

PSYCHOLOGICAL STATISTICS AND METHODS II, CRN 31047

Weber State University

Psychology 3616, Spring 2020

Class Times: Monday, Wednesday, & Fridays 11:30 a.m. – 1:10 p.m. in LH 317

Professor: Dr. Azenett A. Garza
Office & Student Hours: Lindquist Hall 372 – Appointment are always a great idea. Mondays & Wednesdays 10:00 a.m. to 11:00 a.m. and Tuesdays and Thursdays 11:45 a.m. to 12:45 p.m.
Contact Information: e-mail: agarza@weber.edu, may also contact me through CANVAS
Office #: 626-6249.
Course Website: CANVAS – may access through student portal (<http://weber.edu>) or <http://canvas.weber.edu> or <http://weber.instructure.com> and will need Wildcat username and password to access. From the “Courses” tab, click on “PSYC 3600”. This syllabus, study guide, workbook, course announcements, and grades will be accessed through CANVAS. You will also be able to e-mail classmates and your professor through CANVAS.
Go to <http://guides.instructure.com/m/4212> for more information about CANVAS.

Texts: -Jackson, S. (2016). Research Methods and Statistics: A Critical Thinking Approach, 5th edition. Cengage: Boston, MA. ISBN # 9781305257795. (Required)

Green, S. B. (2015). Using SPSS for Windows and Macintosh, 8th edition. ISBN# 97801343198. (Required)

APA (2010). Publication Manual of the American Psychological Association, 6th edition. ISBN # 9781433805615. (Optional).

- Additional class and study material will be downloaded by chapter through CANVAS.

Course Objectives

1. Students will understand psychology as a scientific discipline. Essential to this, students will understand a core set of statistical and experimental methodological knowledge regarding how psychologists critically evaluate, creatively test, and scientifically defend psychological claims.
2. Students will be able to critically apply psychological principles, statistics and research to explain social issues, inform public policy, solve problems, understand themselves, and achieve career goals.
3. Students will share key beliefs, attitudes, and values adopted by scientific psychologists, which include (but are not limited to) skepticism and intellectual curiosity, respect for evidence, tolerance of ambiguity, respect for human diversity, and humility regarding the limits of their psychological knowledge and skills. Students will also grasp the spirit of the APA Code of Ethics, follow its guidelines, and recognize the necessity of ethical behavior in all aspects of the science and practice of psychology.
4. Students will exhibit skills to professionally communicate their understanding of terms, concepts, statistics, research, and theories of the discipline to others via written and oral formats. Students will also have interpersonal skills necessary to effectively collaborate in groups with others who hold diverse opinions, beliefs, and attitudes.

Knowledge of mathematics:

The course does not emphasize mathematics. There will be many calculations, but these require nothing more than elementary high-school algebra. The emphasis, instead, is on understanding the LOGIC of the statistical methods.

Just as with anything new we are taking to learn statistics requires that you practice daily the skills and techniques you are being taught. Although it may be a challenge, everyone can understand, and do statistics and research. I ask you to bring with you a positive attitude towards learning to this class and willingness to put in the time to master the concepts. You will be surprised at how much you learn and enjoy statistics and

research before the class is over! You will be taught how we test hypothesis in Psychology and the Behavioral Sciences.

Calculators & Computers

In this course, you will learn how to calculate statistical tests BOTH by hand calculations and using a statistical software program called SPSS. For the hand calculation assignments and exams, I strongly encourage you to use a hand calculator for doing your assignments, and I will permit calculators during tests, I would much prefer you to spend your time developing an understanding of the statistical concepts rather than adding and dividing numbers. A simple calculator that adds, subtracts, divides, multiplies, squares, and takes square roots should be of great help. Since you must show your work on all assignments and exams, calculators that also do statistical calculations will not be of much help, so don't feel any pressure to spend a lot of money. About \$15 or less should do. For the SPSS assignments and exams, you will either be provided with the SPSS output to interpret or you will be using a computer or laptop with the SPSS program to conduct the statistical analysis.

Evaluation of Course Work

There is considerable factual information that you must assimilate to understand statistics and research methods; much of the meaning of the information only becomes of interest and apparent in the context of active engagement with the material. The most important part of this course -- the development of critical thinking skills -- requires you to directly critique the thinking behind research and to appraise the inferences one can draw from research findings. Consequently, the course embodies two main components: (1) the traditional readings and lecture topics to convey some of the structure, definitions, and guidelines used in research methods, and (2) the active engagement exercises and assignments that require you to apply the knowledge covered in lectures and class materials that will allow you to conduct, discuss, debate, and evaluate different types of research. To evaluate your progress in meeting these components, as well as the overall goals of the course, there will be:

