**What Can You Do to Achieve your Personal Best in PY 221?**

***Everyone*** *can succeed in this course. Here are some tips for achieving your personal best.*

**Take care of your physical and mental health.** Your best chance of being successful in PY 221, and any other course, requires staying physically and mentally healthy. Your physical and mental health are so much more important than your performance in a college course, and I hope you always remember that. Eating healthy foods, getting enough sleep, exercising, and socializing with supportive friends and family are a great start when it comes to maintaining your physical and mental health. Remember BSC’s resources if you ever feel physically ill, or need to talk to someone about the stressors of college life (see p.10 *Attendance* section).

**Read the relevant textbook sections *before* class (and perhaps again after class).** Reading the chapter and thinking about the content prior to attending class will improve your ability to follow along in class. I will assume you have read the relevant chapter prior to us covering it in class, and you may find the pace of class too fast if you have not read it. The good news is that the chapters are fairly short and I selected a very readable textbook. On the course calendar (pp. 7-9), I note the chapter to read prior to class, and on p. 12, I note the sections of each chapter you might want to leave out/skip since we won’t cover that in class.

**During class, focus on listening and understanding, perhaps asking questions, and *less on taking notes*.** My lecture pace assumes you are *not* taking detailed notes. During lecture, focus on trying to understand what I am saying. Consider writing down the number of the slide that we are on, along with some key words that appear on the slide and information that I communicate that is NOT on the slide itself. You might also write a *?*, so you know where you need to ask a question during office hours. When we complete practice questions in class, jot down your answers and your rationale, so that you can check both against the correct ones. Do whatever you need to do to remain an active listener, but please *do not* attempt to copy, word-for-word what is on the slides. Slides will be posted to Moodle sometime after class.

**Review your notes after each and every class.** The evening or morning after each class period, save the most recent slides posted on Moodle to your computer/USB/flashdrive. Then, *actively* re-read these slides, review any class handouts, and re-do practice questions from class or from recent quizzes. Note which concepts or examples you are confused about, and be ready to ask questions at the beginning of the next class, or in office hours. *You will learn more, and thus perform better, if you follow this practice between each and every class, as opposed to waiting until the week before the exam.* In this course,every new concept builds upon the prior one. This means that if you are having trouble with a concept, you have to resolve that problem as soon as possible so that you are ready to understand the next concept. Also, studying between class periods is necessary for successful performance on our “low stakes quizzes.”

**Work through “self-graded homeworks” on Moodle.** I will post self-graded homework assignments for many topics we cover in class, as well as a key for each homework. *You will learn more, and thus perform better, if you complete these between each and every class, as opposed to waiting until the week before the exam.*You will not turn these in, but I ***promise*** they will benefit you, so definitely do them. ☺

**Visit office hours once every week.** If you review the slides and handouts after every class and work through the self-graded homeworks, you will be able to figure out what you do and don’t understand. Make a plan to visit Dr. Valenti’s student office hours every week to ask a question or two (or ten). Statistics courses can make some students feel dumb, but trust me, the only dummies in this course are the people who have questions they refuse to ask! Statistics was far from my easiest class in undergrad or graduate school, so I know what it is like to be confused. ☺ And, *sorry if I am sounding like a broken record,* but *you will learn more, and thus perform better, if you follow this practice every week, as opposed to waiting until the week of the exam.*

**Statistics & Research Methods I**

**PY 221** (*formerly PY 204*) – **Spring 2022**

Lecture Periods Lab Periods

Tuesday & Thursday Wednesday

12:30 – 1:50 pm 2:00 – 3:20 pm

Harbert 329 Harbert 301 (computer lab) / Harbert 102 (classroom)

|  |  |  |
| --- | --- | --- |
| Instructor: | Dr. Greta Valenti (please call me either Dr. Valenti or Dr. V) | |
| Campus Office: | Harbert 313 | |
| Dr. V’s  Student Office Hours: | Monday 2:00 – 3:00 pm  Wednesday 3:30 – 4:30 pm  Thursday 8:00 – 9:30 am | See below for how you can book an appointment during student office hours. |
| BSC email: | [gvalenti@bsc.edu](mailto:gvalenti@bsc.edu) | |
| BSC phone: | 205-226-4803 | |

**Some notes about contacting Dr. Valenti**

* If you have a quick question about the course content, the class schedule, or administrative business, please ask at the beginning of class time so that other students can benefit. I do not mind spending a few minutes at the beginning of class covering questions.
* For quick questions you would rather not ask in the classroom, feel free to email me (email is better than phone). I will do my best to respond to all email messages within 24 hours during M-F, and by Noon on Monday for messages received over the weekend. If you cannot attend scheduled office hours and need to meet, please email me a day or two in advance to set something up.
* Please use an appropriate level of formality and politeness in emails, and put “PY 221”in the email subject.
* I do not discuss grade-related issues or extensive questions on course material over email. Instead, please meet with me in office hours.

