Instructor-of-record: William Sorensen, Ph.D., M.S.P.H., M.A.
Office Location: UT Tyler PAC Rm #3095
Phone: (903) 566-7032
E-mail: wsorensen@uttyler.edu

Instructor's Aide: Seyi Sodipo
E-mail: osodipo@patriots.uttyler.edu


Computer Software: NCSS student version

Course Catalogue Description: Study of statistical analysis of basic and clinical research data.

Classroom Location: Face to face- Room 3035; Online- Anywhere you can hook into the Internet (high speed internet is preferable; dial-up will be cause problems and is not recommended).

Course Dates: January 12 – May 1.

Course Considerations:
The text and NCSS statistical software are the main pillars to this course. Therefore, careful reading of the assigned chapters and constant NCSS practice should lead you to success in this course.

Course Goals: The purpose of this course is to provide theoretical information and practical opportunity regarding statistical analysis. Opportunity will be provided for students to apply appropriate statistical procedures based upon their understanding of the nature of the question being asked and the type of data gathered. The student will be able to enter, manipulate, analyze and interpret output generated from the NCSS platform.

Course Objectives: To accomplish the purpose of the course the student will be able to…
1. Apply appropriate statistical procedures to the different types of data and various types of research questions.
2. Understand the theoretical bases and assumptions of basic statistical procedures.
3. Apply statistical reasoning and insight toward solving research problems.
4. Use statistical software (NCSS) to manage and manipulate data in order to make meaningful information (interpretation).
5. Read, think, and write using appropriate statistical language.

Grading Mechanics and Philosophy:
Letter grade-percentage transposition:
A: 91% - 100%
B: 81% - 90%
C: 71% - 80%
D: 61% - 70%
F: below 61%
Grading Plan:

<table>
<thead>
<tr>
<th>Component</th>
<th>Online student</th>
<th>Face-to-face student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>4 (15pts each) = 60 pts</td>
<td>4 exams (15pts each) = 60 pts</td>
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<tr>
<td>Projects</td>
<td>4 (5+6+7+8 pts) = 26 pts</td>
<td>5 (4+5+6+7+8)= 30 pts</td>
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<tr>
<td>Participation</td>
<td>regular study group posts + article critique posts + 2 of 4 Zoom sessions = 14 pts</td>
<td>classroom discussion = 10 pts.</td>
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<tr>
<td>TOTAL</td>
<td>100 points</td>
<td>100 points</td>
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All students, consider:

Much of your learning will be trial-and-error, in that you try something in NCSS, it doesn’t work, and you try again, and again. There may be an early perception of confusion early on, due to acquiring, installing, then learning or relearning the software. Your best strategy to help you through these early frustrations is to:

1) Set aside time, ahead of time, to work the computer, and time to read the text, according to a RIGID, WEEKLY schedule,
2) Be consistent in reading and practicing,
3) Keep your expectations reasonable; do not expect to get something after the first reading or first computer trial. In this sense, the course is like practicing a musical instrument (if any of you have learned to play an instrument you know how drab and frustrating this activity can be at first).

Still, after one semester, you will be able to do most of the statistical testing that is in the text, on your own, with a variety of data sets.

Online students, consider:
The motivation to learn is up to you; the instructor is a mere guide, especially true in an internet-based class where you will probably not see much the other members in the class (except in a Zoom session). Therefore, the text is highly pivotal in your success. Even though you will receive supplemental lectures and instruction, the TEXT MUST BE READ in a regular and timely manner, and most likely, many times over.

Since for you this is a non-traditional, long-distance class, you will need to depend on each other for help. The study group discussion sections in Blackboard will be set up for you to ask questions from, and offer solutions to, other students in your group. Communication with others is very important. Do not rely on the instructor solely to receive a response to a question (by the way, better to ask a question using Blackboard-discussion, not by sending the instructor e-mails). I expect everyone to offer questions AND responses (at least once) on a weekly basis. Chime in if you are having difficulty, and help out if you suspect you found the answer. The instructor tallies how many times you participate in Blackboard.

