# PSYC 209: Measurement & Statistics
## Section 010: Monday/Wednesday/Friday 1:25PM – 2:15PM

## Table of Contents
*Click on the page number to automatically get to the page you want*

Instructor Information ........................................................................................................................................ 2
Teaching Assistant Information .......................................................................................................................... 2
Required Materials ............................................................................................................................................ 2
Course Overview .................................................................................................................................................. 2
  - How Does This Course Fit in the Bigger Picture of Your Education? ....................................................... 3
  - Course Objectives ....................................................................................................................................... 3
Course Management & Class Time .................................................................................................................... 3
  - Some Expectations about Classroom Behavior ......................................................................................... 3
Doing Well in This Course ................................................................................................................................ 4
Course Communication & Emails ..................................................................................................................... 4
Grading ............................................................................................................................................................... 4
  - Completed Student Information Form ................................................................................................. 4
  - Syllabus Quiz ............................................................................................................................................ 4
  - Teamwork Exercises & Peer Evaluation ............................................................................................... 4
  - Reading Quizzes ......................................................................................................................................... 4
  - Discussion Forum Writing Exercises ................................................................................................... 4
  - Team Homework Assignments .............................................................................................................. 4
Exams ................................................................................................................................................................. 5
Revision Credit .................................................................................................................................................. 5
Course Schedule & Readings ............................................................................................................................. 5
Accessing SPSS When Outside of the Classroom ............................................................................................. 5

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Information</td>
<td>2</td>
</tr>
<tr>
<td>Teaching Assistant Information</td>
<td>2</td>
</tr>
<tr>
<td>Required Materials</td>
<td>2</td>
</tr>
<tr>
<td>Course Overview</td>
<td>2</td>
</tr>
<tr>
<td>- How Does This Course Fit in the Bigger Picture of Your Education?</td>
<td>3</td>
</tr>
<tr>
<td>- Course Objectives</td>
<td>3</td>
</tr>
<tr>
<td>Course Management &amp; Class Time</td>
<td>4</td>
</tr>
<tr>
<td>- Some Expectations about Classroom Behavior</td>
<td>4</td>
</tr>
<tr>
<td>Doing Well in This Course</td>
<td>5</td>
</tr>
<tr>
<td>Course Communication &amp; Emails</td>
<td>6</td>
</tr>
<tr>
<td>Grading</td>
<td>7</td>
</tr>
<tr>
<td>- Completed Student Information Form</td>
<td>7</td>
</tr>
<tr>
<td>- Syllabus Quiz</td>
<td>7</td>
</tr>
<tr>
<td>- Teamwork Exercises &amp; Peer Evaluation</td>
<td>8</td>
</tr>
<tr>
<td>- Reading Quizzes</td>
<td>8</td>
</tr>
<tr>
<td>- Discussion Forum Writing Exercises</td>
<td>9</td>
</tr>
<tr>
<td>- Team Homework Assignments</td>
<td>9</td>
</tr>
<tr>
<td>- In-Class Activities/Labs</td>
<td>10</td>
</tr>
<tr>
<td>- Exams</td>
<td>10</td>
</tr>
<tr>
<td>- Revision Credit</td>
<td>11</td>
</tr>
<tr>
<td>Course Schedule &amp; Readings</td>
<td>12</td>
</tr>
<tr>
<td>Accessing SPSS When Outside of the Classroom</td>
<td>14</td>
</tr>
</tbody>
</table>
INSTRUCTOR INFORMATION

Name: Agnes R. Ly, Ph.D.
Office: Wolf Hall 218
Email: aly@psych.udel.edu
Office Hours: Mondays 3:45 - 5 PM
Tuesdays 1-4 PM
& By Appointment

TEACHING ASSISTANT INFORMATION

Name: Annie Tran
Office: Wolf Hall 427
Email: atran@psych.udel.edu
Office Hour: Wednesdays 2:30-3:30 PM
Fridays 2:20-3:30 PM

REQUIRED MATERIALS

   -- It will be fine if you get the 9th edition of this textbook.

2. A calculator
   -- It does not need to be fancy. We will only need it to make basic calculations (e.g., adding, subtracting, square root). You will NOT be allowed to use your phone as a calculator during the exams.

COURSE OVERVIEW

Many students who decide to major or minor in psychology are surprised at the emphasis of statistical understanding in our curriculum – Gah! Maths and psychology?!! I thought I was done with that when I chose this major/minor! The field of statistics helps researchers rigorously test hypotheses and helps determine the knowledge that is presented in textbooks and applied to practical settings.