**Student Office Hours**

* Student office hours are specific hours I set aside each week to chat with students. I encourage you to book appointments during student office hours throughout the semester to ask questions about the course material, lab assignments, or self-graded homeworks. This is a challenging course, but I promise you’ll find office hours visits helpful. Things do not get easier by avoiding me. ☺
* While student office hours are intended to be in person, I will also open Microsoft Teams in case you need a virtual meeting. Please call me on Teams at the time of your scheduled meeting *if* you need a virtual meeting. I encourage you to have your camera turned on to allow for more effective communication.
* You’re welcome to use student office hours to discuss the psychology major or any advising-related issue.
* You can reserve a meeting time during student office hours by scanning the QR code to the right or going to <https://gvalenti.youcanbook.me/>. You can add the meeting you booked to your Outlook calendar as well.
* Time slots are for ten minutes each, but you are welcome to book two consecutive time slots. If we need more time, we will figure it out when the time comes.
* You are welcome to book a last-minute meeting as long as the time slot is free. I have blocked off my office hours on my calendar, so assume I am always available during those times.
* If you absolutely cannot make my scheduled office hours, please email me to arrange a separate meeting.

**Course Description – what skills will you learn in this course?**

This course provides an overview of the major statistical techniques used in psychological science. We will focus on learning the skills that are most useful to consumers of research and to data analysts. We will examine the mathematics behind statistical tests to the extent that it helps provide a conceptual under-standing of what the tests are doing, but we will not focus on memorizing and deriving equations.

My personal learning outcomes for you are as follows:

1. properly use statistics terminology (e.g., mean, effect size, standard deviation)
2. demonstrate a conceptual understanding of various statistical tests
3. identify and then run the proper statistical test for a given study design or data set
4. interpret the results of statistical analyses, and describe this interpretation in words and using APA format

The Quantitative Analysis (QA) learning outcomes are as follows:

1. frame problems quantitatively by transferring information or data into a statistical model.
2. solve problems using math concepts & strategies w/the aid of technology (JAMOVI) where appropriate.
3. think critically about quantitative results and interpret them in the context of the original problem.
4. clearly communicate the findings in APA format.

**Required Course Materials – what materials do you need, or might you want, access to?**

General note about the course materials: If you have any questions about the materials needed or are having trouble accessing any of them, please get in touch *the first week of classes* so that we can sort things out.

**Textbook:** Foster, G. C., Lane, D., Scott, D., Hebl, M., Guerra, R., Osherson, D., & Zimmer, H. (2018). "An Introduction to Psychological Statistics." Open Educational Resources Collection, 4. **https://irl.umsl.edu/oer/4**

*Statistics is not always the most exciting subject to read about, but this textbook is straightforward, clear, and tackles only a few topics per chapter. The textbook should be available from the bookstore, but it is also free for download. Click the blue download button at the above URL.*

**Calculator:** You will occasionally need to use a calculator in class and on exams. You do not need anything fancy, so simply find something that you are comfortable using. Since you should not have your smartphone out during class, please bring a calculator to class that is not your phone.

**Moodle:** I will use Moodle to post self-graded homeworks, lab assignments, sample exam questions, and PPT slides (after the class period in which we cover those slides). You will upload assignments to Moodle as well. Contact helpdesk@bsc.edu (and Cc me on the email) ASAP if you have trouble with your Moodle account.

**(Recommended) JAMOVI free online software:** You will use the program JAMOVI to complete most lab assignments. JAMOVI is installed in the Harbert 301 computer lab and should be on the computers in the library lab as well, but consider downloading JAMOVI for your personal laptop or home computer. Having this program installed on your own device will allow you to have maximum flexibility with regard to where and when you complete your lab assignments. <https://www.jamovi.org/download.html>

**(Optional) USB flash drive:** When we work on practice labs together in HB 301, you may benefit from having a portable place to save your work (i.e., rather than the desktop of the computers in the HB 301 lab). You can also save files on OneDrive, which you can access using your BSC credentials, or Google Drive.