We hope to offer 4 interactive, real-time, Zoom sessions (these are like realtime virtual classrooms) to work through problems, whereby you can talk and see others. Part of your participation grade depends on participation in some of these sessions. Times will be announced later.

Face-to-face students, consider:

Even though you will receive supplemental lectures and instruction, the TEXT MUST BE READ in a regular and timely manner, and most likely, many times over. We also will be comparing two analysis softwares- NCSS and SPSS- side by side (SPSS is a common software found throughout computer labs at the University, particularly in the Health & Kinesiology computer lab).

Scheduled Exams & Projects:

Exams and projects will be given and received on specified dates. There are no make-ups to the projects or exams (Only for extremely extenuating circumstances and even then only with prior approval of the instructor, will the student be allowed to make up a project that is missed).
Americans with Disabilities Act (ADA):
The ADA is a federal anti-discrimination law that provides comprehensive civil rights protection to
individuals with disabilities. Among other things, this statute requires that all students with disabilities be
guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

If you have a disability, including a learning disability, for which you request disability support
services/accommodation(s), please contact Ida MacDonald in the Disability Support Services office so
that the appropriate arrangements may be made. In accordance with federal law, a student requesting
disability support services/accommodation(s) must provide appropriate documentation of his/her disability
to the Disability Support Services counselor. In order to assure approved services the first week of class,
diagnostic, prognostic, and prescriptive information should be received 30 days prior to the beginning of
the semester services are requested. For more information, call or visit the Student Services Center
located in the University Center, Room 282. The telephone number is 566-7079 (TDD 565-5579).
Additional information may also be obtained at the following UT Tyler Web address:
http://www.uttyler.edu/disabilityservices.

Academic Dishonesty:
At The University of Texas at Tyler, students and faculty are responsible for maintaining an environment
that encourages academic integrity. Student and faculty members are required to report an observed or
suspected case of academic dishonesty immediately to the faculty member in charge of an examination,
classroom or laboratory research project, or other academic exercise.

Since the value of an academic degree depends on the absolute integrity of the work done by the student
for the degree, it is imperative that the student maintains a high standard of individual honor in scholastic
work. Scholastic dishonesty includes but is not limited to cheating, plagiarism, and collusion:

“Cheating” includes:
1. Copying from the paper of another student, engaging in written, oral, or any other means of
   communication with another student, or giving aid to or seeding aid from another student
   when not permitted by the instructor;
2. Using material during an examination or when completing an assignment that is not
   authorized by the person giving the examination or making the work assignment;
3. Taking or attempting to take an examination for another student, or allowing another student
   to take an examination for oneself;
4. Using, obtaining, or attempting to obtain by any means, the whole or any part of, an
   unadministered examination or work assignment.

“Plagiarism” includes the unacknowledged incorporation of the work of another person in work that a
student offers for credit.

“Collusion” includes the unauthorized collaboration with another person in preparing written work that a
student offers for credit.
**Grading Appeal Procedure**

A student who wishes to contest a grade given by an instructor must initiate the procedure by contacting the instructor who assigned the grade. The instructor and the student should informally review the criteria for assignment of grades and the student's performance. The instructor may affirm the grade or revise the grade.

If the student is not satisfied after the informal discussion with the instructor, then the student may initiate a formal grade appeal by completing a Grade Appeal Form, which may be obtained from the Office of Student Records. Normal grade appeals should be filed at the earliest date possible, but no later than six months from the final date of grade assignment. The instructor and the student should complete the appropriate parts of the form clearly indicating the instructor's rationale for the grade given and the student's basis for the grade appeal.

At each administrative level of the appeal process, an attempt will be made to resolve the issue. If the instructor holds one of the administrative positions used in the appeal process, then that level is omitted. If no resolution is reached at a particular level, then the appeal is forwarded with the recommendation of the administrator at that level with all documentation.

If the appeal is to be considered by the Vice President for Academic Affairs, a copy of the Grade Appeal Form shall be forwarded by the academic dean of the student. The office of the president is the final step in the appeal process at The University of Texas at Tyler.

**Grade Replacement**

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to file an intent to use grade forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) or two (graduate student) course repeats during his/her career at UT Tyler. (2006-08 Catalog, p. 35)