Exams: There will be a total of three midterm exams. Each exam will consist of multiple choice, computational section, SPSS section, and/or short/long essay questions. Bring a #2 pencil to each test. **MAKE-UP EXAMS ARE NOT ALLOWED. A missed exam counts as a zero. Those who provide a written medical or appropriate excuse can reschedule a missed exam (but only a total of one exam can be rescheduled). Most other undocumented excuses will not be accepted.** Your lowest test grade, however, will be dropped but only if you have taken all 3 exams. If you know of a conflict with the exam schedule, you may take ANY exam early. **However, no exam may be taken late.** You have several days for each exam, and you are responsible for knowing the testing center hours. They will NOT let you arrive or stay late to take an exam. Please schedule your time wisely! Exam questions will be taken from the lecture, the readings, class discussion, and class exercises. All exams will be taken in a Weber State University Testing Center. You will have several days to take each midterm exam Testing Center hours are provided below (next page). The Lindquist Hall Testing Center is located in room 24. Exams will make up **30% of your final grade.**

| | |
|-------------------|--|
| Monday – Thursday | 8:30 AM – 8:00 PM (Must show up by 7:00 PM to take an exam) |
| Friday | 8:30 AM – 4:30 PM (Must show up by 3:30 PM to take an exam) |
| Saturday | 10:00 AM – 4:30 PM (Must show up by 3:30 PM to take an exam) |

Conceptual Homework & Class Assignments: This is a difficult and time intensive course. Participating in class is an essential gauge on how much you understand about course content. You will be graded based on completion of this work. Various assignments and group quizzes will be provided throughout the semester. These additional assignments will be meant to make you think critically about material being covered. These assignments and exercises will be given in class. You will be asked to do some of them in class alone or as a group and others you will have to complete at home. **Late assignments will not be accepted, no exceptions.** Completion of these assignments (which included participation and discussion of them) will make up **10% of your grade.** You may miss **two of these assignments** without penalty.

Statistic and SPSS Assignments: One of the learning objectives in this course is the ability to conduct, interpret and summarize statistical analyses. There will be assignments that focus on your understanding of the statistical concepts and tests that will be covered this semester. Some of the assignments will require you to conduct statistical analysis by hand and others using the statistical software package SPSS. Some of these assignments will also require

you to report the statistical results in APA format. Other assignments will require you to interpret SPSS output and summarize the results in APA format. These assignments will mostly be downloadable from CANVAS or will be handed out in class. You will need to attend class or obtain information as to the assignments if you are absent. Although there will be class time devoted to working on some of these assignments, you will be responsible for completing the rest of the assignment at home before the next class period. **ALL assignments must be completed by the start of the final exam to not be given an E in the course.** On the dates that these assignments are due, they will be due at the start of each class. Assignments will be graded for completion. Assignments turned in between 5 minutes and 24 hours after they are due are late. **Two late assignment will be allowed without penalty.** Any additional late assignments will be penalized 5 points for each day they are late (weekends count as two days, Sat. & Sun.). Each assignment will be worth 100 points. **These assignments will make up 20% of your final grade.**

Project Assignments: There are many steps involved in conducting research. Assignments will be needed steps toward the completion of your research project. You may conduct your class project individually or in groups. If completed in a group, groups may not be larger than 3 members. If the project is completed as a group, each individual in each research group will write their own IRB proposal, research proposal, and final research report. This means that although you will be working in a group, you will be responsible for writing your own paper.

Project assignments will be discussed and given in class. None of these assignments will be dropped. **Any missed assignments in this section will receive a 0. Late assignments will be deducted 5 points per day late including Saturday and Sunday.** These assignments will be worth **10% of your final grade.**

Project assignments include but are not limited to the following:

- Project Design Worksheet
- Literature Review Revision
- IRB proposal
- APA Reference Page
- Research Proposal Presentation
- Research Proposal draft & peer review Workshop
- Data Analysis Plan
- Code Book
- SPSS data, syntax, and output files
- Final Paper Proposal draft & peer review Workshop

Research Proposal: If your proposal is related to the literature review that you wrote in the Fall, then a few additional references may be needed and some revision of your paper may be required to be part of your proposal. If you are changing the topic, however, a brand-new literature review will need to be conducted and included as part of your proposal. Prior to beginning to collect your data, you will write a research proposal that will delineate more clearly the purpose and methods of your project. It will benefit you in collecting all the materials needed for your projects and in acquiring the consent and approval for conducting and completing your final group project paper. Detailed instructions and an outline will be provided to guide you in your work. The research proposal will make up **10% of your final grade.** This assignment will be composed of the paper itself and the peer review of your proposal. **NO LATE PAPERS WILL BE ACCEPTED, NO EXCEPTIONS.** You will be able to improve your grade by making the changes suggested to you and including them in your final research paper. You will be able to improve it by 50%. For example, if you were deducted 20 points in your submission, if you revise it based on comments provided, you can earn 10 points back to your paper.

Research Proposal Checklist & Grading Rubric

Format, Organization, and References (13 points)

- _____ (1 pt) Is title concise & descriptive of purpose of review?
- _____ (2 pts) Is the paper in APA-style?
- _____ (2 pts) Are there at least 12-15 references?
- _____ (2 pts) Are the references properly cited (APA style)?
- _____ (2 pts) Are all references cited in the text found in the reference section and vice versa?
- _____ (2 pts) Is paper well organized?
- _____ (2 pts) Does paper use appropriate headings?