**(Optional) Microsoft Teams:** You may wish to meet with me virtually during office hours, so I’d recommend downloading the free Microsoft Teams application to a computer, tablet, or smartphone. You can login using your BSC credentials. <https://www.microsoft.com/en-us/microsoft-365/microsoft-teams/download-app>.

**Assessment – how will Dr. Valenti assess your learning?**

* Daily Online **LOW STAKES** **QUIZZES** (2% for each block, for a total of 6% of final course grade)
* **5 LAB ASSIGNMENTS** (45% of final course grade)
* In-class **MEMORIZATION TESTS** (9% of final course grade)
* **EXAM 1, EXAM 2, and FINAL EXAM** (40% of final course grade)

Daily Online **LOW STAKES QUIZZES (6%)** Almost every Tuesday, Wednesday, and Thursday, *prior to class start time,* you will complete an online quiz using Moodle. The purpose of these quizzes is to encourage you to study class notes and handouts, work through self-graded homework assignments, and read the textbook *as we go along*, rather than waiting for the week prior to each exam. The questions for each quiz will focus on the course material that you learned in the prior 1-3 class periods. Quiz questions will be similar to the types of questions you will find on your exams.

Each quiz will contain three multiple choice questions, and will be timed at 6 minutes. Quizzes are open book and open note, but given the short time limit for each quiz, these resources will not help you if you have not studied them ahead of time; think of these resources as something you will use to double-check your thinking, provided you have time to do so. Quizzes will not be announced; just assume you will have a quiz each Tuesday, Wednesday, and Thursday, and prepare accordingly. The quiz will be available between 8:00 am and class time on those days. You may login to Moodle anytime during that time period to complete it, even if you are not able to attend class that day. The quiz will close exactly at class time so that we can go over the answers in class.

Every quiz for which you correctly answer at least 2 of the 3 questions will be considered a “successful” quiz (i.e., a score of 2/3 ***or*** 3/3 is considered a “successful” quiz). You must complete 5 quizzes successfully for each block of the course to earn the full 2% for the “low stakes quizzes” portion of your grade for that block. (There are three “blocks” for the course, separated by each of the three exams, Exam 1, Exam 2, and Final Exam.) There will be 9-10 quizzes per block.

For each block, every successful quiz beyond 5 successful quizzes will earn you a 1% bonus point on your next exam’s score, for a maximum bonus of 2% points (so, if you complete 7 quizzes successfully during the second block, your exam 2 score will go from an 82% to an 84%). *There are no make-up quizzes*. To be clear, though, you are not penalized for missing any quiz unless, at the end of the block, you have completed fewer than 5 successful quizzes. Quizzes are great ways to assess your current knowledge and practice for the exam, so I would recommend *studying for and completing all of them* and coming to each class prepared to ask questions about that day’s quiz.

***What does “open book and open note” mean?*** *PLEASE READ CAREFULLY. THANKS!*

All quizzes and exams will be open book and open note. This means that you may access: the Foster et al. textbook assigned to this course, any graded work from this course, *anything* Dr. Valenti put on Moodle for this PY 221 course for this semester (e.g., my PPT slides, self-graded homeworks & keys, sample exam questions, lab assignments, prior quizzes and exams you have taken), and any handouts Dr. Valenti provided to you in class this semester. If you are unsure about whether a particular resource is allowed, please ask *before* using it. Use of any other resource will constitute a violation of the BSC honor code. Discussion of quiz or exam questions with any person other than Dr. Valenti before the quiz or exam closes will constitute a violation of the BSC honor code. Using the internet to access *any website other than Moodle* will constitute a violation of the BSC honor code. Honor code violations will lead to a failing grade for the quiz and Dr. Valenti will have to submit a report to the BSC honor council. We will discuss this information in class, but please ask questions if you need to, and ask those questions *prior to* engaging in any actions that could potentially be an honor code violation.

**LAB ASSIGNMENTS (45%)** Lab assignments will encourage you to reflect on the ideas we learn in this class and will give you practice *applying* what you've learned. Many of these assignments will also help you practice running analyses using JAMOVI and interpreting the results of those analyses. I will typically go through a practice version of each assignment during the scheduled lab period. *Keep in mind that you will need to work on lab assignments outside of our Wednesday lab periods.* This means you may want to download the JAMOVI programs onto your personal computer to give you flexibility with where and when you work on your lab assignments. As an alternative, both the library and Harbert lab have computers with the JAMOVI program.

