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

***Everyone*** *can succeed in this course. Here are some tips for maximizing your learning.*

**Take care of your physical and mental health.** To maximize your learning in PY 221, and in any other course, work to stay 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 all benefit your physical and mental health. Remember BSC’s resources for when you feel physically ill, or need to talk to someone about the stressors of college life (see p.10 *Attendance* section).

**Read the textbook chapter *before* class (and perhaps again after class).** I do not expect you to understand all parts of the reading. However, reading the chapter prior to attending class – *even if you do not grasp everything perfectly* – creates a foundation of knowledge, even if shaky, on which you will build in class. You will find the pace of class too fast and will have difficulty participating if you have not read the chapter. The course calendar (pp. 7-9) contains the chapter to read prior to class, and p. 12 has the sections of each chapter you might want to skip since we won’t cover them in class. It’s not always fun to read about statistics, but do it; it’s like eating your broccoli (it’s good for you!).

**During class, focus on listening and understanding, perhaps asking questions. *Focus* *less on taking notes*.** My lecture pace assumes you are *not* taking notes. During lecture, focus on trying to understand what I am saying. Consider writing down key words that appear on the slide, and information that I communicate that is *not* on the slide itself. You might jot down a question, or write down a term/concept and 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. Study from these slides rather than from your notes because your notes will always be incomplete.

**Review the PPT slides and handouts after every class.** The evening or morning after each class period, save the most recent slides posted on Moodle to your laptop/USB key. Then, *actively* re-read these slides, review any class handouts, and re-do practice questions from class or from recent low stakes reviews. 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 essential for successful completion of our “low stakes reviews.”

**Work through “self-graded homeworks” on Moodle.** I will post worksheets for many topics we cover in class, as well as a key for each. *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 you can list them as part of your P3R (i.e., class engagement).

**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 my 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 before the exam.*

**Statistics & Research Methods I**

**PY 221A-QA & PY 221 Lab** – **Spring 2024**

Lecture Periods Lecture or Lab Periods

Tuesday & Thursday Wednesday

12:30 – 1:50 pm 12:30 – 1:50 pm

Harbert (HB) 327 HB 301 (computer lab) or HB 228

|  |  |  |
| --- | --- | --- |
| Instructor: | Dr. Greta Valenti (please call me either Dr. Valenti or Dr. V) | |
| Campus Office: | Harbert 313 | |
| Dr. V’s  Student Office Hours: | Tues 8:30 – 9:30  Wed 2:15 – 4:15  Thurs 9:30 – 10:30  & by appointment (please email for appt) | See below for how you can book an appointment during student office hours. |
| BSC email / phone: | [gvalenti@bsc.edu](mailto:gvalenti@bsc.edu) / 205-226-4803 (email is best, though) | |

**Some notes about contacting me**

* If you have a quick question about the course content, the class schedule, deadlines, or other class business, please ask at the beginning of class time so that other students can benefit.
* 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 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 during student 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 homework. This is a challenging course, but I promise you’ll find office hours visits helpful. Things do not get easier by avoiding me. ☺
* 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/>. This website is also in my email signature and on Moodle. When you book a meeting, it is automatically added to my Outlook calendar. You can add the office hours meeting you booked to your online calendar as well.
* Time slots for meetings are for 10 minutes each, but you are welcome to book 2 consecutive time slots. If we need more time, we will figure it out when the time comes.
* I have blocked off my office hours on my weekly calendar, which means you should assume I’m always available during those times. Feel free to book a last-minute meeting if the time slot is free. You are also welcome to just stop by my office (HB 313) during my scheduled office hours, even if you have not booked an appointment. However, students with appointments get first priority.
* If you absolutely cannot make my scheduled office hours, please email me at least one day in advance to arrange a separate meeting. I do have time to meet with students outside of office hours, but I cannot typically do so at the last minute so just plan ahead.

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

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. Access the textbook at this URL (*https://irl.umsl.edu/oer/4) *by clicking the blue download button.*

**Calculator:** At times you will 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. I will bring basic calculators to class, but for low stakes reviews and exams, you will need your own calculator.

**Moodle:** I 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.

**Microsoft Word:** Lab assignments must be completed in Microsoft Word or must be exported into and saved as a Microsoft Word document. Let’s talk during week one if you’re concerned about this requirement.