The combination of statistics and research methods form the foundational knowledge necessary for students pursuing higher education in any area of psychology. This course will help you learn the language of statistics, which will allow you to become better consumers of the quantitative content of and analyses used in psychological research.

It is my intention to spend the majority of class time actually “doing statistics” and providing further clarification on course readings. I do NOT intend to heavily lecture on material that is covered in the book. Doing well in this course means preparing inside and outside of this course. Come with questions, engage in discussion, and think about why you’re doing what you’re doing. Understand that when I ask “Why?” it helps you to evaluate and defend your conclusions. There will be an emphasis on being able to explain statistical concepts in writing throughout almost all course requirements.
HOW DOES THIS COURSE FIT IN THE BIGGER PICTURE OF YOUR EDUCATION?
This introductory statistics course was designed in consideration of UD’s General Education Goals for Success and the American Psychological Association (APA) Guidelines for the Psychology Major. I have highlighted the goals that are most tied to the specific course objectives stated below.

- **UD General Education Goals for Success**
  1. **Attain effective skills in (a) oral and (b) written communication, (c) quantitative reasoning, and (d) the use of information technology.**
  2. **Learn to think critically to solve problems.**
  3. **Be able to work and learn both independently and collaboratively.**
  4. Engage questions of ethics and recognize responsibilities to self, community, and society at large.
  5. Understand the diverse ways of thinking that underlie the search for knowledge in the arts, humanities, sciences and social sciences.
  6. **Develop the intellectual curiosity, confidence, and engagement that will lead to lifelong learning.**
  7. Develop the ability to integrate academic knowledge with experiences that extend the boundaries of the classroom.
  8. Expand understanding and appreciation of human creativity and diverse forms of aesthetic and intellectual expression.
  9. Understand the foundations of United States society including the significance of its cultural diversity.
  10. Develop an international perspective in order to live and work effectively in an increasingly global society.

- **APA Guidelines for the Undergraduate Psychology Major**
  1. **Knowledge Base in Psychology**
  2. **Scientific Inquiry and Critical Thinking**
  3. Ethics & Social Responsibility in a Diverse World
  4. **Communication**
  5. **Professional Development**

**COURSE OBJECTIVES**
All readings, assignments, and in-class exercises are designed to help your learning of the following goals. By the end of the course, students will be able to:
  1. Understand the “common statistical language” used by researchers.
  2. Conduct and interpret basic statistical analyses using SPSS.
  3. Identify the most appropriate statistical techniques to solve a problem.
  4. Write statistical conclusions in APA format.
  5. Interpret and describe basic descriptive and inferential statistical findings in writing.
  6. Work effectively and collaboratively in teams to complete assignments.
**COURSE MANAGEMENT & CLASS TIME**

Please note that this course has **UD Capture** enabled, which means that the audio and the screen presentations for every class period will be recorded. No one will be on camera. In addition, I have enabled **LiveMark** to help students with taking notes along with the recorded lectures.

Course materials will be managed using **Sakai**. Through Sakai, you can read announcements, access the links to UD Capture and LiveMark, download any lecture handouts, access links to campus resources, read and post onto the discussion forums, and review your grades. It is your responsibility to check this website often so you are up-to-date on readings, assignments, and other course-related material. This course utilizes the **Schedule feature on Sakai, which will provide students with a calendar of important dates**.

It is my goal to create an interactive atmosphere during this class so I do expect that students be actively engaged in the class. During class, I will clarify and elaborate on the readings, introduce material not covered in the readings, and support teamwork during in-class activities. I strongly recommend that you actively read and take notes on the material for the week’s classes *prior* to attending class. **To help you learn, any lecture slides, activities, handouts, or any other material used during this course will be posted on Sakai.**

**SOME EXPECTATIONS ABOUT CLASSROOM BEHAVIOR**

Please be courteous to your fellow classmates and me. This section is here in the syllabus to make it clear what I expect in terms of behavior during class time. Students violating these expectations are engaging in disrespectful behavior and may be asked to leave. You end up not only getting in the way of your own learning, but you are also getting in the way of the learning of your classmates.