***What if I need help on a lab assignment?***

**Working with other students on lab assignments is a violation of the BSC honor code.** In this regard, think of lab assignments like take-home tests, which you would not work on with other people. However, please do not hesitate to visit Dr. V’s office hours or the ARC psychology tutors to ask questions. This is your first time running and interpreting statistical analyses using the JAMOVI program. I expect that you may have questions on lab assignments and will need some guidance!

Do your best to turn in lab assignments by the deadlines, but see the policy for 24-hour extensions on p. 10.

In-class **MEMORIZATION TESTS** **(9%)** The class period prior to each exam, students will take a short (~10 questions, 10 minutes) test on some of the key terminology that will be tested on the exam. This test takes place during class time and is closed note/closed book. Given that exams are open note/open book, the purpose of this closed book test is to make sure that you know “by heart” the meaning of important concepts. Dr. Valenti will put together a review sheet of key concepts that will be tested on the memorization test. The test questions will be short answer, not multiple choice. There will be three memorization tests across the semester, each worth 3% of your final course grade. We will talk more about these tests in class, as the first test draws nearer.

**EXAM 1, EXAM 2, and FINAL EXAM (12% for Exams 1 and 2, and 16% for the final exam 🡪 40% total)** Exams will be online, will be open note and open book and will contain 40-60 multiple-choice questions. Everything covered during lecture is fair game for the exams. Exams will test conceptual understanding of the material, your ability to compute and interpret statistics, and your ability to select the correct statistical test for a given dataset or study design. (Exams will not test your ability to run analyses using JAMOVI.) To perform well, follow my keys to success (p. 1 of syllabus), carefully review my PPT slides and handouts/worksheets, review old quizzes, and test yourself using the self-graded homework and the sample exam questions. All exams are technically cumulative, as all concepts in this course build on each other. However, Exams 1 and 2 will focus primarily on the chapters that have *not* yet been tested.

You will have 80 minutes for Exams 1 and 2, and 120 minutes for the Final Exam. While all three exams will be open book and open note, the time limits are such that if you have not prepared thoroughly, you will run out of time and will not perform well. Think of the resources available to you as backups, something to refer to in case you forget something or want to double check your memory. We will talk more about the exams as the first exam draws nearer.

**What Opportunities are there for Extra Credit?**

I have built in a variety of opportunities for extra credit throughout the semester. Please take advantage of these as we go along as there will be no last-minute, additional extra credit offered at the end of the semester.

* Low stakes quizzes – See section on p. 4 for how to earn up to 2 points on each exam.
* Team trivia review – Prior to each exam we’ll play a team trivia competition where each team has the opportunity to earn between 1 and 4 points on the next exam.
* Exam corrections assignment – After exams 1 and 2, earn bonus points worth up to 20% *of the points you lost* by correcting and explaining your mistakes. Dr. Valenti will provide information about these assignments on the date specified on the course calendar.
* Lab assignments – *occasionally,* your lab assignment will contain a challenging “bonus” question that can earn you a few extra points on your lab assignment grade.

**What Are My Promises to You?**

I promise to:

* set up the course in a way that allows you to practice the concepts over and over again in a low stakes way, before you are formally tested on them
* be available outside of class for in-person meetings to discuss course concepts and assignments
* provide prompt (within 24 hours M-F) email replies for quick, course-related questions
* return graded work within one week of your turning it in
* be transparent (open, honest) and up front about all deadlines, requirements for assignments, and the content and format of quizzes, tests, and exams
* treat you with respect and treat you like an adult
* be excited about teaching statistics! (the *easiest* promise to keep!!!)

**What Are My Expectations For You?**

I won’t lie to you: this course is a lot of work and the concepts are challenging. You are *not* expected to understand every concept the first time you learn about it. You *are* expected to devote a significant amount of time to this course, outside of class time, including reading the textbook before class and studying the PowerPoints between each and every class period.

This course sometimes seems easy at first, but the concepts get challenging a few weeks in. This course is not one in which you can simply attend class and expect to understand and remember everything. I have taught this course many times, and when students do not get through this course successfully the first time, it is because they attended class but, for whatever reason, did not put in enough time *outside* of class. If you are looking at your spring 2022 schedule and realize that this semester is not a good semester for you to take such a time-intensive course, let’s talk during the first week of classes to see if you can put off this course until fall.