Introduction (33 points)

- _____ (3 pts) Do the first couple of paragraphs set up the topic well?
- _____ (3 pts) Is there an interesting and relevant beginning to draw the reader in?
- _____ (2 pts) Is there a preview of the topics to be covered in the paper?
- _____ (2 pts) Are the cited studies relevant?
- _____ (4 pts) Are they presented appropriately with the right amount of detail?
- _____ (6 pts) Are the studies integrated well (Is there a sense of analysis, or is the paper just reporting findings)?
- _____ (3 pts) Does the reader get a sense of the state of research in the topic area?
- _____ (3 pts) Is there a clear rationale for the hypotheses presented?
- _____ (5 pts) Are the hypotheses clearly stated and testable?
- _____ (2 pts) Will the study you are doing add to what we already know about your topic?

Method (30 points)

- _____ (1 pts) Is it in future tense?
- _____ (3 pts) Are there appropriate subheadings?
- _____ (3 pts) Are all questionnaires and scales described well (with the actual questionnaire, if created by you, in an appendix)?
- _____ (5 pts) Is it clear exactly what happens to participants from the beginning to the end of the study?
- _____ (3 pts) Is it clear who participants will be and where they will be found?
- _____ (5 pts) Could someone reading your method section replicate your study exactly?
- _____ (5 pts) Does your method clearly test your hypotheses?
- _____ (5 pts) Are your operational definitions clearly defined?

Discussion (14 points)

- _____ (2 pts) Is there a summary of the paper near the end?
- _____ (2 pts) What would it mean if you did get your expected results?
- _____ (2 pts) What implications would these results have for other areas? Why would these results be important?
- _____ (2 pts) What are limitations of your study and of current knowledge in this area?
- _____ (2 pts) What are some ideas for further research?
- _____ (2 pts) Are there clear conclusions drawn from the reviewed literature and your hypothesized results?
- _____ (2 pts) Do you have a clear take-home message at the end?

Composition (10 points)

- _____ (2pts) Is the paper well-written?
- _____ (2pts) Are there spelling/grammar mistakes?
- _____ (1 pts) Is there excessive use of passive voice or unnecessary words?
- _____ (2 pts) Are there awkward sentences?
- _____ (2 pts) Is the paper easily understandable?
- _____ (1 pts) Is it written for the right audience level?

_____ pts/ 100 points

_____ Peer Review of Proposal (10 pts) _____ Corrections from Peer Review (10 pts)

_____ Total pts/ 120 pts.

Final Research Project: You will complete a final research project. The goal of the research project is to test a hypothesis by designing and implementing a study. We will discuss the research project at length and you will be provided with the tools and resources necessary to successfully complete your project. Keep in mind that the class and project assignments are designed to provide you with the information essential to successfully completing your project. Part of the research process is presenting your findings to the class. Your final grade on the research project will be partially based on your actual written paper, your class presentation of your project, and the peer evaluations on the project. The report will be written using APA format. The final research report (including presentation & peer review) will make up **20% towards your final grade. NO LATE PAPERS WILL BE ACCEPTED, NO EXCEPTIONS.**

Final Paper Checklist & Grading Rubric

Format and references (8 points)

- _____ (2 pts) Is the paper in APA-style?
- _____ (2 pts) Are there at least 12-15 references?
- _____ (2 pts) Are the references properly cited?
- _____ (2 pts) Are all references cited in the text found in the reference section and vice versa?

Abstract (8 points)

- _____ (2 pts) Does abstract state research question & hypotheses?
- _____ (2 pts) Does abstract highlight methodology used?
- _____ (2 pts) Does abstract highlight results?
- _____ (2 pts) Does abstract highlight implications of findings?

Introduction (16 points)

- _____ (4 pts) Is there a clear rationale for the hypotheses presented?
- _____ (4 pts) Are the hypotheses clearly stated and testable?
- _____ (4 pts) Are the hypotheses original and interesting?
- _____ (4 pts) Will the study you are doing add to what we already know about your topic?

Method (13 points)

- _____ (1 pts) Is it in past tense?
- _____ (3 pts) Who were your participants?
- _____ (3 pts) Could someone reading your method section replicate your study exactly?
- _____ (3 pts) Does your method clearly test your hypotheses?
- _____ (3 pts) Are your operational definitions clearly defined?

Results (25 points)

- _____ (2 pts) Are the hypotheses reviewed conceptually?
- _____ (3 pts) What statistical analyses were conducted?
- _____ (5 pts) Are statistical analyses reported & described accurately?
- _____ (5 pts) What are the main results of the study?
- _____ (5 pts) What additional comparisons or post hoc tests were conducted?
- _____ (5 pts) Are appropriate tables & graphs provided?

