PSYC 2354 – 001 & 002: Statistics and Laboratory

FALL 2026

INSTRUCTOR INFORMATION

Instructor:	Dr. Benjamin D. Schulte	**Office:**	HPR 241
Email:	bschulte@uttyler.edu	**Office Hrs:**	Mon. & Wed. 12:00pm to 2:00pm also by appointment
		Office Ph:	903.566.5677

COURSE INFORMATION

Course Section:	001 & 002
Meeting Times:	Tuesdays and Thursdays Section 001: 12:30pm to 1:50pm Section 002: 2:00pm to 3:20pm
Meeting Location:	Section 001: WTB 235 Section 002: WTB 137
Prerequisites:	None
Special Designation:	None

COURSE MATERIALS

Textbook

Cote, L. R., Gordon, R., Randell, C. E., Schmitt, J., & Marvin, H. (2021). *Introduction to statistics in the psychological sciences*. Open Educational Resources Collection.

Note. This is a publicly available textbook (i.e., free). You can download it at the link below.
https://irl.umsl.edu/oer/25

Statistical Software

jamovi is a free and open-source statistical software. You can download it at the link below.
https://www.jamovi.org/

Online Resource

The Purdue University Online Writing Lab (OWL) contains all pertinent information on APA-7 formatting and style. You can freely access Purdue OWL using the link below.
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html

Calculator

A physical calculator is necessary to complete the course assignments that require statistical calculations to be performed by hand. I use a cheap (~$15) scientific calculator (i.e., Texas Instruments TI-30XIIS) that allows the input of algebraic formulas. Although I recommend the use of a scientific calculator, you may also use a basic calculator (e.g., Texas Instruments TI-108). However, because it does not allow the input of formulas, the use of a basic calculator may be somewhat tedious for some assignments.

Recommended (Optional) Texts

You do **NOT** have to purchase the following texts. Readings from Cozby and Bates (2015) and Dienes (2008) will be provided on Canvas.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Cozby, P. C., & Bates, S. C. (2015). *Methods in behavioral research* (12th ed.). McGraw-Hill Education.

Dienes, Z. (2008). *Understanding psychology as a science: An introduction to scientific and statistical inference*. Palgrave Macmillan.

Online Test-Taking Technology

This course requires the use of the *Respondus Lockdown Browser* for online exams. The *Respondus Lockdown Browser* is a browser that shuts down all your other applications on that computer while you take exams. You must download it for this course. The webcam can be the type that is built into your computer or one that plugs in with a USB cable. Watch this brief video to get a basic understanding of the *Respondus Lockdown Browser* and the webcam feature.

Download and install *Respondus Lockdown Browser* via Canvas. Once installed:

- Log into Canvas with your regular browser (e.g., Chrome)
- Navigate to the exam
- The exam will start the *Respondus Lockdown Browser*

Remember that *Respondus Lockdown Browser* will prevent you from accessing other websites or applications. You will be unable to exit the test until all questions are completed and submitted.

You will need to do the following upon using *Respondus Lockdown Browser*

- verify your student ID
- record your surroundings immediately prior to and your face during the exam

Help

Several resources are available if you encounter problems with *Respondus Lockdown Browser*:

- The Windows and Mac versions of *Respondus Lockdown Browser* have a "Help Center" button located on the toolbar
    - Use the "System & Network Check" to troubleshoot issues

    - If an exam requires you to use a webcam, then also run the "Webcam Check" from this area
- Respondus has a Knowledge Base. Select the "Knowledge Base" link and then select "Respondus Lockdown Browser" as the product.
    - If your problem is with a webcam, then select "Respondus Monitor" as your product
    - If you are still unable to resolve a technical issue, then go to support.respondus.com and select "Submit a Ticket"
        - Provide detailed information about your problem and what steps you took to resolve it

Guidelines for Online Test-Taking

- Ensure that you are in a location where you will not be interrupted
- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach
- Before starting the test, know how much time is available for it, and also that you have allotted sufficient time to complete it
- Clear your desk or workspace of all external materials not permitted—books, papers, other devices
- Remain at your computer for the duration of the test
- If the computer, Wi-Fi, or location is different than what was used previously with the "Webcam Check" and "System & Network Check" in *Respondus Lockdown Browser*, then run the checks again prior to the exam
- To produce a good webcam video, do the following:
    - Avoid wearing baseball caps or hats with brims
    - Ensure that your computer or device is on a firm surface (a desk or table)
    - Do NOT have the computer on your lap, a bed, or other surface where the device (or you) are likely to move
    - If using a built-in webcam, avoid readjusting the tilt of the screen after the webcam setup is complete
    - Take the exam in a well-lit room, but avoid backlighting (such as sitting with your back to a window)

COURSE DESCRIPTION AND OVERVIEW

The description from the Undergraduate and Graduate Catalog is quoted below.

