SLO 1: NC Critical Thinking Media Critique
Students will demonstrate an understanding of the application of psychological principles to our daily lives by applying the logic underlying the empirical and scientific methods used in the field of psychology to evaluate and critique the scientific merits of product claims presented in media advertisements.

Relevant Associations:
- Standard Associations
  - New Core Component Areas
    - Social & Behavioral Science (SOC & BS)
  - New Core Objectives
    - Critical Thinking (CT)
- General Education/Core Curriculum Associations
  - Critical Thinking: Students will apply critical thinking appropriately to identify, analyze and resolve complex issues.

Related Measures
M 1: CRITICAL THINKING RUBRIC
Rubric for evaluating students’ critical thinking skills in the media critique project.

**PSYC 2301**
Psychology Advertisement Evaluation Assignment: CRITICAL THINKING
Scoring Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>EXEMPLARY</th>
<th>ACCEPTABLE</th>
<th>INSUFFICIENT</th>
<th>UNACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DESCRIPTION OF PRODUCTS CLAIMS</strong></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Product claims are precisely stated.</td>
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<td>Product claims are adequately summarized.</td>
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<td>Product claims are alluded to, but specifics are omitted</td>
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<tr>
<td>Product claims are incorrect or missing.</td>
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<tr>
<td><strong>EXPLANATION OF WHY SUPPORTING DOCUMENTATION IS INSUFFICIENT TO SUPPORT PRODUCT CLAIMS</strong></td>
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<tr>
<td>Identification of deficiencies in supporting evidence for product claims is explicit, direct, and correct.</td>
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<tr>
<td>Identification of deficiencies in supporting evidence for product claims is adequate, but awkwardly stated, incomplete, or partly in error.</td>
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<tr>
<td>Identification of deficiencies in supporting evidence for product claims is present, but incorrect.</td>
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<tr>
<td>Identification of deficiencies in supporting evidence for product claims is missing.</td>
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<tr>
<td><strong>FIRST EVALUATION OF CONSUMER BEHAVIOR</strong></td>
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<tr>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis of consumer behavior based on psychological principles.</td>
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<tr>
<td>Information is taken from source(s) with some interpretation/evaluation but not enough to develop a coherent analysis of consumer behavior based on psychological principles.</td>
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</tr>
<tr>
<td>Information from source(s) is not utilized to develop a coherent analysis of consumer behavior based on psychological principles.</td>
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<tr>
<td><strong>SECOND EVALUATION OF CONSUMER BEHAVIOR</strong></td>
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Source of Evidence: Presentation, either individual or group

Target:
Achievement target: 70% of students will score 3 or higher (averaged across all items).

**SLO 2: NC Communication Video Presentation**

Students will demonstrate effective oral and visual communication skills through the creation of an audiovisual presentation containing an evaluation/critique of the scientific merits of products claims found media advertisements.

**Connected Document**

**COMMUNICATION RUBRIC**

**Relevant Associations:**

**Standard Associations**
- New Core Component Areas
  - 7 Social & Behavioral Science (SOC & BS)
- New Core Objectives
  - 2 Communication (COM)

**General Education/Core Curriculum Associations**

- 3 Communication: Students will develop written and oral presentations that are clear, precise, organized, efficient and appropriately adapted to audience and purpose.

**Related Measures**

**M 2: COMMUNICATION RUBRIC**

Rubric to evaluate videotaped presentation of students’ media critiques.

**PSYC 2301**

Psychology Advertisement Evaluation Assignment: COMMUNICATION

Scoring Rubric

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<tr>
<td><strong>ORGANIZATION</strong></td>
<td>4</td>
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<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body; and transitions) is clearly and consistently observable, is skillful, and makes the content of the presentation cohesive.</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body; and transitions) is clearly and consistently observable within the presentation.</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body; and transitions) is intermittently observable within the presentation.</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body; and transitions) is not observable within the presentation.</td>
<td></td>
</tr>
<tr>
<td><strong>DELIVERY</strong></td>
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<tr>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling and speakers appear polished and confident.</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting and speakers appear comfortable.</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable and speakers appear tense.</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation and speakers appear uncomfortable.</td>
<td></td>
</tr>
<tr>
<td><strong>SUPPORTING MATERIAL</strong></td>
<td>A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to</td>
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<td>Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to</td>
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Source of Evidence: Presentation, either individual or group

Target:
Achievement target: 70% of students will score 3 or higher (averaged across all items).