Discussion (20 points)

- _____ (4 pts) What do the main results mean in terms of your hypotheses?
- _____ (4 pts) What are the implications of these results for other areas of future research?
- _____ (4 pts) Why are these results important?
- _____ (4 pts) What are limitations of your study?
- _____ (4 pts) What are ideas for further research?

Composition (10 points)

- _____ (2pts) Is the paper well-written?
- _____ (2pts) Are there spelling/grammar mistakes?
- _____ (1 pts) Is there excessive use of passive voice or unnecessary words?
- _____ (2 pts) Are there awkward sentences?
- _____ (2 pts) Is the paper easily understandable?
- _____ (1 pts) Is it written for the right audience level?

_____ pts/ 100 points

_____ Peer Review of Proposal (7 pts) _____ Corrections from Peer Review (8 pts)

_____ Power point presentation (30 points)

_____ Total pts/ 145 pts.

Extra Credit Options: It is uncertain that extra credit will be provided. If extra credit is provided, it will be for helping other research method students or Community Engaged Leaders collect data for their projects. **So, just do the work and do your best all the time.** If the opportunity arises, however, extra credit will not exceed to an **additional 2%** to your final grade.

What is the workload expectation for this course?

In this course, in addition to the 56 hours spent in class or taking exams, you should spend up to 112 hours doing "homework," which include reading the text and documents, writing your assignments, and studying for exams. That equals 168 hours, which is the university standard in-and-out-of-class workload expectation for a three-hour course under the semester system. This is roughly equivalent to 2 hours outside of class per hour spent in class, which is about 8 hours per week.

Calculation of Grades

| | | |
|---------------------------------|------------------|-------------------|
| 3 Exams | (100 pts. ea.) | 30% of your grade |
| Conceptual Class/Homework | (pts will vary) | 10% of your grade |
| Statistics & SPSS Assignments | (100 pts ea.) | 20% of your grade |
| Project Class/Home Assignments | (pts. will vary) | 10% of your grade |
| Research Proposal & Peer Review | (120 points) | 10% of your grade |
| Final Paper & Presentation | (145 points) | 20% of your grade |

| <u>Final Grade</u> | | <u>Final Grade</u> | |
|--------------------|---------|--------------------|--------|
| A | 94-100% | C | 74-76% |
| A- | 90-93% | C- | 70-73% |
| B+ | 87-89% | D+ | 67-69% |
| B | 84-86% | D | 64-66% |
| B- | 80-83% | D- | 60-63% |
| C+ | 77-79% | E | 0-59% |

Final Grades: Please note that due to the policy in which assignments are dropped are dropped in some categories, and extra points are usually awarded in exams, and possible extra credit opportunities, **final grades are not “rounded up or curved”**. Meaning that if you have an 89.9 in the class, you will not be rounded up to an A-, rather you will receive a B+. In the **ONLY** circumstance in which a grade will be rounded is if **ALL** assignments and exams have been completed. This means **ALL** exams, including final exam and **ALL** assignments, even ones that could have been dropped. There should be **NO** missed assignment, exam, or missed attendance in order for me to do this. *Please DO NOT e-mail me approaching the end of the semester OR once the semester is over asking if there is anything you can do to improve your grade. The answer will always be NO. Plenty of opportunities are given during the semester to improve your grade. Realizing at the end that you should have done more is too late and not my responsibility.*

Grade Appeals: If, after receiving an exam back during class, you think a question is open to more than one interpretation, please do not ask about this during class. Write down on a sheet of paper your challenge to me. The challenge must be submitted within a week after the exam and must explain how the question could be interpreted so that one of the other answers (the one you chose) would be as “correct” as my answer. I will return the challenges with comments either accepting or rejecting the challenge. I encourage you to utilize this option if you feel strongly about a test question. Your challenge must include the following (if any of these components are missing, your challenge will automatically receive no credit): 1) your name 2) your exam with answer sheet 3) the number of the question that you are challenging and what the question is generally asking 4) the CORRECT answer (according to me) 5) YOUR answer, and 6) why YOUR answer is as “correct” as the CORRECT answer. NOTE: Good challenges include citations from lecture notes, text (with page numbers), or assigned articles. Challenge points are almost never given for arguments based on your own life experience, on the simple assertion that your answer is correct, etc. **THIS IS THE ONLY WAY** that your concerns will be addressed. **ONLY** written questions and comments **THAT YOU SUPPORT** will be evaluated. At times, your professor may determine that a particular question is problematic due to the number of students missing an exam question; she will then give points back for that particular question. Thus, no challenge will be necessary for that particular question.

Name changes: If your name has recently changed or will be changing during the semester, please notify me immediately. This will help avoid confusion that arises by having different names in the class roll vs. assignments that are turned in or CANVAS.