"An introduction to descriptive and inferential statistical methods used in psychological research. Emphasis will be on hypothesis testing with t-tests, analysis of variance, correlation, and selected nonparametric techniques. Application of computers and statistical software to psychological research."

LEARNING OUTCOMES

1. Understand common statistical analyses used in the psychological sciences
2. Identify core components of psychological research design and methodology
3. Identify appropriate statistical tests to use with various types of data
4. Conduct common statistical analyses by hand and using statistical software
5. Utilize null hypothesis significance testing to answer research questions
6. Generate data visualizations using statistical software
7. Evaluate the quality of psychological measures and sampling strategies
8. Interpret statistical findings and scientific claims in psychological literature
9. Apply statistical knowledge to the design and critique of psychological research
10. Report the results of statistical analyses according to APA-7 formatting

COURSE TASKS

Data Projects

There will be four (4) data projects. Each data project is worth 75 points. The sum of points for all data projects is 300 points or 30% of your final course grade.

Data projects will consist of (1) the computation of statistical analyses and visualizations using statistical software and (2) Method and Results sections according to APA-7 formatting. Data projects provide students with a data set (i.e., .csv file), a copy or description of the measures used to collect the data, a brief description of the procedures used to collect the data, and one or more research questions to be answered. Students will use statistical software to conduct the statistical analyses necessary to answer the research question(s). The full report of the analyses must be exported for submission. Students will answer the research question(s) in a manuscript-style paper consisting of Method and Results sections formatted according to APA-7. The Method and Results sections must be **typed**.

Students will complete the data projects in pairs. Sign up for a pair during the first week of the term via Canvas. All data projects will be completed by the same pairs of students. For each pair, only one copy of the exported results and Method and Results sections will be submitted. Name your files according to the format *AssignmentName LastNamePartner1 LastNamePartner2* (e.g., DataProject1 Smith Jones).

Online submission of the completed data projects will be due at the start of the class meeting (12:30pm for section 001; 2:00pm for section 002) on the corresponding date marked in the *Course Schedule*. Instructions and materials for the data projects will be distributed at least 14 days before their respective due dates. Points associated with data projects will be awarded based on the (1) correctness of the statistical analyses and (2) reporting of the Method and Results sections according to APA-7 formatting.

Worksheets

There will be eight (8) worksheets. Each worksheet is worth 25 points. The sum of points for all worksheets is 200 points or 20% of your final course grade.

Worksheets will consist of (1) the computation of statistical analyses by hand (with the help of a calculator), (2) the reporting of results according to APA-7 formatting, and (3) completing multiple-choice or open-ended questions. Printed copies of the worksheets will be distributed on which the statistical analyses must be completed by hand. Additionally, you must attach (e.g., staple, paperclip) a printed copy of the reporting of the results (usually a few sentences) according to APA-7 formatting and as instructed on the worksheet. The reporting of the results must be **typed**.

Physical copies of the completed worksheets will be due at the start of the class meeting (12:30pm for section 001; 2:00pm for section 002) on the corresponding date marked in the *Course Schedule*. Worksheets will be distributed at least 7 days before their respective due dates. Points associated with worksheets will be awarded based on (1) completion of the worksheets (including showing your work), (2) the correctness of the statistical analyses, and (3) the reporting of the results according to APA-7 formatting.

Exams

There will be two (2) exams. Each exam is worth 100 points. The sum of points for all exams is 200 points or 20% of your final course grade.

Exams will consist of multiple-choice and some open-ended questions. Sometimes calculations will be necessary.

All exams will be online proctored exams completed via *Respondus Lockdown Browser*. All exams will be closed-book such that no outside materials (e.g., textbook, notes, internet searches) are permitted. You get one attempt for each exam. Unless you have an accommodation, each exam will have a 1-hour, 30-minute limit.

The exams will become available at the conclusion of the class meeting (1:50pm for section 001; 3:20pm for section 002) on the corresponding date marked in the *Course Schedule*. They will be available for a duration of 24 hours. Points associated with the exams will be awarded based on only the correctness of responses.

Final Project

There will be one (1) final project. The final project is worth 200 points or 20% of your final course grade.