- Avoid coming in late or leaving early. Pack up your belongings only after the class time has ended.
- Be engaged with the teamwork. Most of the class time will be spent doing group activities so this is NOT the time for studying for other classes, checking Instagram, or texting friends.
- Refrain from talking during class time when others are speaking. This is a relatively small class, so discussions occurring on the side are especially distracting and disrespectful to the person speaking.
- Be mindful of your use of technology in the class. **There is evidence that multitasking on a laptop lowers students’ grades by 10% and lowers the grades of peers that see a multitasking screen by 17% (Sana, Weston, & Cepeda, 2013). That is more than one full grade!** You may use technology in the classroom to look up material relevant to the class material, post questions on the discussion forums, use LiveMark, or to take notes. Do NOT text, go online shopping, use Pinterest, or anything else that is not relevant to class.
- Turn off or silence your cell phones or other electronic devices before entering the classroom. **There is evidence that the interruption of a ringing cell phone negatively affects note-taking efficacy and impairs test performance on the material that was interrupted (End, Worthman, Mathews, & Wetterau, 2010).**
DOING WELL IN THIS COURSE

There are a few things that you can do to improve your learning experience in this course:

- **Regular attendance**
  - Due to the team-based learning format of this course and the high number of in-class activities, it is best if you attend every class.
  - Sometimes, things happen so if you do miss a class period, there are few things you can do to catch up.
    1. Make friends with your teammates! If you ever have to miss a class because there’s an emergency, you can easily get in touch with and rely on someone to help you with notes.
    2. Listen to the class period that you missed on UD Capture if you missed a lecture day.
      The link to access UD Capture and LiveMark can be found on Sakai under “Resources”.

- **Keep up with the textbook readings**
  - In addition to being able to complete the Reading Quiz, you will allow you some time to let the material sink in and you can ask me during class for clarification points. Coming into class prepared will allow learning, discussions, and teamwork to run smoothly!
  - The textbook has a Student Companion website, which include Study Guides with helpful exercises and internet demonstrations.

- **Active engagement during class time**
  - Push yourself to raise your hand to ask a question or contribute to class discussions.
  - Participate with and challenge your team members to justify solutions to problems.

- **Participate in the Q&A discussion forum**
  - I will open a Q&A section in the discussion forums on Sakai specifically so that you can ask questions about course material sooner rather than later! You may post questions if anything in the reading is unclear and/or you need additional explanations.
  - This Q&A section is separate from the required Discussion Forum Writing Activities discussed later on in the Grading section.

- **Visit your TA or me during office hours (Come introduce yourself to both of us!)**
  - You do not need to ask permission to come to our office hours! Just come on by!
  - I enjoy getting to know my students individually during these office hours! You are always welcome to discuss course material, broader questions about educational and career paths, or tips on studying. If you cannot make office hours and would like to schedule an appointment, please politely send an email request with your availability (e.g., Monday before class, Thursday after 11am).

- **Watch this series of short videos on “How to Get the Most Out of Studying”**
  - These videos address (with psychological research!!) the common issues that some students have reported as challenges to their success in this course – (1) misconceptions about learning, (2) levels of processing information, (3) developing effective studying strategies, (4) practicing effective studying, and (5) what steps to take when students earn a bad exam grade.
COURSE COMMUNICATION & EMAILS

I will post announcements, course material, and other important information on Sakai so it is important that students check the course website and their @UDel email regularly.

Email is the best way to reach me. Please know that responding to emails promptly is a priority for me. However, in general, please allow 24 hours on weekdays and 48 hours on the weekends for responses to your emails. If you do not receive a reply within these time frames, it is safe to assume that I did not receive it and feel free to send me another email.

Because of convenience, email communication is generally very common between instructors and students. Thus, it is important to recognize the importance of email etiquette:

- **Include a proper greeting.**
  - “Hi Professor Ly” is great! “Hey Agnes” is not.
- **Let me know which class you are taking with me.**
  - I teach multiple classes so please include the class name and section number either in the subject line or within the body of the email. This will allow me to provide tailored responses to content specifically discussed during your section.
- **Be professional.**
  - Use complete words and sentences and check for errors in your email. Please do not use text-messaging abbreviations or send a series of emails as you think up questions. “Hey, when r u postin the hmwrk” is not appropriate. When you are composing an email, ask yourself if the tone professional and respectful. Is this a message you would send to your boss at a job?
- **Tell me who you are.**
  - Consider the email like a traditional letter that you would write by hand and include a “signature” with your first and last name. I like to get to know my students and reply to your emails with proper greetings as well!
- **Check the syllabus before you email me a question.**
  - I try to be very thorough (as you can tell from the page count!!) when I create the syllabus and it will often answer most general questions about the course. The syllabus is very wise.
- **Post onto the Q&A discussion forum in Sakai.**
  - I encourage students post their questions to this Q&A section. In some cases, your fellow classmates may be able to help you out. In other cases, your classmates may have a similar question and everyone can benefit from a response to this question. Either your TA or I will regularly check this Discussion Board.
- **Multiple questions? Want an in-person explanation?**
  - If you have several questions, or require a very detailed answer, it may be difficult to respond in an email, so please visit office hours or schedule an appointment.