E-mail communication: When you send me an e-mail, it is crucial that you identify in your subject line what course you are enrolled in and a brief summary of the issue. Include your name and repeat what class you are taking from me (whether it is online or face to face) and what your question or concern is in the text of the e-mail. Don't assume that I know who you are and/or I know/understand what you are e-mailing me about. Please provide a context for your question as well. **Before e-mailing me, be sure that your question is not answered in the syllabus first.** When e-mailing me about a homework or exam question be sure to include the entire question and all response options (if multiple choice question), this will help in me providing a quicker reply even if I don't have access to the homework or exam at the time I receive your e-mail.

Class Questions and Discussions:

There will be section in the first module where the syllabus is on CANVAS titled **Class Questions**. This section is meant for anyone to pose general questions about the class material, class requirements and regulations, and/or anything that other students may have a question about as well and/or may be able to answer. This will be a public place for people to communicate with the class. I will respond ASAP but if someone knows the answer and wants to respond first, you are more than welcome to. I have found that often times more than one person has the same question so the question and answer could benefit many. For more personal questions, please e-mail me directly.

***Class Attendance:** Please note that although attendance will not officially be taken every day, an excessive number of unexcused absences will result in a lower grade. Class and some homework assignments are given during class. In addition, tests will cover both reading and lecture material and lectures might often cover material not found in the book. Material to be covered is likely to change. Therefore, it is to the benefit of the student to attend class every day.*

Excused Absences for University-Recognized Activities. “Students who will be absent while representing the University in officially recognized University activities (sports, band, professional conferences, etc.) must notify the instructor ten days prior to absence. Students will be permitted to make up both assignments and examinations in consultation with their instructors.

Emergency Closure: If for any reason the university is forced to close for an extended period of time [for example, some epidemic, terrorists attack, the apocalypse, etc.], assuming we still have electricity, we will conduct our class via Canvas. Look for announcements in your Weber e-mail and on CANVAS. Code Purple is a good way to be alerted to campus closures, and you are encouraged to sign up for it.

Dropping the Course.

You may completely withdraw from the semester at any time. **Please be aware that 1/27 is the last day to cancel semester classes and 3/24 is the last day to withdraw from this class.**

Core Beliefs: According to PPM 6-22 IV, students are to “determine, before the last day to drop courses without penalty, when course requirements conflict with a student's core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a resolution from the instructor. This policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the instructor in writing and the student must deliver a copy of the request to the office of the department head. The student's request must articulate the burden the requirement would place on the student's beliefs.”

Class and Online Behavior and Etiquette:

Although this is class is face to face, we will also be interacting with each other through e-mail and discussion sessions, it is important to remember that you must remain cordial and respectful to your instructor and fellow classmates. Instructors and students have the right to be expected to be treated with respect and thus, any online interaction that is deemed inappropriate will be first given a warning. A second warning will result in a lower grade in the assignment that is associated with the inappropriate on-line interaction. If inappropriate behavior

continues, a petition will be submitted to the Dean of Students' office to drop the disruptive student from the class roster. Those dropped from the roster may receive a grade of "E".

Diversity Statement:

I consider this course to be a place where you will be treated with respect, and I welcome EVERY student. Dimensions of diversity that individuals may possess may include sex, race, ethnicity, age, national origin, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith, and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every member of the class. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of his preference early in the semester so that I may make appropriate changes to my records.

Reduce bias in language in your writing:

Constructions that might imply bias against persons on basis of gender, sexual orientation, racial or ethnic group, immigration status, disability, socioeconomic status, or age must be avoided in our writing but particularly in scientific writing. However, long standing cultural practice can exert a powerful influence over even the most conscientious writer. You can test your writing for implied evaluation by reading it while (1) substituting your own group for the group or groups you are discussing or (2) imagining you are a member of the group you are discussing. If you feel excluded or offended, your material needs further revision. You can also ask people from that group to read your paper and provide candid feedback.

Video and Audio Recording of Class

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video or audio recording of any portion of lectures is only permitted in this class upon authorization of the faculty member. On request, the instructor will usually grant permission for students to audio record lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course. Unauthorized recording is a violation of the Student Code of Conduct, for which a student may be subjected to disciplinary action under PPM 6-22, Student Code. Students who seek to record for purposes of accommodating a disability should contact the Disability Services Office at (801) 626-6413 or dsc@weber.edu. See more info at <https://www.weber.edu/disabilityservices>.

Starfish

We Care About Your Success! Weber State University uses Starfish to help identify students who may need additional support in order to achieve academic success. Throughout the term, you may receive emails from Starfish regarding your course grades or academic performance. If you receive one of these alerts, please keep in mind they are meant to help you achieve success—they do not affect your grade, or carry any punitive action. Students may also raise flags in Starfish that signal to the instructor and academic advisor that they need additional help. Advisors are available to connect students with a variety of campus resources and answer questions. You may find the Starfish program at your eWeber portal.



