

PSYC 2330 Psychological Statistics

MWF 10:00; MAS 117; CRN 23722
Syllabus for Fall, 2021

Dr. Bill Lammers

- Office: Mashburn Hall 218
- Office hours: Use the following link to schedule an appointment:
 - <https://lammers.youcanbook.me>
- Phone Numbers: Office: 450-5409 Cell:
- E-mail: billl@uca.edu

Tip for Success!

You can schedule a time to meet with Dr. Lammers anytime from 8:00-4:00 that he does not already have an appointment on his calendar.



Textbook

- No textbook required.
- We will use freely available educational resources found online.
- This saves you money and reflects how people now access information and learn.

Welcome Message

I am excited that you signed up for my course and I look forward to working with you to help you learn statistics. My hunch is that you did not enroll in our course as an elective. Most students take Statistics because it is a required course in their program of study. In other words, what you will learn in our course is truly powerful information that serves as a foundation for much of the knowledge gained in our fields of study. You may be like many students and begin our course with some level of anxiety and trepidation. I want to tell you that the math component of our course is minimal and everyone can learn statistics. It may take some effort, but we will be right there with you. I've worked hard to develop an effective way of teaching statistics and I will always be available to answer your questions, both in class and out of class. So, let's get our course off to a great start! --Dr. Lammers

Learning Objectives

- ✓ Ability to describe the importance of statistical analysis for the scientific pursuit of knowledge
- ✓ Ability to describe the prevalence of data analysis in our everyday lives
- ✓ Ability to describe basic research designs and the terms used to describe them
- ✓ Ability to use and explain descriptive statistics, including frequency distributions, graphs, measures of central tendency, and measures of variability
- ✓ Ability to use and explain inferential statistics, including z-tests, t-tests, correlation, and regression
- ✓ Ability to apply the appropriate descriptive and inferential statistics to a given research design
- ✓ Ability to use statistical software to perform data entry, data formatting, descriptive statistics and inferential statistics

Celebrating Diversity

Although our course may not focus on diversity-related topics, valuing diversity is a core value of our department, UCA, and psychology as a science. I want you to know that I support the Department of Psychology & Counseling's Vision & Mission statements in regard to respecting and valuing all students. At times, some questions or discussion can seem personal or emotional to you or your peers, so my hope is that we will develop a learning environment in which we celebrate diversity and where we can explore relevant topics in a manner that is respectful of one another.

Format/Safety for Our Course

We will begin the semester with the intent to meet face-to-face in MAS 117. The classroom has been designed so that all of us can safely occupy a seat with a safe distance between each of us. Sanitizing wipes will be available at the entrance. You can wipe your area and bring your own computer to class. **All students are expected to comply with the University policy regarding face coverings.**

At the beginning of the semester, we will also practice having our class in a Zoom session and working as research teams in Zoom breakout groups. In the event that we need to transition our course to an online format, we will be prepared for that. All important communications will be via UCA email.

I strongly encourage you to contact me with any format/safety concerns that you might have or that might arise. I want to be sure that we have an optimal learning environment for everyone. Thanks for working with me during these challenging times. See the end of our syllabus for even more details.

See the last page of our syllabus for more details.

Anonymous 24/7 Student Feedback

I highly value your thoughts and feedback about our course. For this reason, I provide a continuous online feedback survey for our course. At any time, you can access the survey and respond with what is working well in our class, what is not working well, and/or any other comments. Based on your feedback, we can make our class the best that it can be. The link to the feedback survey is:

https://ucachbs.co1.qualtrics.com/jfe/form/SV_bpuXkZfIB3xyskZ

Our Plan for Graded Learning Activities

<i>Assessment</i>	<i>Total Number</i>	<i>Points per Assessment</i>	<i>Total Points</i>
Personal study notes in Learning and Activity Guides	18 (13 will be graded)	10	130
Cumulative Exams	3	50, 75, 100	225
Comprehensive Final Exam	1		100
Class Participation Points			20
Enrichment Activities	4 credits	5	20
Personal Introduction Post on Blackboard Discussions			5
10% Improvement on Exams Extra Credit		0 or 2	?
Course Evaluation Extra Credit			5
TOTAL POINTS			500

Quizzes as a Resource for Learning

The use of quizzes can be an effective learning tool and will be an optional resource for this course. Psychological research on human memory and learning shows that if a person engages in repeated recall of information from long-term memory (think quizzing), that information will be learned more efficiently and effectively than if a person engages in repeated efforts to store that same information (think reviewing notes) (Roediger & Karpick, 2018; Rowland, 2104; Weinstein, Nunes, & Karpicke, 2016). The instructors who teach Psychological Statistics at UCA have developed a bank of quiz items that will help you learn about the 21 most important concepts in the course.