I’M ON FACEBOOK & TWITTER!
Yes, you read correctly -- I use social media! If you would like to learn more about psychology in the news, the UD Department of Psychological & Brain Sciences, and about events and opportunities going on campus and around the region, you can like my Facebook page (www.facebook.com/Dr.AgnesLy) and follow me on Twitter (@ProfessorLy).
**GRADING**

Your course grade will be based on the following criteria and I will adhere to the grading scale below. Because of the weighted system, your calculated course grade will be available in the Gradebook. It will give you an idea of where you stand as you progress in the course. Please note that your final course grade will NOT be rounded up so the percentage you earn needs to cross the bottom threshold of each of the letter grades in the grading scale below (e.g., a 92.98% earns you an A-).

- Completed Student Information Form 0.5%
- Syllabus Quiz 0.5%
- Teamwork Exercises & Peer Evaluation 5.0%
- Reading Quizzes 5.0%
- Discussion Forum Writing Exercises 9.0%
- Team Homework Assignments 10.0%
- In-class Activities/Labs 15.0%
- Exams (#1, #2, Final) 55.0%

<table>
<thead>
<tr>
<th>A = 93.00-100%</th>
<th>A- = 90.00-92.99%</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+ = 87.00-89.99%</td>
<td>B = 83.00-86.99%</td>
</tr>
<tr>
<td>C+ = 77.00-79.99%</td>
<td>C = 73.00-76.99%</td>
</tr>
<tr>
<td>D+ = 67.00-69.99%</td>
<td>D ≥ 63.00-66.99%</td>
</tr>
<tr>
<td>F &lt; 60%</td>
<td></td>
</tr>
</tbody>
</table>

**THE FOLLOWING PAGES WILL GO INTO MORE DETAIL ABOUT EACH OF THE COURSE REQUIREMENTS.**

- **Completed Student Information Form**

  I enjoy getting to know my students so I ask that each student complete this information form. The focus of this course is to collect, analyze, and interpret data so I use this information to create a database to use! It is **due by 11:59PM on the date indicated on the course schedule.**

- **Syllabus Quiz**

  To succeed in any class, it is important for you to become familiar with the class expectations. To encourage you to carefully read the syllabus, you will have a quiz on this information. The quiz is **due by 11:59PM on the date indicated on the course schedule.** There will be no chances to make-up this quiz. It is also your responsibility to make sure that your quiz is properly submitted by the deadline. You can double check proper submission by checking for a score in the Gradebook immediately after submission.
• **TEAMWORK EXERCISES & PEER EVALUATION**
  ✓ **TAPS INTO COURSE OBJECTIVE #6**

Learning to effectively manage and engage in teamwork is an incredibly important skill, regardless of your eventual careers. You don’t have to take my word for it – see these news articles about the top qualities employers want in *Forbes* and *Bloomberg Businessweek*. A large amount of the work in this class will be done in teams.

**Teams will be assigned during the second class** and you will remain in these teams for the entire semester. Your grade for this portion will be earned through the following:

1) The first assignment will be to: a) write individual reflective teamwork memos and b) collaboratively create a team contract that outlines the roles and responsibilities of team members, how disagreements will be handled, rules of communication, how team member absences will be handled, and other similar issues. *This document containing the memos and contract should be created on Google Drive and shared with me using aly@udel.edu.*

2) During the early mid-semester, you will submit an formative assessment of team functioning and teams can revise the team contract if needed. Teams will have a chance to reassess and rework how they function as a team.

3) At the end of the semester, the revised contract will serve as the framework by which team members will be formally graded by their peers.

More details regarding each of these teamwork exercises and peer evaluation will be posted in a separate document under “Resources”.

• **READING QUIZZES**
  ✓ **TAPS INTO COURSE OBJECTIVE #1**

These quizzes are designed as a check on your understanding of the textbook readings AND to help me tailor how we spend class time. By completing the readings prior to class time and coming prepared with background knowledge, we can extend and apply the reading materials during our time together.