The final project will be similar to the data projects but (1) cumulative (i.e., requiring the use of all statistical analyses covered in the course) and (2) completed individually. Specifically, the final project will consist of (1) the computation of statistical analyses and visualizations using statistical software and (2) the reporting of the Method and Results sections according to APA-7 formatting. The final project will provide students with a data set (i.e., .csv file), a copy or description of the measures used to collect the data, a brief description of the procedures used to

collect the data, and multiple research questions to be answered. Students will use statistical software to conduct the statistical analyses necessary to answer the research questions. The full report of the analyses must be exported for submission. Students will answer the research questions in a manuscript-style paper consisting of Method and Results sections formatted according to APA-7. The Method and Results sections must be **typed**.

The final project is cumulative such that students will conduct *t*-tests, correlations, analyses of variance, linear regression, and chi-square tests in addition to evaluating the reliability and validity of the measures used. The final project must be completed individually such that each student will independently complete and submit their own final project.

Online submission of the final project will be due at 11:59pm on December 8, 2026. Instructions and materials for the final project will be distributed at least 28 days before the due date. Points associated with the final project will be awarded based on the (1) correctness of the statistical analyses and (2) reporting of the Method and Results sections according to APA-7 formatting.

Posttest

There will be one (1) posttest. The posttest is worth 50 points or 5% of your final course grade.

The posttest will consist of multiple-choice questions. Some calculations will be necessary.

The posttest will be an online proctored exam completed via *Respondus Lockdown Browser*. The posttest will be closed-book such that no outside materials (e.g., textbook, notes, internet searches) are permitted. You get one attempt for the posttest. Unless you have an accommodation, the posttest will have a 1-hour, 30-minute limit.

The posttest will become available on December 2, 2026, at 11:59pm. It will be available for a duration of 24 hours. The posttest will be graded in the same way as the exams. Specifically, the points associated with the posttest will be awarded based on only the correctness of responses.

Pretest

There will be one (1) pretest. The pretest is worth 30 points or 3% of your final course grade.

The pretest will consist of multiple-choice questions. Some calculations will be necessary.

The pretest will be an online proctored exam completed via *Respondus Lockdown Browser*. The pretest will be closed-book such that no outside materials (e.g., textbook, notes, internet searches) are permitted. You get one attempt for the pretest. Unless you have an accommodation, the pretest will have a 1-hour, 30-minute limit.

The pretest will be due at the start of the class meeting (12:30pm for section 001; 2:00pm for section 002) on August 27, 2026. The pretest will become available at the conclusion of the first class meeting (1:50pm for section 001; 3:20pm for section 002) on August 25, 2026. Points associated with the pretest will be awarded based on completion. In other words, if you complete the pretest, then you will be awarded the full points.

Self-Report Assessment

There will be one (1) self-report assessment. The self-report assessment is worth 20 points or 2% of your final course grade.

The self-report assessment will consist of self-report measures concerning demographic (e.g., age, sex, race) and other (e.g., personality traits, GPA, organizational citizenship behaviors) variables. Although you will provide your UIN to facilitate point allocation, your responses will be kept completely confidential. Data from the self-report assessment will be used in the data projects.

The self-report assessment will be unproctored and completed online via Qualtrics.

The self-report assessment will be due at the start of the class meeting (12:30pm for section 001; 2:00pm for section 002) on September 1, 2026. The self-report assessment will become available at the conclusion of the first class meeting (1:50pm for section 001; 3:20pm for section 002) on August 25, 2026. Points associated with the self-report assessment will be awarded based on completion. In other words, if you complete the self-report assessment, then you will be awarded the full points.

GRADING POLICY

Breakdown by Assignment

Assignment	Number of Components	Points per Component	Total Points	Percent of Grade
Data Projects	4	75	300	30%
Worksheets	8	25	200	20%
Exams	2	100	200	20%
Final Project	1	200	200	20%
Posttest	1	50	50	5%
Pretest	1	30	30	3%
Self-Report Assessment	1	20	20	2%
		TOTALS:	1000	100%

Final Letter Grades

Letter grades (with **strict** cutoffs) will be assigned as follows:

Grade	A	B	C	D	F
Percent	89.50	79.50	69.50	59.50	below 59.50
Points	895.00	795.00	695.00	595.00	below 595.00

COURSE POLICIES

Class Attendance

There is no credit for attendance in this class at any point, nor are there any points for any in-class activities (see *Breakdown by Assignment*). I intend to upload my lecture slides and other in-class materials to Canvas. However, please note that **reviewing the lecture slides and other in-class materials is not a substitute for class attendance**. For example, not all information (including demonstrations using statistical software) presented in the lecture will be displayed on the lecture slides. Furthermore, some exam items may be written to reflect discussions during class meetings. Therefore, **you are highly encouraged to attend class meetings**. I reserve the right to withhold the publication of lecture slides and other in-class materials to Canvas should I suspect that students are using them as substitutes for class attendance.

