PSYC/COMP/PHIL 7514
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Cognitive Science Seminar
Fall 2022
Dr. Leigh Harrell-Williams

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Course Objectives:
This course will introduce students to concepts relevant to educational and psychological measurement in K-12 educational spaces. The topics covered will cover various aspects such as instrument development activities, instrument development, fairness in testing, technology in educational measurement.
After completing this course, students will be able to:
1) describe elements of the 2014 AERA/APA/NCME testing standards as they related to K-12 educational spaces
2) discuss recent developments and concerns in educational and psychological measurement in K-12 educational spaces

Prerequisites: None
Text and Readings: There is one textbook that you must obtain for the class as a reference. It is freely available as an electronic download, but you may purchase a hard copy if you so choose. Other readings will be posted once available from our speakers.

ISBN: 978-0-935302-35-6 (Paperback)
ISBN: 978-0935302-41-7 (eBook)
Available as a Free Download from https://www.testingstandards.net/open-access-files.html

Methods of Instruction: This is an in-person seminar course with once weekly meetings from 2:20-5:20 in FIT 405.
During the first half of the class meeting, students will engage in a discussion based on assigned readings with the instructor and speaker. During the second half of the class meeting, students will attend the public presentation by each speaker. Students are expected to be active in their own construction of summary materials, such as outlines, glossary of terms, etc., as research in student learning indicates these student-created materials are more impactful than only using instructor-provided materials.

Assignments and Grading Criteria

1) Reading annotations and/or discussion posts (10%)
Most weeks, students will be expected to annotate readings with comments and questions using Perusall. When a reading is assigned that does not lend itself to Perusall or if a video is assigned, a discussion board will be created for comments/questions. Each student will be expected to identify at least two questions that they have for the discussion each week. Annotations/questions will be due by 11:59pm on Monday each week.

2) Class leader (10%)
Each student will rotate through being class leader twice. The class leader will be expected to create a master list of questions to be shared with the class (by 9am on WEDNESDAY morning), provide an introduction of the
speaker prior to the class discussion (sent to instructor by MONDAY at 9am for review), and draft a personalized “thank you note” for the speaker.

3) Discussion participation (and attendance) (10%)
Each student is expected to be present and an active participant in the class discussions.

4) Speaker Reflections (5%)
Students will write a one-page reflection paper summarizing the topic and their reaction each speaker presentation. These will be due on Sunday at 11:59pm each week.

5) Measurement Topic Papers (50%)
Students will identify 3 topics in K-12 measurement of interest to them and write corresponding papers synthesizing the literature surrounding that topic. Students will write a 7-page paper on each topic. Papers will be due mid-October, mid-November, and during finals week. Prior to beginning work, contact the instructor with your paper idea (~1/2 page abstract with a few citations).

6) Class Presentation (15%)
Students will select 2 topics that they wrote about in a measurement topic paper to present to the class in October and November.

Scale for Course Grades
A+ = 97-100  B+ = 87-89  C+ = 77-79  D = 60-69
A = 94-96  B = 84-86  C = 74-76  F = below 60
A- = 90-93  B- = 80-83  C- = 70-73

Please note the following about grades:
1) It is the student’s responsibility to verify grades in eCourseware upon the posting of grades. Once final grades have been posted at the end of the semester, I will not address concerns that could have been handled earlier in the semester.
2) Final grades you receive are FINAL. I do not offer any additional or bonus assignments, nor do I allow students to redo assignments. There is no extra credit to bring up a course grade.

Course Requirements/Expectations

Course Materials: The material for each week will be placed in content folders in the course management system.

Instructor Use of Email Communication: U of M email will be used to communicate with students enrolled in this course, along with postings on the Canvas site. If you do not check your U of M email frequently, make sure to forward it to your preferred email account.

Communication with the Course Instructor: When communicating by email, please include the name of the course (Cog Sci seminar) in the header of the email. Please allow 24 hours for responses by the course instructor during the work week and up to 48 hours on the weekend, unless otherwise notified. It is anticipated that responses may not take that long but understand that any posts or emails after 5pm (Central Time) may not receive responses until the next day.