These quizzes will be posted on Sakai and they are NOT timed so take your time. They will consist of multiple-choice questions and must **be submitted online through Sakai by 11:59PM the night BEFORE the class indicated on the syllabus (marked with an * in the course schedule).**

I strongly recommend that you complete the Progress Checks and Review Questions within each chapter and doing the Study Guides from the [Student Companion website](#). You may use your book and/or notes while taking quizzes and you can post related questions and responses in the Q&A discussion forum as you read. It is your responsibility to make sure that your responses are properly submitted by the deadline. There will be no chances to make-up these reading quizzes. You can double check that your quiz was submitted to Sakai by checking your score in the Gradebook immediately after submission. If you are not satisfied with your first score, you may retake the quiz a second time. Full feedback regarding correct responses will be released shortly after the deadline passes.
• **DISCUSSION FORUM WRITING EXERCISES**
  ✓ TAPS INTO COURSE OBJECTIVES #1-6

Think about these forum posts as a conversation in writing. The goal is to make the process of thinking, questioning, responding to others, and communicating a shared learning activity. Some empirical research indicates that writing exercises that allow for dialogue between peers can be an effective way to learn about and communicate statistical concepts (Theoret & Luna, 2009).

Please note that these forums are separate from the Q&A section designated for student questions. For each prompt, **students are to post their own response AND comment on a post by fellow classmate.** To earn credit, comments to other students’ posts should be thoughtful and not simply “I thought this post was interesting” – ask questions, correct misconceptions, etc. Each writing exercise must **be posted by 11:59PM on the date indicated on the syllabus.**

Some prompts will be open-ended questions discussion questions broadly about statistics and application of concepts from the class readings and discussions. Other prompts require advance planning to collect small amounts of data and use SPSS outside of the classroom. Details on how to access SPSS through remote desktop are included at the end of this syllabus. Test your SPSS access during the **FIRST WEEK** so that I can help you troubleshoot as soon as possible.

• **TEAM HOMEWORK ASSIGNMENTS**
  ✓ TAPS INTO COURSE OBJECTIVES #1-6

To help you assess your understanding of the statistical concepts, you will complete team homework assignments once we have covered certain portions of course material. It is expected that students study in an ongoing manner all semester so **consider these assignments as practice exams that serve as a final check on your understanding before taking the actual exams.** But, with the teamwork aspect, you still have a chance to work through your thinking with your teammates, your TA, and/or me prior to the exam.

Here’s how these homework assignments work:

1) Just prior to each exam, I will distribute the homework assignments. You are expected to complete the homework assignments on your own as much as possible - you’ll get a good sense of what you know independently this way. But if you’re stumped, trying reviewing your in-class activities and attempt a response for every problem.

2) At the next class session, all members of the team will bring their completed homework assignments. On this day, all members of the group will discuss the answers to the homework problems and must agree on the answers to every problem before the final team homework is turned in.

3) Only the ONE set representing the team’s answers will be graded. Because the team homework is done the class period before the exam, I will post a key with the correct answers and commentary for students to reference.

The individually completed homework assignments will NOT be collected but your TA will check for completion. If you do not bring in a completed homework assignment (i.e., half or more of the entire assignment is left blank), NO credit can be earned. You are an effective team member only if you come to class prepared!
• **IN-CLASS ACTIVITIES/LABS**
  ✓ **TAPS INTO COURSE OBJECTIVES #1-6**

In-class activities and labs involve questions about general concepts, solving problems, using SPSS software, writing research findings in APA format, and to help you communicate about statistical concepts in writing. You are expected to work actively with your teams to complete these activities/labs, but you will have your TA and me as a resource while you work! I also strongly recommend that at least one team member brings the textbook to class. **These activities are most useful to you if you consider them all as preparation for exams.**

Each activity will be due at the end of the class period in which it is given unless otherwise noted. No make-up assignments will be given for missed activities, unless you have an acceptable excuse (see the Make-up Exam Policy). If an activity extends across multiple class sessions, you will only receive credit for the classes that you are present. For example, if an activity extended across 3 days but you were present for 1 day, you would only receive \( \frac{1}{3} \) of the points.

• **EXAMS**
  ✓ **TAPS INTO COURSE OBJECTIVES #1-5**

The exams provide regular assessments of your mastery of course material. **Exams will focus on understanding and applying the material rather than memorization and formulas.** I strongly encourage you to use class discussions, reading quizzes, textbook progress checks, and in-class activities/labs to guide your thinking and notes *as we cover the material*, and NOT to cram.