I will **NOT** record video or audio of my lectures. Students are allowed to record lectures if their accommodations through The University of Texas at Tyler Student Accessibility and Resources (SAR) Office request such recordings.

Late and Make-Up Work

Any assignment submitted late (i.e., after the due date) will receive an automatic 20% deduction in points. Specifically, 20% of the total achievable points for an assignment will be deducted from the final score on that assignment. For example, a data project (75 total achievable points) that is scored as 70 points will be assigned a final score of 55 points following the 20% (15-point) deduction. Assignments that are submitted more than two (2) business days (i.e., Monday-Friday) after the due date will not be accepted (i.e., will receive a final score of 0 points).

To help manage the course and maintain some level of fairness across all students in the class, the policy concerning makeup exams and other assignments is in strict accordance with the Catalog's Class Attendance/Excused Absences policy. If you have an excused absence per this policy, then arrangements to complete the missed exam or adjust assignment due dates will be made. Note that **you must contact me no later than two (2) business days (i.e., Monday-Friday) after the missed exam/assignment to arrange a makeup exam/later assignment due date**. See *Attendance Policy* for more information about excused absences.

Classroom Behavior

PSYC 2354 is a learning community where civility and mutual respect are crucial for success. I will prepare informative, interesting lectures and do my best to deliver them that way. I will treat you like mature members of a learning community. Likewise, I expect that you will attend class meetings having completed the readings beforehand, and therefore be prepared to both learn and contribute to the course in a thoughtful manner.

To make this environment comfortable for everyone, please remember that there are many students with different experiences and needs in one room and these diverse experiences and backgrounds are not always obvious to the casual observer. Whereas it is 100% OK to disagree with someone, you must state your disagreements about the issue (and not the other person) and in a way that is respectful (i.e., does not belittle people or groups). This class does not tolerate remarks that are sexist, racist, homophobic, or otherwise ridicule people.

Grade Disputes
If you wish to dispute a grade on an assignment or exam, then you must submit a written rationale (email is fine) to justify the change within 1 week of receiving your score in Canvas for that assignment or exam. See *Grade Appeal Policy* for information about disputes on the final course grade.

Extra Credit
You may earn 30 extra credit points (i.e., raise your course grade by 3%) by participating in psychology research studies in the UT-Tyler Department of Psychology and Counseling Participant Pool via Sona. In order to access the extra credit opportunity, **you should register in Sona** (https://uttyler.sona-systems.com/) **within the first week of class. The registration will take only a few minutes, and will include a brief survey to collect demographic data**. These data will serve as a screening tool to determine potential survey eligibility.

Once you register in the system, you may complete research credits by participating in psychology studies. One (1) credit is earned for every 30 minutes of research participation. Most studies are worth one (1) credit. You must complete three (3) research credits to earn the 30 extra credit points. You may not earn partial extra credit points (e.g., you may not complete one research credit for 10 extra credit points).

It is unethical for an instructor to offer extra credit or "give extra points" on an individual basis if this is not also available to all other students. **Please do not ask me to alter your grade or offer you additional opportunities/activities near the end of the semester to change your course grade**. However, if you are concerned about your grade *well before the end of the semester*, then please contact me to discuss study strategies and/or address potential areas for improvement.

UNIVERSITY POLICIES

Attendance Policy
"Class attendance is the responsibility of the student. The University expects students to attend and actively participate in all activities for a course. Regular attendance and engagement in class activities/assignments contribute to learning the content. When a student has a legitimate absence, the instructor may permit the student to complete missed assignments. In many cases, class participation is a significant measure of performance and non-attendance may adversely affect a student's grade. When a student's absences become excessive, the instructor may recommend that the student initiate a withdrawal." (Catalog – Class Attendance/Excused Absences)

Please refer to the Catalog's Class Attendance/Excused Absences policy in its entirety for information about excused absences, including definitions, and related documentation and timelines.

Students who request an excused absence are expected to uphold the UT Tyler Honor Code (see *Academic Honesty and Academic Misconduct*).

Academic Honesty and Academic Misconduct
"I embrace honor and integrity. Therefore, I choose not to lie, cheat, or steal, nor to accept the actions of those who do." (UT Tyler Honor Code)

This course enforces the Student Conduct and Discipline policy in the Student Manual Of Operating Procedures (Section 8).

Artificial Intelligence Statement
UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course, **the work submitted by students will be generated by themselves**. This includes all process work, drafts, brainstorming artifacts, editing, and final products. This extends to group assignments where students must collaboratively create the project. Any instance in which a student has another person/entity do any portion of a graded assignment constitutes a violation of UT Tyler's Honor Code. This includes purchasing work from a company, hiring a person or company to complete an assignment or exam, using a previously submitted assignment, and using AI tools (e.g., ChatGPT).