**(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 some computers in the library lab as well. Consider also 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>

**(Recommended) USB flash drive:** When we work on practice labs together in HB 301, you will use the lab computers (not your laptops). Therefore, 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 save your work to a USB flash drive and later plug it into another computer in order to access your work. You can also save files on OneDrive, which you can access using your BSC credentials, or Google Drive.

**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 understanding 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, difference, relationship)
2. demonstrate a conceptual understanding of various statistical tests
3. identify and then run the proper statistical test for a given study design, research question, and/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

**Learning Activities – what activities will help you master the skills of this course?**

* Daily Online **LOW STAKES** **REVIEWS**
* **5 LAB ASSIGNMENTS**
* **PREPARATION, PARTICIPATION, PRACTICE, & REFLECTION** (what I’m calling P3R)
* In-class **MEMORIZATION TESTS**
* **EXAM 1, EXAM 2, and FINAL EXAM**

Daily Online **LOW STAKES REVIEWS** Almost every Tuesday, Wednesday, and Thursday, *prior to class start time,* you will complete a “low stakes review” using the Moodle quiz feature. A low stakes review is composed of three multiple-choice review questions. The purpose of them is to encourage you to study the PPT slides 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 day’s low stakes review focus on the course material you learned in the prior 1-3 class periods. The questions will be similar to the types of questions you will find on your exams.

Each day’s low stakes review will not be timed, and you will have two tries at it. The reviews are open book and open note, but you will be more successful if you have studied ahead of time. The review will open on Moodle the night before our class days, around 8 pm (if not earlier). They will close exactly at class time (e.g., low stakes reviews will open Monday, Tuesday, and Wednesday evenings, so that you may take them prior to 12:30 on Tuesday, Wednesday, and Thursday, respectively). You may login to Moodle anytime during that time period to complete the review questions, even if you are not able to attend class that day.

Every low stakes review for which you correctly answer at least 2 of the 3 questions will be considered “successful” (i.e., a score of 2/3 ***or*** 3/3 on a given day’s review means that that day’s review is marked “successful”). For each block of the course, you must complete 6 successful low stakes reviews to earn full credit for that portion of your grade. FYI - There are 3 “blocks” for the course, each followed by an exam – Exam 1, Exam 2, and Final Exam. There will be ten low stakes reviews per block.

For every low stakes review for which you earn a *perfect* score, you can earn 0.25 bonus points on your next exam. For example, if you complete 8 successful low stakes reviews during the second block and 4 of those successful scores are perfect scores (i.e., 3 out of 3), then you will earn 1 extra point toward exam 2. *There are no make-up low stakes reviews*. To be clear, though, you are not penalized for missing any of them unless, at the end of the block, you have completed fewer than 6 successful low stakes reviews. These reviews are great ways to assess your current knowledge and practice for the exam, so please *study for and complete all of them.* Come to each class prepared to ask questions about that day’s review.

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

All low stakes reviews and exams will be open book and open note. This means that you may access: the assigned Foster et al. textbook, graded work from this PY 221 course, *anything* I put on Moodle for this course for this semester (e.g., PPT slides, self-graded homeworks & keys, sample exam questions, lab assignments, prior low stakes reviews and exams you have taken this semester), and any handouts I 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. This is probably obvious, but I will also mention that **discussion of low stakes review or exam questions with any person other than me before the low stakes review or exam closes in Moodle 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 as well. Honor code violations will lead to a failing grade for the low stakes review or exam, and I 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** 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. For the first few lab assignments, I will go through a practice version of the assignment during class. *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 program 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 some computers with the JAMOVI program. Do your best to turn in lab assignments by the deadlines, but see the policy for 24-hour extensions on p. 10.

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

Please visit Dr. V’s office hours or the BSC peer-tutors to ask questions. This is your first time running and interpreting statistical analyses using the JAMOVI program. I expect that you will have questions and need some guidance. :) **However, working with anyone other than Dr. V or a current BSC psychology peer-tutor on lab assignments is a violation of the BSC honor code.** Using artificial intelligence programs (e.g., chatGPT) to answer lab assignment questions is also a violation of the honor code in this course. In this regard, think of lab assignments like take-home tests, which you would not work on with other people and would not ask artificial intelligence to complete!