There will be a total of three exams consisting entirely of short-answer questions. **The first two exams are semi-cumulative and the final exam is cumulative.** Because of overarching concepts and the fact that the material builds on itself, there will be questions that incorporate previously learned material. **For every exam, including the final exam, you may use a calculator (NOT your phone) and bring in a 3x5 index card with notes.** It is important to note that not all of the material covered in class time will be in the textbook and we will not cover everything in the textbook during class time. However, any of the information presented in the assigned readings and class time is fair game to be included in the exams.

**MAKE-UP EXAM POLICY:**
Acceptable reasons for missing an exam include serious illness, family emergencies, or military duty. Athletic participation and religious holidays not listed in University calendars are also acceptable reasons but note that for these reasons to be valid, advance written notification needs to be provided to me by the second week of the semester. If you miss an exam for an acceptable reason, you will need to provide documentation (e.g., doctor’s note) and contact me as soon as possible. **If you have an acceptable reason, provide appropriate documentation, and notified me immediately, only then will you be allowed to take a make-up exam within one week of the scheduled exam date.** This make-up exam will be given in a format of my discretion and scheduled at my convenience.

**SPECIAL ACCOMMODATIONS:**
If you have a documented disability that requires certain accommodations, please contact the Office of Disabilities Support Services (DSS) as soon as possible. I will do what I can to accommodate needs but certain requested accommodations (e.g., extended time exams at the DSS Center) require registration with the DSS. The DSS office is located at 119 Alison Hall, 240 Academy Street and their phone number is 302-831-4643.
• Revision Credit

It is important to me is that you genuinely learn about statistics in psychological science, and I recognize that the applied nature of this course can be challenging. Because I want you to have a chance to reflect, ask questions, and/or have more time with the problems, you will have the opportunity to earn revision credit.

You can earn up to 15% of the points that you missed on the first two exams (NOT the final exam). For each question that you answered incorrectly, provide a written explanation of:

a. the correct response AND  
b. how/why your previous response was not correct

If you do not provide both components above in your revisions, you will receive NO credit. Corrections need to be turned in with the original exam (with a paper clip!) one week after you receive your graded exam.

Grading Disputes:
On occasion, a student may believe that they deserve a higher grade on an assignment than they actually received or may believe that there is more than one right answer to an exam question. If you believe that a review of grades of warranted, you must state your argument in a written essay and turn in a hard copy of this argument to me (emailed arguments will NOT be accepted). Please thoroughly explain the problem you encountered and then provide a justification as to why you should receive more points, referring to page numbers in your text. If you have such a problem with your grade, you must submit your argument within one week of receiving the grade/score. After one week, you grade/score cannot be argued and is permanent.

A Note on Academic Honesty:
All students at the University of Delaware are expected to be honest in their academic studies. You are presumably pursuing higher education in order to actually learn course content and demonstrate to both professors and yourself what you can do intellectually. By committing acts such as plagiarizing the words or ideas of another, cheating on an exam or assignment, or allowing or helping another student to do these things, you are cheapening your own educational experience.

You should familiarize yourself with the Code of Conduct at the University of Delaware, which outlines the standards of student behavior, including guidelines regarding academic honesty: http://www.udel.edu/stuguide/14-15/code.html. Because this expectation to read the Code of Conduct is explicitly written in this syllabus and stated verbally during class time, pleading ignorance will not be a valid excuse. If you are caught committing an act of academic dishonesty, the incident will be reported to the Office of Student Conduct.
# COURSE SCHEDULE & READINGS

Please note that this schedule and the above procedures may be subject to change in the event of extenuating circumstances.

* = Reading quizzes must be submitted by 11:59PM the night BEFORE this class meeting