SLO 3: NC Empirical Quantitative Data/Graph
Students will accurately summarize the central conclusions from a set of data and create an appropriate graphic representation of numerical data.

Connected Document
QUANTITATIVE / EMPIRICAL REASONING RUBRIC

Relevant Associations:
Standard Associations
New Core Component Areas
7 Social & Behavioral Science (SOC & BS)
New Core Objectives
3 Empirical & Quantitative Skills (EQS)

General Education/Core Curriculum Associations
2 Quantitative Thinking: Students will demonstrate mastery of quantitative reasoning and algorithms used to address applied problems

Related Measures
M 3: QUANTITATIVE / EMPIRICAL REASONING RUBRIC
Rubric for evaluating students’ quantitative and empirical reasoning skills within the media critique project.

PSYC 2301
Psychology Advertisement Evaluation Assignment: QUANTITATIVE/EMPIRICAL
Scoring Rubric

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</thead>
<tbody>
<tr>
<td>DEFINING INDEPENDENT &amp; DEPENDENT VARIABLES</td>
<td>Independent and dependent variables are precisely and appropriately operationally defined.</td>
<td>Independent and dependent variables are adequately and appropriately operationally defined.</td>
<td>Independent and dependent variables are inadequately defined or lack precise operational definitions.</td>
<td>Independent and dependent variables are not defined.</td>
</tr>
<tr>
<td>DESCRIPTION OF EXPERIMENTAL DESIGN AND SELECTION OF APPROPRIATE VARIABLES</td>
<td>Design is appropriate. Method provides a practical way to implement the design. Chosen dependent and independent variables are appropriate and allow advertisement claims to be sufficiently tested.</td>
<td>Design is appropriate. Method provides an awkward, but do-able implementation. One of the chosen variables is not appropriate and limits the extent to which the advertisement claims are sufficiently tested.</td>
<td>Design is inappropriate. Method is seriously flawed. While chosen variables appear loosely related to the advertisement claims, they prevent the advertisement claims from being sufficiently tested.</td>
<td>Design does not allow adequate testing of hypotheses. Method is seriously flawed. Dependent and independent variables are not appropriate and advertisement claims are not sufficiently tested.</td>
</tr>
</tbody>
</table>
### Numerical Data Values
- **Incomplete**: Numerical data values are entirely consistent with the product claims and are represented using an appropriate statistical measure of central tendency.
- **Adequate**: Numerical data values are adequately consistent with the product claims and are represented using an appropriate statistical measure of central tendency.
- **Inconsistent**: Numerical data values are inconsistent with the product claims or are not represented using an appropriate measure of central tendency.
- **Omitted**: Numerical data is omitted from presentation.

### Graphical Representation
- **Complete**: Graphic representation is consistent with given description. Labels are correct. Dependent and independent variables and numerical representations are accurate.
- **Adequate**: Graphic representation is consistent with given description. Labels are correct. Dependent and independent variables and numerical representations are present.
- **Incomplete**: Graphic representation is not consistent with given description. Dependent and/or independent variables and numerical representations are inaccurate.
- **Omitted**: Graph is omitted.

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Source of Evidence: Presentation, either individual or group

**Target:**
Achievement target: 70% of students will score 3 or higher (averaged across all items).

**SLO 4: NC Social Responsibility Culture**

Students will demonstrate an understanding of the impact of culture upon the complex interactions among biological, psychological, and environmental influences within the domains of psychology.

**Relevant Associations:**

- **New Core Component Areas**
- **New Core Objectives**
- **General Education/Core Curriculum Associations**

**Related Measures**

**M 4: SOCIAL RESPONSIBILITY CULTURE**

Assessment will include an objective test surveying the influence of culture and individual/group differences across all of the foundational areas of the discipline of psychology.

Example items are listed below. The complete assessment has been uploaded to the document manager.

**Test for Cultural and Individual/Group Differences**

1. Which of the following statements is true regarding the relationship between mental disorders and culture?
   - a. Depression is a mental health problem which is found around the world, but the way depression is expressed differs by culture.
   - b. A disorder heavily influenced by learning, context, or both is likely to differ across cultures.
   - c. Some disorders, called culture-bound syndromes, occur mainly or only in specific cultures or regions.
   - *d. all of the above*

2. The influence of culture on depression is illustrated by which of the following?
   - *a. The highest rates of depression are found among women in developing countries.*
   - b. Women have higher rates of depression than men.
   - c. Depression is found throughout the world.
   - d. Many fewer people are diagnosed with mild to moderate depression than are diagnosed with major depression.