**Course Calendar – when’s it all happening/due?**

|  |  |  |  |
| --- | --- | --- | --- |
| I will update you during class on any changes I make to the course calendar.  For extensive changes, I will also post a revised version on Moodle. | | | |
| **Date** | **Lecture Topic / Activity** | **Reading**  **(to do before class)** | **Deadlines** |
| **Tues. Feb. 1 12:30  Harbert (HB) 329** | Introduction to the course  Start CH. 1 |  |  |
| **Wed. Feb. 2 2:00   HB 102** | CH. 1 - Introduction | Read syllabus & jot down Qs about course  Explore our course  Moodle page  Before class, read Ch.1 |  |
| **Thurs. Feb. 3  12:30, HB 329** | CH. 1, *cont.* |  |  |
| **Tues. Feb. 8 12:30  HB 329** | Students will work on “Practice Lab 1” in groups and then Dr. V will review the practice lab with the entire class. |  |  |
| **Wed. Feb. 9 2:00  HB 102** | CH. 3 – Measures of Central  Tendency & Spread | Before class,   read Ch. 3 |  |
| **Thurs. Feb. 10  12:30, HB 329** | CH. 3, *cont.* |  |  |
| **Tues. Feb. 15 12:30  HB 329** | CH. 4 – Z-score & the Standard  Normal Distribution | Before class,   read Ch. 4 | **DUE on Moodle**: Lab Assignment  #1 by start of class (12:30 pm). |
| **Wed. Feb. 16 2:00**  **HB 301 lab** | During lab period: Dr. V takes  you through “Practice Lab 2.” |  |  |
| **Thurs. Feb. 17  12:30, HB 329** | CH. 4, *cont.*  CH. 5 – Probability using z-tables | Before class,   read Ch. 5 |  |
| **Tues. Feb. 22  12:30, HB 329** | CH. 5, *cont.*  Practice concepts from   Ch. 1,3,4,5 |  |  |
| **Wed. Feb. 23 2:00**  **HB 102** | Dr. V will discuss block 1  memorization test & exam  Practice concepts from   Ch. 1,3,4,5 |  | **DUE on Moodle**: Lab Assignment  #2 by start of class (2:00 pm). |
| **Thurs. Feb. 24  12:30, HB 329** | Practice concepts from   Ch. 1,3,4,5 |  |  |
| **Tues. March 1  12:30, HB 329** | Block 1 memorization test  & Team trivia review for Ex 1 |  |  |
| **Wed. March 2**  **EXAM 1 ONLINE** | Online Exam on Ch. 1, 3, 4, 5  Exam is available online from 11 am to 3:20 pm (***80 minute time limit once you begin***) | | |