Class Contact: At times it is necessary to miss a part or all of class. When this happens, it is helpful to have the name and number of another student in the class you can call to answer any questions you may have about any information missed, etc. Please use the space below to write down the name, email, and phone number of at least one student in this class who you can contact:

CLASS DISRUPTIONS

Students in this course have the right to participate in lecture sessions that are relatively free of any unnecessary noises or other distractions that could impair their ability to take good lecture notes. For this reason, all students attending class will be expected to refrain from the following:

Chronic Tardiness. Students who anticipate being late for class on a regular basis should see me at the beginning of the semester to explain why they will be late. They also should plan to sit in an area of the classroom that will lead to the least amount of class disruption when they arrive. Students who are chronically late (4 or more times) but fail to discuss the problem with me can expect to receive a final grade in the class that is one letter grade lower than is indicated by their total point accumulation in the course.

Early Departures. Students who must leave a class early should discuss their plans with me before the beginning of the class period. Students who expect to make many such departures should talk to me about their plan at the beginning of the semester. Students who depart early from class on a regular basis without permission will be penalized in the same manner as indicated for chronic tardiness.

Inappropriate Behavior. Students engaging in horseplay or disruptive, lecture-irrelevant conversations during a class period will be given up to two warnings to stop their behavior. Following the second warning, disruptive students will be asked to leave the classroom after each additional incident. A petition will be submitted to the Dean's office to drop the disruptive students from the class roster after the second class dismissal. Those dropped from the roster may receive a grade of "F".

Electronic Gadgets. Students are expected to silence cellular phones and watch alarms while class is in session. Any students who disrupts the class more than 2 times during the semester because of these devices will be asked to leave the classroom after each subsequent incident. No ipods or other portable headsets may be worn while class is in session. Recording devices are permitted in lecture; however, care should be taken to not disrupt class while recording. I pads and laptops are allowed as long as they are being used to take notes, look up class material, or completing work that has been assigned in class. **If your use of these devices are for login in to Facebook, chatting, or anything not related to class work, you will be asked to turn the device off.** If you are expecting an important phone call or text (e.g., someone is in the hospital, you are expecting a baby, etc.), please notify me and if you are contacted during class, please step outside of the classroom to answer your phone.

VISITORS AND CHILDREN

No child or adult visitors are allowed in class without prior permission.

Academic Dishonesty

PLAGIARISM AND CHEATING

All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented. "Plagiarism" means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.

For example, you are engaging in plagiarism if you

- 1) turn in the work of another person as your own;
- 2) "cut & paste" material into your paper/talk, fail to quote or paraphrase the material, and fail to cite the source;
- 3) paraphrase an author's idea(s) and fail to cite the source;
- 4) only change around or delete a few words from the source, *whether or not* you cite the source;
- 5) use an author's exact words and fail to put the material in quotes *whether or not* you cite the source;
- 6) use an author's exact words in quotations but fail to cite the source of that information.

Frequently Asked Questions about Plagiarism, Quotations and Paraphrasing

How can I avoid plagiarism?

You must give credit to the original source whenever you use another person's ideas, concepts, or theories, whenever you use another person's facts, statistics, graphs, or drawings that are not common knowledge (e.g., The Declaration of Independence was signed on July, 4th 1776), whenever you use another person's actual spoken or written words, and whenever you paraphrase another person's spoken or written words.

When should I quote material?

You must use quotation marks and an APA-style citation when you use another writer's exact words, even if a short phrase. It must be clear to your audience which words are your own and which words are another writer's.

How do I quote material?

For direct quotations, you must enclose the quoted material in quotation marks AND include an APA-style citation, with the author, year, and page number in parentheses at the end of the quote. Consider this example: Sociology and social psychology are distinct disciplines. Sociologists "study groups, from small to very large" (Myers, 2005, p. 6). Social psychologists, by contrast, "study average individuals – how one person at a time thinks about others, is influenced by them, relates to them" (Myers, 2005, p. 6).

What is paraphrasing, and how do I do it right?

Paraphrasing is rewriting another writer's ideas in your own words. Acceptable paraphrasing accurately relays the information presented in the source, uses your own words (not the words of the source author), and lets your reader know the source of your information. When paraphrasing, you must **rewrite** the original language, **change** the original sentence structure, and include an APA-style **citation**. Unacceptable paraphrasing is plagiarism because it you are only changing around/deleting/adding a few words or phrases, changing the order of sentences from the source material, and/or failing to cite the source for any ideas or facts.

Ignorance is not an excuse; understanding and avoiding plagiarism is your responsibility. Please ask me if you have questions about how to properly cite sources. Although it may not seem to be "a big deal" and it often occurs because of carelessness rather than maliciousness, plagiarism is an act of stealing (another person's ideas) and an act of lying (passing another person's ideas off as your own). Plagiarism or cheating is an act of academic dishonesty and a violation of University Standards and the Student Code of Conduct. **It will result in a grade of zero for the assignment. It may further result in failure of the course. Regardless of the outcome,** the Dean of Students will be notified of the incident. Therefore, it could have serious implications for your academic career (e.g., academic probation, suspension, or expulsion). Refer to http://www.weber.edu/ppm/Policies/6-22_StudentCode.html for the WSU Student Code.