**P3R, i.e., PREPARATION, PARTICIPATION, PRACTICE, & REFLECTION** P3R encompasses multiple activities that help us learn but that we often do not devote enough time and energy toward because they seem less important and urgent than other activities. This semester you will keep track of, on Moodle, activities that you do to **p**repare for class (e.g., reading the textbook, visiting office hours), the quality of your **p**articipation during class (e.g., asking questions, contributing to group work), and the **p**ractice you do outside of class (e.g., self-graded homeworks). You’ll also be prompted by me to **r**eflect on your approach to the course, the feedback you receive on assignments, how you prepare for exams, among other topics. You will earn credit for completing weekly P3R surveys, and more credit the more “P’s” you complete!

In-class **MEMORIZATION TESTS** The class period prior to each exam, you will take a short (9 short answer questions, 9 minutes) test on some of the key terminology of the course. This test takes place in class 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. I will provide on Moodle a review sheet of key concepts that will be tested on the memorization test. There will be three memorization tests across the semester. We will talk more about these tests in class, as the first test draws near.

**EXAM 1, EXAM 2, and FINAL EXAM** Exams will be on Moodle, will be open note and open book, and will contain 40-60 multiple-choice questions. Everything covered during lecture is fair game for 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 data set or study design. (Exams will not test your ability to run analyses using JAMOVI.) To perform well, follow my tips for success (p. 1 of syllabus), carefully review my PPT slides and handouts, re-do old low stakes reviews, and test yourself using the self-graded homework and 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.

Exams are not timed and will be available at the days and times indicated on the course calendar. Exams 1 and 2 take most students less than 80 minutes, which means you can plan to take them during the time you would have been in class that day. While all three exams will be open book and open note, you must still prepare thoroughly in order to successfully demonstrate what you know. Think of the open note/book resources as backups, something to refer to in case you forget a concept or want to double check your memory. We will talk more about the exams as the first exam draws near, but you are welcome to meet with me at any point if you would like to discuss the exam prior to us discussing it in class.

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

I have built in multiple 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 reviews – See p. 4 for how to earn up to 2.5 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 One autopsy assignment – After the exam for block one, earn back the points you lost on the exam by correcting and thoroughly explaining the correct answer, citing the slides or textbook. I will provide information about this assignment on the date specified on the course calendar.

**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 low stakes reviews, tests, and exams
* treat you with respect and treat you like an adult
* be excited about teaching statistics! (the *easiest* promise for me 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.

NOTE: This course can seem easy at first, but the concepts soon get challenging. 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 usually because they attended class but, for whatever reason, did not put in enough time *outside* of class. If you are looking at your spring 2024 schedule and realize that this semester is not a good semester for you to take a time-intensive course, let’s talk during the first week of classes to see if you can delay this course until fall. (If you are a junior/senior psychology major right now, however, you should not delay taking this course.)

**Boooooo – how will I calculate your final grade?** I wish I did not have to issue grades – it is one of the least fun parts of teaching! But BSC requires us to post letter grades, so here is how I will calculate yours:

|  |  |
| --- | --- |
| * low stakes reviews (*2% per block, for a total of 6% of final course grade*) | * exam 1 (*10% of final course grade*) * exam 2 (*12%*) * final exam (*18%*) |
| * 5 lab assignments (*42% of final course grade*) |
| * P3R (*3% of final course grade*) | * memorization tests (*9% of final course grade*) |

I also realize that sometimes students have a rough early or middle of the semester, but turn things around by the end and learn the required skills and material really well! Given that material and skills tested at the end of the semester are based on an understanding of *all* material and skills learned, I will also calculate a final course grade based only on the 3rd memorization test (10%), final exam (45%), and 5th lab assignment (45%). If this version of your final course grade is higher than the version using the grade calculation scheme above, you will receive this as your final course grade\*.

\*You will have the opportunity to benefit from this alternative grading scheme *unless* you have committed an honor code violation in the course.