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| --- | --- | --- | --- |
| **Thurs. March 3  12:30, HB 329** | Dr. V. will explain exam  corrections assignment #1  (extra credit).  CH. 6 – Sampling  Distributions | Before class,   read Ch. 6 |  |
| **Tues. March 8  12:30, HB 329** | CH. 7 – Introduction to Hypothesis Testing | Before class, read Ch. 7 & **Ch. 8 pp. 154-end of chapter** |  |
| **Wed. March 9  2:00, HB 102** | CH. 7, *cont.* |  |  |
| **Thurs. March 10  12:30, HB 329** | CH. 7, *cont.*  CH. 9-10*,* T-tests | Before class,   read Ch. 9-10 | **DUE on Moodle**: Exam corrections extra credit assignment #1, by start of class (12:30 pm). |
| **Tues. March 15  12:30, HB 329** | CH. 9-10*, cont.* |  |  |
| **Wed. March 16  2:00, HB 102** | CH. 9-10*, cont.* |  |  |
| **Thurs. March 17  12:30, HB 329** | NO PY 221 CLASS TODAY.  SPEND 12:30 – 1:50 PM DOING SOMETHING TO BENEFIT YOUR MENTAL HEALTH! | | |
| Week of March 21st | Spring Break – no class | | |
| **Tues. March 29  12:30, HB 329** | CH. 11 – Analysis of Variance | Before class,   read Ch. 11 |  |
| **Wed. March 30  2:00, HB 301 lab** | Dr. V takes you thru “Practice  Lab 3”. |  |  |
| **Thurs. March 31  12:30, HB 329** | CH. 11, *cont.* |  |  |
| **Tues. April 5  12:30, HB 329** | CH. 11, *cont.* |  |  |
| **Wed. April 6  2:00, HB 102** | Practice concepts from   Ch. 6, 7, 9, 10, 11 |  | **DUE on Moodle**: Lab Assignment #3 by start of class (2:00 pm). |
| **Thurs. April 7**  **12:30, HB 329** | Block 2 memorization test  & Team trivia review for Ex 2 |  |  |
| **Tues. April 12** | Online Exam on Ch. 6, 7, 9, 10, 11  Exam is available from 11 am to 1:50 pm (***80 minute time limit once you begin***) | | |
| **Wed. April 13  2:00, HB 301 lab** | During lab period: Dr. V takes you through “Practice Lab 4”. |  |  |
| **Thurs. April 14  12:30, HB 329** | Factorial ANOVA | Before class, read chapter posted on Moodle |  |
| **Tues. April 19  12:30, HB 329** | Factorial ANOVA, *cont.*  CH. 12 – Correlation | Before class,  read Ch. 12 | **DUE on Moodle**: Exam corrections extra credit assignment #2, by start of class (12:30 pm). |
| **Wed. April 20  2:00, HB 102** | CH. 12, *cont.* |  |  |
| **Thurs. April 21  12:30, HB 329** | CH. 12, *cont.* |  |  |
| **Tues. April 26  12:30, HB 329** | CH. 13 – Regression | Before class,   read Ch. 13 | **DUE on Moodle:** Lab Assignment  #4 by start of class (12:30 pm). |
| **Wed. April 27  2:00, HB 301 lab** | Dr. V takes you through  instructions for Lab Assignment  #5, and you start work on it. |  |  |
| **Thurs. April 28  12:30, HB 329** | CH. 13, *cont.* |  |  |
| **Tues. May 3  12:30 pm, HB 329** | Review exercises for final exam  Course evaluations |  |  |
| **Wed. May 4  12:30 pm, HB 102**  **LAST CLASS PERIOD** | Block 3 memorization test  & Team trivia review   for Final Exam |  |  |
| **Thurs. May 5 - *Honors Day – No Class***  *There is a quiz on Moodle, available until 12:30 pm* | | | **DUE on Moodle:** Lab Assignment #5 by 5:00 pm. |
| ***ONLINE FINAL EXAM (2 hour time limit once you begin)***  *Available on Tuesday May 17th from 9:00 AM to Noon (CENTRAL TIME)* | | | |

**Summary of Important Dates**

**LIST OF LAB ASSIGNMENTS AND DEADLINES**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment** | **Deadline** | **Assignment** | **Deadline** |
| Lab 1 – *Research Methods Concepts* | Tues. 2/15, 12:30 pm | Lab 4 – *ANOVA* | Tues. 4/26, 12:30 pm |
| Lab 2 – *Building Skills in JAMOVI & Interpretation* | Wed. 2/23, 2:00 pm | Lab 5 – *The* *Kitchen Sink* | Thurs. 5/5, 5:00 pm |
| Lab 3 – *T-Tests* | Wed. 4/6, 2:00 pm |  |  |

|  |  |
| --- | --- |
| **BLOCK MEMORIZATION TESTS** | |
| **Block #** | **Deadline** |
| 1 | Tues. 3/1 in class |
| 2 | Thurs. 4/7 in class |
| 3 | Wed. 5/4 in class |

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| --- | --- |
| **ONLINE EXAM DATES AND TIME LIMITS** | |
| **Exam** | **Date/Time** |
| Exam 1 | Wed. 3/2, *any* *80-minute time period between 11 am & 3:20 pm* |
| Exam 2 | Tues. 4/12, *any 80-minute time period between 11 am & 1:50 pm* |
| Final Exam | Tues. 5/17, *any 120-minute time period between 9:00 am and Noon* |

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| --- | --- |
| **DEADLINES FOR EXTRA CREDIT EXAM CORRECTIONS ASSIGNMENTS** | |
| **Assignment #** | **Deadline** |
| 1 | Thurs. 3/10 by 12:30 pm |
| 2 | Tues. 4/19 by 12:30 pm |

**Policies & Resources**

**Professionalism**

* Please be respectful to your professor and classmates by turning phones to silent and putting them in your backpack for the duration of the class, unless Dr. Valenti asks you to take them out. If you need to have your phone accessible for any reason, please get in touch with Dr. Valenti prior to class.
* Laptops, tablets, and similar devices should not be out in class unless we have discussed an academic accommodation. Instead, please bring a pen and a notebook or binder with paper to class.
* Some general advice for any upper-level psychology courses that you take: While your grade in the course may be important for graduate school or a job or an internship, what is equally important is the type of student you demonstrate yourself to be in terms of *attitude*, *maturity*, *responsibility*, *integrity*, and *generosity*. Think of the qualities you would want someone to ascribe to you if they were writing a recommendation letter for you, and try to live those qualities.

