shaded region

Trajectory – Genre and Disciplinary Conventions

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Below Benchmark (0)
Capstone (4)	2				
Milestone (3)	7	4			
Milestone (2)	3	5	2		
Benchmark (1)		4	2	2	
Below Benchmark (0)			2	2	3

Note: across iterations, all students improved – i.e., none lie in the shaded region

Trajectory – Use of Sources

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Below Benchmark (0)
Capstone (4)	5				
Milestone (3)	4	6			
Milestone (2)	3	6	2		
Benchmark (1)		3	2	0	
Below Benchmark (0)			1	3	3

Note: across iterations, all students improved – i.e., none lie in the shaded region

Trajectory – Evidence

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Below Benchmark (0)
Capstone (4)	2				
Milestone (3)	3	2			
Milestone (2)	4	5	3		
Benchmark (1)	1	4	3	2	
Below Benchmark (0)			2	4	4

Note: across iterations, all students improved – i.e., none lie in the shaded region

Trajectory – Syntax and Semantics

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Below Benchmark (0)
Capstone (4)	4				
Milestone (3)	5	6			
Milestone (2)	3	6	4		
Benchmark (1)		2	2	1	
Below Benchmark (0)				3	3

Note: across iterations, all students improved – i.e., none lie in the shaded region

PSYS 300: Writing in the Psychological Sciences (Spring 2022)

Gordon C Baylis

Class Time and Location

This is a web-based class, with materials on Blackboard

General information about this class can be found at <https://blackboard.wku.edu>

Professor: Gordon C. Baylis
Office: KTH 1024
Phone: 745-3918
Office Hours: Monday 1:00 – 2:00
Wednesday 3:00 – 4:00
by appointment
E-mail: gordon.baylis@wku.edu

TAs

The class has two TAs who will be doing some of the grading, and can be contacted any time you have questions; you can also request Zoom meetings with them at a time of mutual convenience.

Melissa Sorensen melissa.sorensen612@topper.wku.edu
Adam Fults adam.fults983@topper.wku.edu

Course Description

This course will teach you how to think, write, and present information like a psychologist!

Whether you want to become a therapist/practitioner, a researcher, or just an influential person in your company, the ability to write well is essential. The development of writing skills specific to psychological sciences is a key learning outcome for our majors. Furthermore, learning psychological writing format helps students learn the attitudes and values of psychologists. Receiving psychology-specific training in writing skills can also lead to greater improvements as compared to a more general writing instruction course.

Syllabus Statement

Colonnade Program/General Education Credit:

PSYS 300 fulfills a WC Foundations (Writing in the Disciplines) Colonnade general education requirement at WKU. The course will help you attain these general education goals and objectives:

The capacity for critical and logical thinking
Proficiency in reading, writing, speaking.

Course Objectives

At the end of this course you should be able to:

1. Understand the mechanics of writing in American Psychological Association (APA) style
2. Read, interpret, and summarize a scientific article in the discipline of Psychology
3. Write the basic elements of each section of a scientific article in the discipline of Psychology
4. Translate expert psychologist writing into non-expert (lay audience) language
5. Communicate better in oral and written form, following standard practices in APA style.

WKU Statement on Face Coverings

Out of respect for the health and safety of the WKU community and in adherence with the CDC guidelines, the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all

buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations to face coverings must be determined by the Student Accessibility Resource Center and documented before a student may attend class.

Required Texts: The required materials for the course are:

- 1) American Psychological Association (2020). *Concise Guide to APA Style*, 7th ed. Washington, D.C.: American Psychological Association.
- 2) R. Eric Landrum (2021). *Undergraduate Writing in Psychology*, 3rd ed. Washington, D.C.: American Psychological Association.

Assessment

Weekly Writing Assignments

Not surprisingly, a class that teaches you to write will involve a lot of writing. Exercises will be set each week. Each week we will discuss a particular aspect of writing in science, and you will have to practice this. You will get graded on your first attempt, then get a chance to improve, and be graded again.

Exams

There are no exams as such – this is all about writing, not testing your learning of facts.

Grading

	for draft	final	total
Annotated Bibliography	5%	5%	10%
Methods	3%	3%	6%
Results	3%	3%	6%
Discussion	6%	6%	12%
Introduction	8%	8%	16%
Abstract	3%	3%	6%
Powerpoint	5%	5%	10%
Poster	5%	5%	10%
Final Paper			22%

Calculating Your Final Grade

A	90+
B	80 – 89.9
C	70 – 79.9
D	60 – 69.9

Dropping This Class (why would anyone do that?)

In order to drop this class, you must go through normal university registration procedures rather than just stop responding.

Blackboard

All materials will be available on Blackboard. You will also get reminders via blackboard which uses your official WKU email. You must forward this email to your preferred provider if you don't check it all the time, because if you do not respond to an email through blackboard that requires you to do this, you will be dropped from the class. There will be at least one such email in the first week of classes. You will be dropped if you don't respond.

Cheating and Fairness

Presenting the work of others as your own work is plagiarism; this includes copying answers from someone else's exam. Similarly, presenting work for which you have gotten credit elsewhere for this class is self-plagiarism. Both types of plagiarism will be considered academic dishonesty and will not be tolerated. Giving another student your answers is also academic dishonesty. Academic dishonesty will result in an F in the course.

If you include definitions or any text from the book in your lecture notes, you must put the text in quotes and include the page number next to the quotes. Copying text from another student's notes or previous classes is unacceptable and considered academic dishonesty. Academic dishonesty will result in an F in the course.

If you are ever concerned that you might be accidentally plagiarizing or something about this policy is unclear, please discuss the situation with me before you turn something in to be graded. Serious incidents of academic dishonesty will be reported to the University Disciplinary Committee to determine what action should be taken at the University level.

Student Disability Services

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200. The phone number is 270 745 5004. Please DO NOT request accommodations directly from me without a letter of accommodation from the Office for Student Disability Services.