Withdrawing from Class
Students may withdraw (drop) from this course using the Withdrawal Portal. Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully read the implications for withdrawing from a course and the instructions on using the Withdrawal portal.

Texas law prohibits students from dropping more than six courses during their entire undergraduate career*. The six courses dropped includes those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. **CAUTION #1**: Withdrawing

before census day does not mean you get a full refund. Please see the Tuition and Fee Refund Schedule. **CAUTION #2**: All international students must check with the Office of International Programs before withdrawing. All international students are required to enroll full-time for fall and spring terms. **CAUTION #3**: All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. CAUTION #4: All veterans or military-affiliated students should consult with Military and Veterans Affairs.

* Students who began college for the first time before 2007 are exempt from this law.

Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

Grade Appeal Policy

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the Registrar's Form Library.

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit UT Tyler accessible learning and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079."

Military and Veterans

UT Tyler honors the service and sacrifices of our military-affiliated and veterans students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The Military and Veterans Affairs has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

Students on an F-1 Visa

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

FERPA

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in UT Tyler's Policy 7.01: Family Educational Rights and Privacy Act. The course instructor will follow all requirements to protect your confidential information.

Campus Carry
We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at UT Tyler Campus Concealed Carry Policy webpage.

Resources for Coursework
UT Tyler Writing Center
The Mathematics Learning Center
Robert Muntz Library and Staff/Library Liaisons
The Career Success Center

Other Resources
UT Tyler Counseling Center
UT Tyler Patriot Food Pantry
UT Tyler Financial Aid and Scholarships
UT Tyler Student Business Services
UT Tyler Registrar's Office
Office of International Programs
Title IX Reporting
Patriots Engage

COURSE SCHEDULE

Week	Day	Date	Topic	Reading	Assignment
1	Tue.	08/25	Welcome		
	Thur.	08/27	Variables, Research Designs, Sampling	Chapter 1	Pretest
2	Tue.	09/01	Variables, Research Designs, Sampling		Self-Report
	Thur.	09/03	Displaying Distributions	Chapter 2	
3	Tue.	09/08	Central Tendency, Variability	Chapter 3	
	Thur.	09/10	Central Tendency, Variability		Worksheet #1
4	Tue.	09/15	Normal Distributions, *z*-Scores	Chapter 4	
	Thur.	09/17	Normal Distributions, *z*-Scores		Worksheet #2
5	Tue.	09/22	Probability	Chapter 5	Data Project #1
	Thur.	09/24	Probability, Sampling Distributions	Chapter 6	
6	Tue.	09/29	Sampling Distributions		Worksheet #3
	Thur.	10/01	Hypothesis Testing	Chapter 7	
7	Tue.	10/06	Hypothesis Testing		Worksheet #4
	Thur.	10/08	*t*-Tests (One-Sample), Confidence Intervals	Chapter 8	Exam #1
8	Tue.	10/13	*t*-Tests (Dependent Samples)	Chapter 9	
	Thur.	10/15	*t*-Tests (Independent Samples)	Chapter 10	Worksheet #5
9	Tue.	10/20	Correlations	Chapter 12	Data Project #2
	Thur.	10/22	Correlations		Worksheet #6
10	Tue.	10/27	Reliability, Validity	On Canvas [A]	
	Thur.	10/29	Reliability, Validity		
11	Tue.	11/03	Analysis of Variance (One-Way)	Chapter 11	Data Project #3
	Thur.	11/05	Analysis of Variance (One-Way)		Worksheet #7
12	Tue.	11/10	Linear Regression (One-Predictor)	Chapter 13	
	Thur.	11/12	Linear Regression (One-Predictor)		Worksheet #8
13	Tue.	11/17	Chi-Square	Chapter 14	Data Project #4
	Thur.	11/19	Neyman-Pearson Inference	On Canvas [B]	Exam #2
14	Tue.	11/24	NO CLASS: Thanksgiving Break		
	Thur.	11/26	NO CLASS: Thanksgiving Break		
15	Tue.	12/01	Work on Final Project		
	Thur.	12/03	Work on Final Project		Posttest
16	Tue.	12/08	NO CLASS		Final Project

Note. The *Course Schedule* is subject to change. Any changes will be clearly and proactively communicated to students. See *Course Tasks* for more information about due dates and times.

[A] Cozby and Bates (2015)

[B] Dienes (2008)

UPDATES TO SYLLABUS