Help with Writing:

"In addition to seeking my assistance with your writing, the WSU Writing Center is a place for you to seek assistance in becoming a better, and more confident, writer. Tutors working in the Writing Center are students who have been trained to assist students with all aspects of their writing, including composition, grammar, structure, and ideas for English papers, scientific research papers, abstracts, and creative writing. Tutors are not editors or proofreaders with the goal of fixing your writing problems for you. Instead, tutors seek to help you become a better writer. Therefore, you should be prepared with specific questions about the areas of your writing that you want to improve. There is no need to make an appointment for the Writing Center and there is no cost for the assistance provided. The Writing Center is located in Elizabeth Hall, room 210 (phone # 626-6463). Writing Center hours are Monday-Thursday, 8:00 a.m. - 6:00 pm, Friday 8:00 a.m. – 3:00 p.m., and Saturday 10:00 am - 2:00 pm. For more information, please refer to the following web site: <http://departments.weber.edu/writingcenter/Default.htm> "

ACADEMIC PROBATION

Students who believe that a poor grade in this course may lead to their dismissal from Weber State University should talk to me BEFORE the first exam about strategies to improve their class performance. Seeing me after the final exam will not be helpful since extra-credit projects and test retakes are not to be available in this course.

Students who do not perform well on the first exam should come and see me immediately to determine ways in which to help improve your scores for the rest of the course. Coming to see me because you are unhappy with your grade after the third or final exam will be of no avail. At that point in time, it is too late to do anything to improve your grade since no extra-credit or test retakes are available in this class.

This Syllabus:

This syllabus is our contract. It details your obligations to me, and mine to you. This syllabus is intended to give the student guidance in what will be covered during the course and will be followed as closely as possible. However, the instructor reserves the right to modify, supplement, and make changes as needs arise. Please bring this syllabus to class with you and record any changes in requirements or deadlines on it. **Announcements made in class or through e-mail or in CANVAS “count” just as much as policies outlined in the written syllabus.**

Staying registered in this class indicates that you have understood this syllabus and agree to abide by the guidelines of this class and to be evaluated accordingly.

Permissions/Notifications: If at any time you need to notify me of an upcoming absence, tardiness, or any unique circumstance, you are to provide me with a written notice in both hard copy and electronic format (e-mail). This procedure will allow me to remember what agreements or arrangements have been made with you.

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| Jan. 6 (M) | <i>Syllabus & Discussion of Literature Review of Project Proposal</i> | |
| Jan. 8 (W) | <i>Discussion of Research Questions and Project Research Designs</i> | |
| Jan. 13 (M) | Discussion of IRB, Sona, & Qualtrics | Project Design Due |
| Jan. 15 (W) | <i>In Class Presentation of Proposals</i> | ONLINE IRB Draft Due Jan. 17th (F) |
| Jan. 20 (M) | <i>MLK, Jr. No Class</i> | |
| Jan. 22 (W) | <i>Between Subjects ANOVA</i> | Chapter 11 ONLINE Peer Review of Proposal Due Jan. 24th (F) |
| Jan. 27 (M) | <i>Between Subjects ANOVA</i> | Chapter 11 Final IRB Submission Due |
| Jan. 29 (W) | <i>SPSS Between Subjects ANOVA</i> | G & S Lesson 25 |
| Feb. 3 (M) | <i>ANOVA Review</i> | Statistics Workbook and Review DUE |
| Feb. 5 (W) | <i>EXAM 1- No Class</i> | Exam available 2/5 – 2/8 |
| Feb. 10 (M) | <i>Two Way Factorial ANOVA-Between Subjects</i> | Chapter 12 Final APA Reference Page Due |
| Feb. 12 (W) | <i>Two Way Factorial ANOVA-Between Subjects</i> | Chapter 12 SPSS 1 Assignment Due |
| Feb. 17 (M) | <i>President's Day – No Classes</i> | |
| Feb. 19 (W) | <i>SPSS -Two Way Factorial ANOVA-Between Subjects</i> | Statistics Workbook DUE |
| Feb. 24 (M) | <i>SPSS Repeated Measures ANOVA</i> | G & S Lesson 26 Chapter 12 |
| Feb. 26 (W) | <i>SPSS Two-way Repeated Measures ANOVA</i> | G & S Lesson 29 |
| Mar. 2 – Mar. 6 | <i>SPRING BREAK – No Class</i> | G & S Lesson 30 |
| Mar. 9 (M) | <i>SPSS Mixed ANOVA</i> | |
| Mar. 11 (W) | <i>SPSS & Review</i> | Exam Review Due |
| Mar. 16 (M) | <i>EXAM 2 – No Class</i> | Exam available 3/12 – 3/16 |
| Mar. 18 (W) | <i>Quasi-Experiments</i> | Chapter 13 SPSS 2, 3, 4 Assignment Due |
| Mar. 23 (M) | <i>Quasi-Experiments</i> | Chapter 13 Data Analysis Plan for Project Due |
| Mar. 25 (W) | <i>EXAM 3 – No Class</i> | Exam available 3/25 – 3/38 |
| Mar. 30 (M) | <i>Project Time and SPSS Review</i> | SPSS Assignments 4, 5, & 6 Due |
| Apr. 1 (W) | <i>Project Time and SPSS Review</i> | Code Book for Project Due |
| Apr. 6 (M) | <i>Data Analysis of Project</i> | |
| Apr. 8 (W) | <i>Data Analysis of Project</i> | |
| Apr. 13 (M) | <i>Peer Review of Final Paper</i> | Draft of Final Paper Due Peer Review of Paper |
| Apr. 15 (W) | <i>Project Presentations</i> | |
| Apr. 20 (M) | <i>Project Presentations</i> | |
| Apr. 22 (W) | | Final Paper due SPSS Data, Syntax, & Output Files also due (these may be submitted on CANVAS) |