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS/ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/27</td>
<td>Course Introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8/29</td>
<td>Introduction to Statistics</td>
<td>*Chapter 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-- Student Info Form DUE</td>
</tr>
<tr>
<td></td>
<td>9/1</td>
<td><del>LABOR DAY HOLIDAY</del></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-- Syllabus Quiz DUE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-- Discussion Prompt #1 DUE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Chapter 2</td>
</tr>
<tr>
<td></td>
<td>9/3</td>
<td>Describing Data with Tables &amp; Graphs</td>
<td>(For 2.8-2.12, focus only on histograms and bar graphs)</td>
</tr>
<tr>
<td></td>
<td>9/5</td>
<td>Describing Data with Tables &amp; Graphs</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9/8</td>
<td>Describing Data with Averages</td>
<td>*Chapter 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-- Team Memos &amp; Contract DUE</td>
</tr>
<tr>
<td></td>
<td>9/10</td>
<td>Describing Data with Averages</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/12</td>
<td>Describing Variability</td>
<td>*Chapter 4</td>
</tr>
<tr>
<td></td>
<td>9/15</td>
<td>Describing Variability</td>
<td>-- Discussion Prompt #2 DUE</td>
</tr>
<tr>
<td>3</td>
<td>9/17</td>
<td>Normal Distributions &amp; $z$ - scores</td>
<td>*Chapter 5</td>
</tr>
<tr>
<td></td>
<td>9/19</td>
<td>Normal Distributions &amp; $z$ - scores</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/22</td>
<td>Normal Distributions &amp; $z$ - scores</td>
<td>-- Discussion Prompt #3 DUE</td>
</tr>
<tr>
<td>4</td>
<td>9/26</td>
<td>Team Homework Day!</td>
<td>EXAM #1</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9/29</td>
<td>Populations, Samples, &amp; Probability</td>
<td>*Chapter 8.1 - 8.3, 8.5-8.9, 8.10</td>
</tr>
<tr>
<td>6</td>
<td>10/1</td>
<td>Sampling Distribution of the Mean</td>
<td>-- Team Mid-Semester Evals DUE</td>
</tr>
<tr>
<td></td>
<td>10/3</td>
<td>Sampling Distribution of the Mean</td>
<td>*Chapter 9</td>
</tr>
<tr>
<td></td>
<td>10/6</td>
<td>Sampling Distribution of the Mean</td>
<td>-- Discussion Prompt #4 DUE</td>
</tr>
<tr>
<td></td>
<td>10/8</td>
<td>Introduction to Hypothesis Testing: The $z$ Test</td>
<td>*Chapter 10</td>
</tr>
<tr>
<td>7</td>
<td>10/10</td>
<td>Introduction to Hypothesis Testing: The $z$ Test</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10/13</td>
<td>Introduction to Hypothesis Testing: The $z$ Test</td>
<td>-- Discussion Prompt #5 DUE</td>
</tr>
<tr>
<td></td>
<td>10/15</td>
<td>More on Hypothesis Testing</td>
<td>*Chapter 11.1-11.10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Spend extra time and effort on 11.6-11.10 - DO NOT read last minute)</td>
</tr>
<tr>
<td></td>
<td>10/17</td>
<td>More on Hypothesis Testing</td>
<td></td>
</tr>
</tbody>
</table>

PSYC 209 Syllabus – Fall 2014 | 12
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/20</td>
<td>More on Hypothesis Testing</td>
<td>-- Discussion Prompt #6 DUE</td>
</tr>
<tr>
<td>10/22</td>
<td>Confidence Intervals</td>
<td>*Chapter 12.2-12.6</td>
</tr>
<tr>
<td>10/24</td>
<td>Confidence Intervals</td>
<td></td>
</tr>
<tr>
<td>10/27</td>
<td>Confidence Intervals</td>
<td>-- Discussion Prompt #7 DUE</td>
</tr>
<tr>
<td>10/29</td>
<td>Team Homework Day!</td>
<td></td>
</tr>
<tr>
<td>10/31</td>
<td></td>
<td><strong>EXAM #2</strong></td>
</tr>
<tr>
<td>11/3</td>
<td>( t ) Test for One Sample</td>
<td>*Chapter 13</td>
</tr>
<tr>
<td>11/5</td>
<td>( t ) Test for One Sample</td>
<td></td>
</tr>
<tr>
<td>11/7</td>
<td>( t ) Test for Two Independent Samples</td>
<td>*Chapter 14.1-14.9, 14.12</td>
</tr>
<tr>
<td>11/10</td>
<td>( t ) Test for Two Independent Samples</td>
<td>-- Discussion Prompt #8 DUE</td>
</tr>
<tr>
<td>11/12</td>
<td>( t ) Test for Two Related Samples</td>
<td>*Chapter 15.1-15.8</td>
</tr>
<tr>
<td>11/14</td>
<td>( t ) Test for Two Related Samples</td>
<td>-- Discussion Prompt #9 DUE</td>
</tr>
<tr>
<td>11/17</td>
<td>Analysis of Variance (One Factor)</td>
<td>*Chapter 16</td>
</tr>
<tr>
<td>11/19</td>
<td>Analysis of Variance (One Factor)</td>
<td></td>
</tr>
<tr>
<td>11/21</td>
<td>Analysis of Variance (One Factor)</td>
<td>-- Discussion Prompt #10 DUE</td>
</tr>
<tr>
<td>11/24</td>
<td>Describing Relationships: Correlation; Test of the Correlation Coefficient (( r ))</td>
<td>*Chapter 6; Chapter 15.9</td>
</tr>
<tr>
<td>11/26</td>
<td><del>THANKSGIVING HOLIDAY</del></td>
<td>-- Discussion Prompt #11 DUE</td>
</tr>
<tr>
<td>11/28</td>
<td><del>THANKSGIVING HOLIDAY</del></td>
<td></td>
</tr>
<tr>
<td>12/1</td>
<td>Correlation Review; Choosing the Proper Statistical Test</td>
<td>*Chapter 21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Don’t worry about content not covered. Figure 21.1 is helpful for now &amp; in the future!!)</td>
</tr>
<tr>
<td>12/3</td>
<td>Team Homework Day!</td>
<td>-- Discussion Prompt #12 DUE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-- Team Final Evals DUE</td>
</tr>
</tbody>
</table>