Guidelines for Appropriate Communication (Email and Canvas):
Refer to the guidelines found here regarding communication with the instructor and fellow classmates:
https://iteachu.uaf.edu/quick-guide-to-professional-online-communication-for-your-students/
https://canvas.okstate.edu/courses/19865/pages/netiquette-for-online-communication

Obtaining Assistance with Course Materials: The course instructor is available by in person and via email, Zoom, and phone to assist you with any questions you may have regarding the course content and assignments. The only
bad question is one that you are afraid to ask. The course instructor may send an email to the entire class answering any questions that are asked via email, phone, in person, on the discussion board with the appropriate reply so that all students may benefit, while keeping the initial student’s identity anonymous.

College of Education Course Policies and Procedures

**Disability Resources for Students:** The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations.

Student with disabilities are encouraged to speak with us privately about academic and classroom accommodations. It is strongly encouraged that you register with Disability Resources for Students (DRS) to determine appropriate academic accommodations. DRS is located at 110 Wilder Tower, by phone at 901-678-2880 and via email at drs@memphis.edu. DRS coordinates all accommodations for students with disabilities.

**Title IX Statement:** The University is committed to ensuring equality in education and eliminating any and all acts of sexual misconduct from its campus. Sexual misconduct includes sexual harassment, sexual assault, dating violence, domestic violence and stalking. If you or someone you know has been harassed or assaulted, you can make a report to the Office for Institutional Equity at oie@memphis.edu or 901.678.2713. Please note that if you make a report to me, as your instructor, I am required to report it. If you want to make a confidential report you can contact the University Counseling Center, 214 Wilder Tower, 901.678.2068.

**Written Assignments and Academic Misconduct:** All written work submitted must be the student’s original work and conform to the guidelines of the American Psychological Association (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. It is the student’s responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education.

**Turnitin.com Legal Statement:** Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for rating originality of your ideas. Also to evaluate proper use and assignment of sources. As part of this process, you may require to submit electronic as well as hard copies of your work. Other instructions to follow may also be given. By taking this course, you agree that all assignments may undergo this review process. The assignment may be included as a source document in Turnitin.com’s restricted access database. It is solely for the purpose of detecting plagiarism in such documents. Assignments not submitted according to the instructor’s procedures may be penalized or may not be accepted at all.” (Office of Legal Counsel, October 11, 2018)

**Changes to syllabus**

The instructor reserves the right to modify the content of the syllabus and/or the due dates on the calendar as necessary.
Course Schedule

8/24  Course introduction (no public speaker)
8/31  Dr. Leigh Harrell-Williams, Associate Professor of Educational Research, University of Memphis
9/7   Dr. Karen Draney, Co-Director of Berkeley Evaluation & Assessment Research (BEAR) Center, UC Berkeley
9/14  Jessica L. Jonson, Research Associate Professor, Associate Director for Assessment Literacy, Buros Center for Testing, University of Nebraska-Lincoln
9/21  Dr. Amy Burkhardt, Director of Research and Partnerships, Rapid Online Assessment of Reading (ROAR), Brain Development & Education Lab, Stanford Graduate School of Education
9/28  TBA
10/5  TBA
10/12 Student presentations
10/19  Dr. Jim Soland, Assistant Professor of Quantitative Methods, University of Virginia
10/26  Dr. Thouraya Al-Nasser, Clinical Assistant Professor and Director of the Autism Clinic, University of Memphis
11/2   Dr. Eli Jones, Assistant Professor of Educational Research, University of Memphis
11/9   Dr. Julia Kaufman, Co-Director, RAND American Educator Panels and Senior Policy Researcher and Professor of Policy Analysis, Pardee RAND Graduate School
11/16 Student presentations
11/30  Dr. Erin Krupa, Assistant Professor of Mathematics Education, NC State University & Dr. Jonathan Bostic, Professor of Mathematics Education, Bowling Green State University