Syllabus

Course Information:
PSYC 2354.001: Psychological Statistics
Fall 2013
TR: 2:00-3:20
BEP 213

Instructor Information:
Dr. Shelly Marmion
Office: HPR 209
Office Hours: MW: 1:00-2:00,
TR 8:30-9:30
Response time to emails: 24 hour maximum, except occasionally on some weekends.

NOTE: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer. See purchasing information with textbook information below.

Course Catalog Description
PSYC 2354: 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. There are no prerequisites for this course.

Student Learning Outcomes & Assessments
Upon successful completion of the course, the student will be able to ...
1. Demonstrate an understanding of the differences between and uses of descriptive and inferential statistics. (BS/BA 6.0)
2. Demonstrate an understanding of the differences between parametric and nonparametric statistics (BS/BA 6.0)
   a. Define and distinguish between a population and a sample.
   b. Define and distinguish between statistics and parameters.
   c. Classify data with respect to the four scales of measurement.
3. Compute statistical tests manually (with a calculator) and interpret and explain results. (BS/BA 6.0)
   a. Explain measures of central tendency and their appropriate uses
   b. Explain variability and the various measures of it: range, variance and standard deviation
   c. Interpret standard z scores and information gained through normal distribution tables.
   d. Interpret correlation coefficients using the Pearson and the Spearman.
   e. Explain regression and predict y-values using the regression equation.
   f. Interpret standard error of the estimate and proportion of variance accounted for.
   g. Discuss hypothesis testing and how to state the null and alternative hypotheses
   h. Interpret the level of significance of a hypothesis test (p-values)
   i. Identify type I and type II errors, and the probabilities associated with them.
   j. Discuss the power of an analysis and the factors that affect it.
   k. Determine significance and interpret the results of one and two sampled t-tests.
   l. Explain the use of an F-test and fully interpret a one-way ANOVA with post hoc tests.
   m. Explain the use of a two-way Anova and interpret the output for one.
   n. Interpret non-parametric tests such as the Mann-Whitney U, the Wilcoxon rank test, and Chi Squares.
   o. Graph different types of data and describe the information contained in them.
4. Be able to identify the independent and dependent variables of experiments, determine the design and the correct statistical analyses with which to test specific hypotheses. (BS/BA 6.0)

Evaluation and Grading: There will be four major exams during the course which will contribute 40% of the course grade (10% each). Quizzes will contribute 35% of the course grade (10% for StatsPortal chapter quizzes, 15% for “StatsPortal mastery quizzes, and 20% for in-class quizzes), attendance will count 5%, with any other in-class or homework assignments making up the final 20%. StatsPortal Quiz and exam grades are available immediately upon taking them. In-class quizzes are generally available the next class period. Homework grades will generally be available within a week’s time.

All grading will be on the basis of percentage points and categories will be weighted according to the above scheme. Grades from 89.5 or above will result in an A grade, from 79.5 to 89.49 will produce a B grade etc. Please be aware that a grade of C or better must be earned in order to satisfy the degree requirement for psychology majors or minors.

You should purchase access to the online resource called StatsPortal which will give you access to the quizzes, and exams, and will also provide you with an ebook of your assigned textbook ($55.95). You can purchase these directly from the publisher using the following link: [http://courses.bfwpub.com/nolanessentials1e.php](http://courses.bfwpub.com/nolanessentials1e.php)
You may also purchase a card with an access code from our campus bookstore, gaining you the same resources.

Do NOT purchase a used textbook or go through other vendors not mentioned above, unless you do so in addition to purchasing StatsPortal, as it will not give you an active access code to the online portal, which will serve as our test management system. Access to StatsPortal will be required in order to take quizzes and exams.

Getting Started in the Course
We will make extensive use of our Blackboard course management system. Your first stop in Blackboard (Bb) should be to visit the Getting Started page to review the full syllabus and then take the brief quiz on it. After that, you will find the activities for this course can be found each week in each of the modules. You should go to the Modules page on Blackboard, find Module 1, open it and find Week 1. Inside the Week 1 folder, you will find a list of the learning objectives for the material to be covered that week, a list of required readings, links to the recorded lecture and accompanying Powerpoint, and a “Checklist of tasks to complete this week.” The calendar on Blackboard will also show due dates for all quizzes and assignments. The Discussion Board within Bb will be used whenever you have a question that others might also have. That way, when you are given an answer, others can benefit from it. Additional resources are available on the Project Resources page.

Course Policies

Due dates and make-ups: Assignments MUST be turned in when due. Any make-up exams or quizzes will be administered during the week preceding Thanksgiving. Those who do not have an exam to make up will be provided the opportunity to make up or retake up to three quizzes OR retake a single exam. All make-ups and retakes are limited to this week.