**FINAL EXAMS BEGIN 12/5; CLASS FINAL TBA**
ACCESSING SPSS WHEN OUTSIDE OF THE CLASSROOM

The following are instructions for using Remote Desktop to access SPSS from any computer that is connected to the Internet. This will NOT download or install SPSS on your own computers.

For Windows Users:
- Click on the Start menu in the lower left corner of your screen.
- Select All Programs → (Windows) Accessories → Remote Desktop Connection
- In the box that appears, enter the following IP address: 128.175.41.230
  o Click on Options. Select the tab for Local Resources. Towards the bottom of this box will be a section with the heading of Local Drives and Resources. Click More. Check off the option for Drives. Then click OK. Then click Connect.
- Next, you will be asked for your credentials. For the user name, enter win\YOUR_UDel_NetID. For the password, use your usual password (i.e., the one you use to log into Sakai).
  o IMPORTANT: Note that “win” is followed by a forward slash – not a back slash. Be careful when entering your password. It is case sensitive.
  o If a user name already appears on your computer and the password box is the only one available, select Use another account. Then, enter both the user name and password. Press OK.
- You’re likely to get a bunch of pop-up windows for security reasons asking you if you’re really sure that you want to connect. When any of these come up, select continue, accept, connect or any similar option that allows you to keep moving forward.
- Once you are connected to Remote Desktop, you are essentially using a campus computer. To begin using SPSS, go to the Start menu, select All programs, and click IBM SPSS Statistics.

IMPORTANT TO NOTE:

- If you find that you are still having trouble connecting after you have followed the above instructions, there might be a problem with your password. To see if this is the case, login to http://www.udel.edu/network and check to see if your password meets the password requirements.
- Even if the network indicates that the password meets criteria, it still may not allow some users to continue. At this point, you may still need to change your password and log in with that new password.
For Mac Users:
- Get access to the Remote Desktop application:
  o If you DO have Microsoft Office for Mac, remote desktop is usually automatically installed. Check for it with a Spotlight search.
  o If you do NOT have Microsoft Office for Mac, you will need to download the free software that gives you access to remote desktop. To do that, go to the following website and follow the usual download and installation procedures: http://www.microsoft.com/en-us/download/details.aspx?id=18140
    ▪ Check that all of the system requirements are appropriate for your laptop.
- Click on the icon for the Remote Desktop Connection in your Dock (or do a Spotlight search). The icon looks like a satellite dish and computer monitor showing the Windows logo.
- From the menu bar at the top of your screen, click on RDC > Preferences
  o The Login tab is usually the first to appear. For the user name, enter your UDel Net ID. For the password, use your usual password (i.e., the one you use to log into Sakai). In the box for Domain, type win.
    ▪ Be careful when typing your password because it is case sensitive.
  o Select the Security tab. Select the option Always connect, even if authentication fails.
  o Select the Drives tab. From the dropdown menu, select All disk drives.
  o Close out of this window.
- The window for the Remote Desktop Connection should pop back up. In the box Computer, enter the following IP address: 128.175.41.230. Press Connect. Security windows may appear asking you if you’re really sure that you want to connect. When any of these come up, select continue, accept, connect or any similar option that allows you to keep moving forward.
- Once you are connected to the remote desktop, you are essentially using a campus computer. To begin using SPSS, go to the Start menu, select All programs, and click IBM SPSS Statistics.

IMPORTANT TO NOTE:

- If you find that you are still having trouble connecting after you have followed the above instructions, there might be a problem with your password. To see if this is the case, login to http://www.udel.edu/network and check to see if your password meets the password requirements.

- Even if the network indicates that the password meets criteria, it still may not allow some users to continue. At this point, you may still need to change your password and log in with that new password.