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

|  |  |  |
| --- | --- | --- |
| 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** | **Your Responsibilities** (completing a low stakes review is a T/W/R responsibility) |
| Tues Feb 6  HB 327 | Introduction to the course  Start CH. 1 |  |
| Wed Feb 7  HB 228 | CH. 1 - Introduction | Before class…  Read syllabus & jot down Qs about course  Explore our course Moodle page  Read Ch.1 |
| Thurs Feb 8  HB 327 | CH. 1, *cont.* |  |
| Tues Feb 13 | Students will work on Practice Lab 1 in groups. |  |
| Wed Feb 14  HB 228 | CH. 3 – Measures of Central  Tendency & Spread | Before class, read Ch. 3 |
| Thurs Feb 15 | CH. 3, *cont.* |  |
| Tues Feb 20 | CH. 4 – Z-score & the Standard  Normal Distribution | Before class, read Ch. 4  **DUE on Moodle**: Upload Lab Assignment #1 in Microsoft Word document form by the start of class (12:30 pm). |
| Wed Feb 21  HB 301 | I will take you through   Practice Lab 2. |  |
| Thurs Feb 22 | CH. 4, *cont.*  CH. 5 – Probability using z-tables | Before class, read Ch. 5 |
| Tues Feb 27 | CH. 5, *cont.*  I will discuss block one  memorization test & exam  Practice concepts from   Ch. 1, 3, 4, 5 |  |
| Wed Feb 28  HB 301 | Practice concepts from   Ch. 1, 3, 4, 5 | **DUE on Moodle**:  Lab Assignment #2 by start of class (12:30 pm). |
| Thurs Feb 29 | Block one memorization test  Team trivia review for exam one |  |
| Tues Mar 5 | Block One Online Exam on Ch. 1, 3, 4, 5  Open on Moodle 9 am until 9 pm | |

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| --- | --- | --- |
| Wed Mar 6  HB 228 | I will explain exam one autopsy assignment (extra credit).  CH. 6 – Sampling Distributions | Before class, read Ch. 6 |
| Thurs Mar 7 | CH. 7 – Introduction to Hypothesis Testing | Before class, read Ch. 7 & read Ch. 8 pp. 154-end of chapter |
| Tues Mar 12 | CH. 7, *cont.* |  |
| Wed Mar 13  HB 228 | CH. 7, *cont.* | **DUE on Moodle**: Exam 1 autopsy extra credit assignment by start of class (12:30 pm). |
| Thurs Mar 14 | CH. 7, *cont.* |  |
| Tues Mar 19 | CH. 9-10*,* T-tests | Before class, read Ch. 9-10 |
| Wed Mar 20  HB 228 | CH. 9-10*, cont.* |  |
| Thurs Mar 21 | CH. 9-10*, cont.* |  |
| Tues-Wed-Thurs  Mar 26-27-28 | S P R I N G B R E A K | |
| Tues Apr 2 | CH. 11 – Analysis of Variance | Before class, read Ch. 11 |
| Wed Apr 3  HB 301 | I will take you through  Practice Lab 3. |  |
| Thurs Apr 4 | CH. 11, *cont.* |  |
| Tues Apr 9 | CH. 11, *cont.* |  |
| Wed Apr 10  HB 301 | Practice concepts from   Ch. 6, 7, 9, 10, 11 | **DUE on Moodle**:  Lab Assignment #3 by start of class (12:30 pm). |
| Thurs Apr 11 | Block two memorization test  Team trivia review for exam two |  |
| Tues Apr 16 | Block Two Online Exam on Ch. 6, 7, 9, 10, 11  Open on Moodle 9 am until 9 pm | |

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| --- | --- | --- |
| Wed Apr 17  HB 301 | I will take you through  Practice Lab 4. |  |
| Thurs Apr 18 | Factorial ANOVA | Before class, read chapter posted on Moodle |
| Tues Apr 23 | Factorial ANOVA, *cont.*  CH. 12 – Correlation | Before class, read Ch. 12 |
| Wed Apr 24  HB 228 | CH. 12, *cont.* |  |
| Thurs Apr 25 | CH. 12, *cont.* | **DUE on Moodle**:  Lab Assignment #4 by start of class (12:30 pm). |
| Tues Apr 30 | CH. 13 – Regression | Before class, read Ch. 13 |
| Wed May 1  HB 228 | CH. 13, *cont.* |  |
| Thurs May 2 | I will hand out and preview  Lab Assignment #5  Review for final exam |  |
| Tues May 7 | HONORS DAY  no scheduled classes | |
| Wed May 8  HB 301 | Block three memorization test  Time to work on Lab #5 |  |
| Thurs May 9 | Team trivia review for final exam | **DUE on Moodle**:  Lab Assignment #5 by 5:00 pm. |
| TUESDAY MAY 21 | Online Final Exam  Open on Moodle 9 am until NOON | |