**Missed Work Policies**

* I will grant 24-hour extensions for lab assignments. ***If you would like an extension, please do the following: (1) email me before the stated deadline, requesting an additional 24 hours, and (2) when you turn in your late lab assignment to Moodle please email me to let me know it is there.*** Lab assignments turned in after the extension is over will receive no credit.
* There are no make-up quizzes for any reason, but remember that you are not penalized for missing quizzes unless you fail to complete 5 quizzes successfully for each block. Create a reminder for yourself in your phone or on your computer to check Moodle for a quiz every Tuesday, Wednesday, and Thursday.
* Decisions about make-up exams will be made on a case-by-case basis. Just be a responsible adult and communicate with Dr. Valenti as early as possible if you are concerned you may have to miss an exam. Remember that exams are online, so you may take them from anywhere!

**COVID-19-related Policies – from BSC administration**

* Please make sure to wear a mask over your nose and mouth once you have entered the classroom.
* Please do not eat or drink in the classroom as this requires removing your mask. If you need to sneak a quick bite or sip here and there, that’s fine; just be speedy and discreet, please.

**Attendance**

* There is no attendance policy for this course, so please do not be a hero and come to class if you are not feeling well. My PPT slides will be posted to Moodle a few hours after class, and you may complete quizzes from home. Student office hours can be attended virtually (see p. 2). We will miss you dearly if you are not in class, but please stay home if you are not feeling well.
* Info about health and counseling services at BSC (2nd floor of Norton Campus Center) can be found here: <https://www.bsc.edu/campus/counseling/index.html> Please take advantage of these resources as needed!

**Academic Resource Center (**[**ARC**](https://www.bsc.edu/academics/arc/index.html)**;** https://www.bsc.edu/academics/arc/index.html**)**

The ARC is a peer-tutoring center located in the basement of the BSC library. This semester there are both in-person and virtual sessions. Each week, at set times, psychology student tutors are available for you to drop in and ask questions. The tutoring schedule will be posted on the website above and the ARC will open starting week 2 of the semester. The tutors have taken a variety of courses in the major, and can be good resources for you for major-related questions as well!

**Academic Accommodations.** Please come to student office hours for a short meeting the first two weeks of classes if you would like to make use of any academic accommodations issued to you by BSC’s Office of Accessibility (https://www.bsc.edu/campus/accomodations/index.html). Prior to our meeting, please review the syllabus and try to figure out how your accommodations might apply to our specific course. At the meeting, please provide me with a hard or emailed copy of the letter issued to you by the BSC Office of Accessibility and be prepared to discuss the accommodations you would like to use. You are not required to discuss any details concerning your disability. If you have a diagnosed disability but have not contacted BSC’s Office of Accessibility, please call 205-226-7909, or email [smfoster@bsc.edu](mailto:smfoster@bsc.edu), to speak with Dr. Sandra Foster, the Assistant Director of Accessibility Services & Resources. Or, visit the Office of Accessibility on the second floor of Norton Center, in the Counseling and Health Services Suite (Office #241).

**Academic Integrity**

* The BSC Honor Code states: “As a member of the student body of Birmingham-Southern College, I realize my responsibility to the traditions of the institutions, to my fellow students and to myself, I recognize the significance of the Honor System, and I pledge that I will not lie, cheat, or steal as a member of the Birmingham-Southern College community.”
* Learning and living ethical research practices is critically important for any psychology researcher. It is a slippery slope from bending the rules when it comes to academic integrity while in college, to engaging in unethical research practices that lead to public embarrassment and giving up your doctoral degree (check out this story about a social psychologist who committed scientific fraud for years before being caught: https://www.apa.org/science/about/psa/2011/12/diederik-stapel).
* In this specific course, academic dishonesty includes, but is not limited to, using or contributing to unapproved test files, using any materials during an exam that are not specified in the “What does ‘open book and open note’ mean?” (p. 4) section of this syllabus, lying to your professor, plagiarism, discussing the content of quizzes or exams with students who have not yet taken them, working with other students on individual lab assignments (Labs 1 – 5; see note on p. 5), and communicating with anyone in any form, aside from me, during a quiz, memorization test, or exam.
* The Honor Council does not consider ignorance (e.g., “I didn't know *that*was cheating”) a valid reason for academic misconduct. Thus, play it safe and, if you are at all uncertain, ask Dr. Valenti, *prior to engaging* in the action, whether it would be considered an honor code violation.
* Dr. Valenti is forced to report any form of academic dishonesty, whether encountered or suspected, to the Vice President for Student Development, David Eberhardt, and the Honor Council, and dealt with strictly in accordance with the Birmingham-Southern College Honor Code. Any violations of the Honor Code will also result in anything from a zero on the assignment to *a failing grade for the course*, solely at my discretion*.*
* Finally, remember that the Honor Code requires that you report any witnessed, or even suspected, incident of academic dishonesty or you are in violation of the Honor Code yourself.
* For additional information about BSC’s Honor Code: https://www.bsc.edu/campus/studev/honor-council/index.html