Attendance and Preparedness: Attendance in this class matters! Students who are frequently tardy, miss classes, or habitually leave early tend NOT to do well.
Lectures. This course is a “flipped” course. That means that lectures are taped and available online and that class time will be used to review difficult concepts, practice the calculations for any given chapter, and other activities in support of your learning. For best results, you should listen to the lecture prior to the class period for which it is scheduled.

Extra Credit Opportunities for this class
1. Occasionally, StatsPortal mis-keys a quiz question. If you find an example of an item for which the answer counted as corrected is wrong, take a screen shot and email it to me to earn an extra credit for your team. This will also help correct any errors in the test banks!
2. Although students may sign up for extra credit earned through being a volunteer “client” for the graduate students learning to provide counseling, the total credits that may be earned will be limited to no more than 5 points (1 pt per 2 hours counseling) to be added to the exam average. Different classes may have different policies and rates of return for such credit, but it is my feeling that as psychology majors, one should seek out counseling for more intrinsic rewards.
3. SONA credits may be earned at the same exchange rate and maximum for points earned.

Student Response System (clickers). We will occasionally be using clickers during class. At the beginning of the semester, a numbered clicker will be assigned to you. For those classes in which we use them, you will retrieve your clicker from the case for use during that class period and return it to the case before you leave. The clicker will record your attendance in class, as well as record your responses to questions. You are responsible for your clicker and its safe return before the end of each class. You will be able to earn bonus points to be added to each exam by doing well on the in-class clicker questions.

Connectivity: Phones should be turned off when in class. If you use a laptop, tablet, or other device which connects to the internet, it should be employed only for class related activities. Doing otherwise is a distraction to other students in the class and shows disrespect for the course and instructor.

Tutoring: Weekly tutoring sessions will be available to students enrolled in the two sections of this course. You are encouraged to take advantage of this, as needed.

StatsPortal

Getting started in StatsPortal: When you log into StatsPortal, a pop-up will provide a link to “tips, training, and support options.” Clicking on that link will provide you with various forms of guidance to get started and to contact tech support in the event of technical problems. That number is 1-800-936-6899. They are your go-to resource for StatsPortal questions or problems. They will know stuff your instructor and tutors have yet to learn about the workings of StatsPortal, so start there with any technical questions.

StatsPortal Resources: Near the top of StatsPortal, there are several tabs you can click to navigate to the eBook, Assignment Center, Gradebook, etc. There are numerous resources available to help you learn the content of each chapter which you can access either through the Course Materials tab, or at the end of each eBook chapter. Try out the Flashcards for each chapter to help learn the terminology and concepts. You may also be interested to view videos suggested for each chapter or read the EESEE stories for real examples of research studies.

StatsPortal Assignments: In the Assignment Center you will find the current assignments which you should complete by the due dates. These will include the various quizzes and other assigned activities that occur through StatsPortal, as well as the Team Projects.
**StatsPortal Quizzes:** Just before each class period, assigned quizzes over the material associated with that class period will be due. These are quizzes designed to keep you caught up with concepts in the chapters so that you are ready to tackle the group projects and other activities to occur during class. You may take each Pre-class Quiz up to 3 times to improve your grade, and it will be the highest grade you earn on all three attempts that will be recorded in the Gradebook. Prior to each exam, there are due dates for Mastery Quizzes associated with all chapters covered since the last exam. These quizzes are designed to help further prepare you for the exam. As with pre-class quizzes, you may take each Mastery Quiz up to 3 times to improve your grade, and again it will be the highest grade you earn on all three attempts that will be recorded in the Gradebook.

Class schedule will be available only in the Bb version of the syllabus.

**Students Rights and Responsibilities**
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: [http://www.uttyler.edu/wellness/rightsresponsibilities.php](http://www.uttyler.edu/wellness/rightsresponsibilities.php)

**Grade Replacement/Forgiveness and Census Date Policies**
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at [http://www.uttyler.edu/registrar](http://www.uttyler.edu/registrar). Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:
- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

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**State-Mandated Course Drop Policy**
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

**Disability Services**
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office.
For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

**Student Absence due to Religious Observance**
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

**Student Absence for University-Sponsored Events and Activities**
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

**Social Security and FERPA Statement:**
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**Emergency Exits and Evacuation:**
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

**Student Standards of Academic Conduct**
Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:
- copying from another student’s test paper;
- using during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

**CEP Vision and Mission and Program Standards**

**Vision**
The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

**Mission**

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

Tax, title and tag NOT included; your mileage may vary.