**Summary of Important Dates**

**LIST OF LAB ASSIGNMENTS AND DEADLINES**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment** | **Deadline** | **Assignment** | **Deadline** |
| Lab 1 – *Research Methods Concepts* (worth 7%) | Tues. 2/20, 12:30 pm | Lab 4 – *ANOVA* (worth 8%) | Thurs. 4/25, 12:30 pm |
| Lab 2 – *Building Skills in JAMOVI & Interpretation* (worth 8%) | Wed. 2/28, 12:30 pm | Lab 5 – *The* *Kitchen Sink*  (worth 11%) | Thurs. 5/9, 5:00 pm |
| Lab 3 – *T-Tests* (worth 8%) | Wed. 4/10, 12:30 pm |  |  |

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| --- |
| **EXAM ONE AUTOPSY ASSIGNMENT** |
| Wed. 3/13, 12:30 pm |

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| --- | --- |
| **ONLINE EXAM DATES** | |
| **Exam** | **Date/Time** |
| Exam 1 | Tuesday 3/5 |
| Exam 2 | Tuesday 4/16 |
| Final Exam | Tuesday 5/21 |

|  |  |
| --- | --- |
| **BLOCK MEMORIZATION TESTS** | |
| **Block #** | **Date/Time** |
| 1 | Thurs. 2/29, in class |
| 2 | Thurs. 4/11, in class |
| 3 | Wed. 5/8, in class |

**Policies & Resources**

**Professionalism**

* Please be respectful to classmates and me by not engaging in distracting behaviors during class.
* Do your best to use the restroom prior to class so that we can minimize the number of students coming and going while others are trying to learn.
* Please turn phones to silent and put them in your backpack for the duration of the class, unless I ask you to take them out. If you need to have your phone accessible during a class period, please speak with me about this before class begins.
* Laptops, tablets, and similar devices should not be out in class unless we have discussed an academic accommodation, or if I suggest you bring one in order to do a class activity. Instead, please bring a pen and a notebook or binder with paper to class.
* Some general advice for any upper-level psychology course, like this one: While your *grade* in the course could be important for graduate school/jobs/internships, 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 (with no penalty) for lab assignments only. ***If you would like an extension, please do the following before the stated deadline: (1) submit the*** [***late assignment form***](https://forms.gle/oqXFpLnnBQAxHva79) ***(https://forms.gle/oqXFpLnnBQAxHva79) 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 24-hour extension has expired will receive no credit.
* There are no make-up low stakes reviews for any reason. But remember, you are not penalized for missing a low stakes review unless you fail to complete 6 of them successfully for each block. Create a reminder for yourself in your phone or on your computer to login to Moodle for your review every Tuesday, Wednesday, and Thursday (or the evening before a class day).
* Decisions about make-up exams will be made on a case-by-case basis. Just be a responsible adult and communicate with me 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!

**Attendance**

* Please do not be a hero and come to class if you are not feeling well. My PPT slides will be posted to Moodle the night after class, and you may complete low stakes reviews from home. 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!

**BSC’s Academic Tutoring Program** (<https://bsc.edu/academics/arc/academic-tutoring.html>)

BSC’s Academic Tutoring Program offers FREE academic learning support for all BSC students. Support includes one-on-one drop-in and appointment tutoring, group study sessions and exam review, and workshops. Peer-tutors are hired based on their expertise in course content and undergo regular training to help BSC students succeed academically. Peer-tutor schedules and support activities are published each week in Monday Morning as well as on the peer-tutoring webpage.

This course has a dedicated “embedded” peer-tutor this semester, Hanna McNamara (she/her). Hanna has taken the course and is prepared to support students with learning course concepts and JAMOVI. She will attend some classes or labs so that she knows what we are doing on a week-by-week basis. You may email her at hemcnama@bsc.edu for a free one-on-one appointment or group study session. If Hanna is unavailable, I recommend reaching out to the following peer-tutors: Alanna Gaines, Ada Weems, and Mary Blake Zeron.

**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) (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 or before 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 Student Development suite (Office #228).