**Title IX.** Birmingham-Southern College is committed to the creation and maintenance of a safe learning environment for students and the campus community. The College forbids any type of sexual or gender-based misconduct among its students, faculty, and staff. The College encourages all members of the academic community to report suspected sexual and gender-based misconduct to the appropriate authorities so that it can be investigated, remedied, and eliminated. BSC forbids retaliation against any person who has opposed, reported, or participated in an investigation concerning sexual or gender-based misconduct. See [BSC Title IX](https://www.bsc.edu/titleix/index.html) (https://www.bsc.edu/titleix/index.html) for more information, including an [online report form](https://bsc.guardianconduct.com/incident-reporting) (https://bsc.guardianconduct.com/incident-reporting). If you or a peer have experienced such misconduct, there are faculty and staff members who are trained to support students by answering questions and helping them navigate this process. The list of advocates can be found [here](https://www.bsc.edu/titleix/pdfs/Student-Advocate-Program-pdf.pdf) (https://www.bsc.edu/titleix/pdfs/Student-Advocate-Program-pdf.pdf), among other [helpful resources](https://www.bsc.edu/titleix/Resources.html) (<https://www.bsc.edu/titleix/Resources.html>).

***Some Tips Related to your Textbook***

I think your textbook will be tremendously helpful in increasing your understanding of the lecture content. However, certain topics and approaches that the author discusses are not ones I will emphasize in lecture, and could possibly be confusing to some students. Below, I have listed the chapter number and the sections/pages that you might want to *leave out* of your reading. You are welcome to read everything, of course, but prioritize the pages *not* listed below.

Your textbook author, as do most statistics textbook authors, goes through more formulas and math by hand than we will go through in our course. We will rely on a statistical program (JAMOVI) to perform most calculations of statistical tests, so do not worry about most of the calculations in the book.

Please let me know if you have questions about anything on this page.

|  |  |
| --- | --- |
| Chapter | Pages/sections you may want to  *leave out* of your reading  Below I list the first word or so of the section, and the page range associated with that section. These are sections that we will *not* cover and that you may want to *skip*. |
| 1 | Skip the sections on ….  *Discrete and* – pp. 13-14 *More complex* – pp. 22-23  *Simple random* – pp. 21-22 *Stratified* – p. 23  *Quasi-experimental* – p. 25 |
| 3 | Skip…  The last paragraph on p. 74 through p. 79  *More on mean* – pp. 81-82 |
| 4 | *Setting the* – pp. 100-101 |
| 5 | Don’t skip anything! Read all sections! |
| 6 | Don’t skip anything! Read all sections! |
| 7 | *Example: Office Temperature* – p. 140 – top of p. 143  *Example: Different Significance* – pp. 143-144 |
| 9 | *Test statistic* - pp. 164-165  *Example: Increasing Satisfaction* – p. 165 - top of p. 168 |
| 10 | *Example: Movies* – pp. 180-185 (thru Step 4) |
| 11 | Don’t skip anything! Read all sections! |
| 12 | Don’t skip anything! Read all sections! |
| 13 | *ANOVA* – p. 248 – top of p. 249 |
| 14 | Don’t skip anything! Read all sections! |

 This QR code is for the class survey on relationships, which you should complete after class on day 1 of the semester.   
Scan the code using the camera on your smartphone and a link to the survey should pop up. If that doesn’t work, here’s the URL: <https://osu.az1.qualtrics.com/jfe/form/SV_dmnR0LepCeWChoN>