3. According to research conducted by Richard Nisbett, _____ tend to be ____ in their thinking.
a. Western cultures; holistic
*b. Eastern cultures; holistic
c. both Western and Eastern cultures; holistic
d. both Western and Easter cultures; analytic

4. Almost anywhere you travel in the world, you can find a McDonald’s restaurant or T-shirts with American logos. Researchers theorize that this phenomenon is part of the process that accelerates cultural evolution. What is this process called?
a. urbanization
b. commercial warfare
*c. globalization
d. world exchange

5. Which of the following would be an example of the cultural level of analysis?
a. examining how the death of a spouse results in changes in serotonin levels in the brain.
b. examining whether a person’s personality is enduring or changing across the lifespan.
c. examining how being in a group changes whether a person will engage in illegal behavior.
d. examining differences in how mental illness is defined in South Africa and Canada.

6. According to stereotype threat
a. people who are stereotyped as “strong” are viewed with fear by people who have normal body types.
b. members of a group stereotyped as “less smart” will perform more poorly than members of non-stereotyped groups on intelligence test.
c. stereotypes are unrelated to test performance.
d. prejudiced people tend to view those of different racial groups as less capable than do non-prejudiced people.

7. How does the transmission of cultural memes relate to learning?
a. They can be learned through reinforcement, by association, or by observation.
b. They can be useful economic models for behavior.
c. They are innate and reflexive.
d. They operate only after negative consequences.

8. An important problem with the cross-cultural use of IQ tests is that IQ tests measure abilities that:
a. are not present in all cultures.
b. are not adaptive in all cultures.
c. are defined differently across cultures.
d. are not equivalent across cultures.

9. Based on research relating race and intelligence, which baby will have the highest IQ?
a. a white baby
b. a Latino baby
c. an African American baby
d. It is impossible to tell about an individual child using group averages.

10. Which of the following statements is true
a. Children are born with expectations about what behaviors are appropriate for each gender.
b. Most children are unable to identify whether they (themselves) are male or female until they are at least 4
years old.
*c. Once children discover that they are boys or girls, they seek out activities that are culturally appropriate for their sex.
d. In North American culture children are discouraged from playing in ways that are associated with only their own sex.

11. Gender roles, such as that girls play less roughly than boys, are often based on
a. false stereotypes of the behaviors of girls and boys as being different when they are not actually different
b. cultural norms taught by parents, peers, and media
c. biological differences between males and females
*d. a combination of cultural norms and biological differences between males and females

12. It is a common observation that when a family moves to a new culture, the children master the new language more quickly and thoroughly than the parents do. A psychological argument consistent with this observation is:
*a. the notion of a “sensitive period” for the acquisition of language across the lifespan
b. that humans can also imprint during a sensitive period
c. that across languages, master of one grammar makes it difficult to learn another grammar.
d. that children learn language from peers, not from parents.

13. If you observe babies in many different cultures just as they were beginning to use language, you would find that:
a. the stages they go through in acquiring language depend very much on the culture in which they are being raised.
b. children use only words they have heard from other children.
*c. the first words being used identify objects or are simple action words.
d. the rate at which they acquire language depends on the culture they grow up in.

14. Which of the following suggests that society and culture influence people’s tendencies to commit acts of physical violence?
a. Murder rates are much higher in some countries than others.
b. Crime statistics in the United States show that physical violence is much more prevalent in the South than in the North.
c. Culture-of-origin theory suggests that in some cultures men are raised to protect their reputations using physical violence.
*d. all of the above

15. An example of a social norm violation in Western culture is
*a. standing with your back to the elevator door, facing the other occupants of the elevator
b. voting for your party's candidate, and against the opposing party's candidate
c. creating a new version of a recipe for the evening meal
d. rearranging the furniture in your room

16. A certain culture has an old saying: “The nail that stands out gets pounded down.” From what type of culture would this saying be most likely to come?
a. independent
b. individualist
*c. collectivist
d. communal
17. Research in India, Brazil, and Chile shows that _____ contribute(s) to mental disorders in women.
   a. low income
   b. lack of education
   c. difficult family relationships
   *d. all of the above

Source of Evidence: Standardized test of subject matter knowledge

**Target:**
Achievement target is set at 70% (across all items).