**Academic Integrity**

* The BSC Honor Code states: ““As a member of the student body of Birmingham-Southern College, I recognize my responsibility to the traditions of the institution, to my fellow students and to myself. I recognize the significance of the honor system. I pledge that I have read and understand the Constitution of the Honor Council, including the Honor Code, and agree to be bound by its provisions.”
* 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](https://bps.stanford.edu/?page_id=4949) (<https://bps.stanford.edu/?page_id=4949>) about a social psychologist who committed scientific fraud for years before being caught:).
* In our PY 221 course, academic dishonesty includes, but is not limited to: (1) using or contributing to unapproved test files, (2) 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, (3) lying to your professor, (4) using artificial intelligence programs to provide answers to lab assignment questions, (5) discussing the content of low stakes reviews or exams with students who have not yet taken them, (6) working with other students on individual lab assignments (Labs 1 – 5; see note on p. 5), and (7) communicating with anyone in any form, aside from me, during a low stakes review, 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 me, *prior to engaging* in the action, whether it would be considered an honor code violation.
* I am forced to report any form of academic dishonesty, whether encountered or suspected, to the Vice President for Student Development, Dr. David Eberhardt, and the Honor Council. Academic dishonesty will be 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.*
* 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 sexual or gender-based misconduct, reported sexual or gender-based misconduct, or participated in an investigation concerning sexual or gender-based misconduct.

See [BSC Title IX](BSC%20Title%20IX) (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>).

Here are some other [helpful resources](file:///E:\000_PY%20221%20Fall%2023\helpful%20resources) (<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 may 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 …. *More complex sampling* – pp. 22-23  *Discrete and Continuous* – pp. 13-14 *Stratified Sampling* – p. 23  *Simple Random* *Sampling* – pp. 21-22 *Quasi-experimental Designs* – p. 25 |
| 3 | ***Skip***…  The last paragraph on p. 74 through p. 79  *More on mean* – pp. 81-82 |
| 4 | ***Skip***…  *Setting the* – pp. 100-101 |
| 5 | Don’t skip anything! Read all sections! |
| 6 | Don’t skip anything! Read all sections! |
| 7 | ***Skip***…  *Example: Office Temperature* – p. 140 – top of p. 143,  *Example: Different Significance* – pp. 143-144 |
| 9 | ***Skip***…  *Test statistic* - pp. 164-165,  *Example: Increasing Satisfaction* – p. 165 - top of p. 168 |
| 10 | ***Skip***…  *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 | ***Skip***…  *ANOVA* – p. 248 – top of p. 249 |

 This QR code is for a quick (~2 minute) class survey on dating and relationships. Please find a few undergraduate age friends to complete it after class on day 1 of the semester. Scan the code using the camera on a 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>

**Advice from Prior PY 221 Students**

I asked students\* who were finishing the PY 221 course to offer some advice to future students about how to approach this course to maximize learning and achieve to one's potential. Here’s some of what they said . . .

“I definitely recommend no matter what, ask questions when you're confused!! From personal experience it is like you are drowning if you do not go ahead and ask Dr. V what is going on when it's happening.”

“I would … look over the slides as often as possible. They are really useful and answer a lot (not all) of basic questions.”

“Go to office hours for the first few labs. I didn't and could have scored higher had I just gone and asked questions or gotten Dr. V to look over a part I was not confident on. Dr. V is truly one of your biggest assets when it comes to learning so asking her questions/for clarification is a life saver.”

“… do the work asap and not procrastinate and [you’ll] be fine.”

“Some advice I'd give to next semester's students is not to brush off how easy it may look at the beginning of the semester even though it seems like a review of some concepts, the things you learn in the beginning are foundational for the rest of the semester. I would say [Dr. V’s] teaching style is consistent throughout the semester and keeps at a constant pace so establishing a good way to take notes/study at the beginning of the semester is crucial as it will set your habit for the class for the semester as well.”

“stay organized. I found that to remember things like low stakes reviews, p3r, and to stay paced with assignments, I needed to write them in my planner and also print out the schedule and mark off each task as I completed it.”

“GO TO CLASS!”

“I also would suggest, if you are not sure about something, utilize Dr. Valenti's office hours or go to [the BSC Academic Tutoring Program’s peer-tutors]. I know it can feel embarrassing needing help on a topic that other classmates may not need help with, but everyone learns at different paces. The…tutors are also so incredibly amazing and helpful.”

“I suggest attending class because it can seem to overwhelm you or put you behind if you must constantly catch up with your assignments.”

“…for Low Stakes Reviews set an alarm to remind yourself that they are due because … many times, I have forgotten about them up until class time.”

*\*Special thanks to my former PY 221 students for providing these helpful comments!*