NOTE: This schedule may change as necessary and it is your duty to attend class to learn about the changes. Test dates rarely change; however, material to be covered on test might change.

How can I be successful in this course?

- < **Enter all due dates for assignments and exams on a calendar.** The very first thing to do in *any* class is to take your syllabus and enter all due dates for assignments and exams in your calendar. Set electronic reminders for each due date. Set reminders for yourself 2 days before small assignments, and 2 weeks for bigger assignments. Make sure to spend time figuring out the best way to manage your time for the semester.
- < **Set up a study schedule, study regularly and keep up.** Do not put off studying until the last moment. It is very difficult to “cram” several chapters of research methods and statistics into your head in one night of frantic studying. Also be sure to allow for study breaks and only study for the amount of time in which you can be alert and awake. You should find a place to study in which there is minimum distractions. Reward yourself with small rewards every time you study to keep you motivated.
- < **Ask questions and participate in class.** Do not be afraid to ask me questions. More than likely, other students in the class have the same questions and concerns. If you can, try to ask a specific/direct question rather than a very general one (e.g., “What is the difference between an interval vs. ratio scale?” vs. “I don’t get Chapter 1.”). This course is designed for true participation. Please respect your colleagues and be open to perspectives different from your own. You should expect the same respect from all others in the class.
- < **Keep up on the homework.** These are not just busy work; they will help you learn and master the material.
- < **Use your calculator and SPSS wisely.** Do not just blindly trust the numbers. Get a feel for what makes sense and use that to your advantage.
- < **Read the book.** The textbook may explain something in a slightly different way than me; something that was unclear in class may become clear as you read the text. Read intelligently- a good guideline is to begin examining the chapter by skimming the titles and headings so that you will have an idea about what the chapter will cover. Create questions from the headings that the subsequent material will answer. Then read each paragraph and summarize it in your own words by answering the question posed. If possible, add any personal examples (from your own or friends’ life, or newspapers, etc.) that illustrate the concepts being discussed or devise mnemonics to remember the information being covered. Read the chapter once more. Next, go through each question that you created and see if you can answer the question out loud in your own words. Do not move to the next section until you have mastered that material. In addition, after seeing how your text solves a particular problem, see if you can replicate the steps without referring back to your text. Completing the assigned work at the end of the chapters will also be a good gauge of how well you are understanding the material.
- < **Integrate notes from book and lecture.** After every lecture, be sure you go over your notes and fill in any gaps in your notes. Be sure to look and highlight or note information that is not covered in your text and be sure you understand it, if not ask for clarification during the next class or e-mail me with your questions, or you can post your queries on the class discussion board for your classmates to help. Create your own outline integrating your text and lecture notes, so that the organization of the material fits your perception and understanding of the material. Work from this outline when you study for an exam. You can also organize the course material through **concept maps**. You can review the links provided on CANVAS that demonstrate what concept maps are and how to use them. **Short on time?** Write questions and summaries in the margins of your text and lecture notes as you read them.
- < **Study with someone else.** Studying with someone else or studying with a group is usually helpful; try to secure a study partner or a study group. Oftentimes one student’s knowledge can complement another student’s knowledge from the class. Many times a peer can explain things better than the text or the instructor. Ask each other questions and practice explaining concepts to each other. Be sure to

ask for examples of concepts and application of the concepts.

< ***Don't skip class.*** A missed class in methods and statistics is often very detrimental to your grade. Statistics and research is very cumulative, so that if you miss a class, usually the missed material must be mastered before new material can be learned. There will be class exercises and homework assignments that if you miss due to absence, they will decrease your grade and will likely decrease your understanding of the material covered. Everyone has a million and one things to do.....we all have busy lives. You will need to prioritize time for this class in order to do well.

< ***Learn from your mistakes.*** Take a look at the missed questions on your exams and homework and find out why you missed the questions you did. Did you not come to class? Did you not read the book? Were you unprepared for a computational problem? If you find out what went wrong, you can often correct it. Also place close attention to the feedback you receive on your assignments and papers so that you can reduce the number of repeated mistakes you make as you write and put your paper together.

Start your studying and organization of information on the FIRST day!!!