Professional and Cooperative Behavior in Our Learning Community

During class, we will often engage in active learning exercises by working in small groups. These exercises are designed to help you practice the statistical calculations, learn the concepts, and apply the concepts to real-world situations. Everyone will be more successful in our class if we adopt an attitude of cooperation, mutual respect, a willingness to help others, and a willingness to ask others for help when we need it.

Unless used as your primary device for our class, **cell phones** provide a distraction from our desire to create a cohesive community of learners in our class. Therefore, cell phones should be put away when we enter our class meetings and should not appear again until we leave our class meetings.

Each student will need access to a computer during our class meetings. You can bring your own (preferred for health reasons) or use one of the computers in our classroom when we meet in MAS 237. Computers should only be used to help us learn statistics. Any other use is a distraction.

Tip for Success!
DON'T GET BEHIND! Ask Dr. Lammers and/or others for help.



Tip for Success!
Prepare for every class, every quiz, and every exam.

Enrichment Activities

To provide actual experience with the creation of research data and to assist others conducting research, you will complete one hour (60 minutes) of “enrichment activity”. You may choose which enrichment activities to complete from the following:

Participation in psychological research: Much of our knowledge of human behavior and mental processes is based on people who volunteer to participate in psychological research. Help a psychologist and experience what it is like to be a participant in a psychology experiment. All scheduling of psychology experiments is handled via the Internet. To sign up for a study, go to the Research Scheduling System at: <http://uca.sona-systems.com/>. Create an account and view the available studies. Psychology experiments are worth “credits.” One credit is equal to 15 minutes of participation. Many of the opportunities will be worth 2 credits (30 minutes of participation). Therefore, completion of the enrichment activity requirement will often entail participation in several research studies.

The last date to sign-up for research participation is November 6. In addition, students will earn an extra point for any enrichment credits earned prior to October 6.

All psychological research has been reviewed and approved by the UCA Institutional Review Board to ensure the rights of participants. Participation is voluntary. If at any time during a study you wish to discontinue participation, you may do so without penalty. All data you provide will be confidential. Before completing any study, you must consent to participate based on information regarding the procedures and risks of the study. All studies will involve little or no risk of psychological or physical harm.

Alternative internet assignment: As an alternative to participation in research, you can conduct an internet assignment. The purpose of these assignments is to ensure that you are familiar with several ways that technology can be used to access information and to be able to critically evaluate information obtained on the internet. The specific topic must relate to the field of psychology and is selected by the student.

Obtain two sources for each assignment. One source should be a reputable website and the other source should be a journal article obtained from one of the psychology databases available at the UCA Torreyson Library website. Each assignment should be submitted as an electronic document attached to an e-mail to Dr. Lammers and should include:

- cover page with your name and your topic
- one-page, single-spaced, typed report to include the following information:
- summary (in your own words) of what you learned from the website
- summary (in your own words) of what you learned from the journal article
- your reflections on this topic (why is it interesting? additional questions? etc.)
- a URL link to the website
- a completed Internet Site Evaluation Form (can be obtained from Dr. Lammers)
- a copy of the journal article

Attendance and Drop Policy

Attendance is expected at every class (whether face-to-face or videoconferencing) and will certainly influence your success in our course. It is a component of your Class Participation points and your course grade. If you have to miss class, contact Dr. Lammers in advance and provide legal or medical documentation. Dr. Lammers will not drop a student from this course unless requested by a student through the withdrawal process.



Grading and Testing

- Grades are based on percentage of total points earned
- 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; below 60% = F
- All quizzes are nongraded and help you to learn concepts
- Final exam consists of multiple choice and short answer questions
- All quizzes/exams will be taken online via Blackboard and will require a computer
- You can schedule a make-up quiz or exam if you have a documented emergency, medical, or legal reason for missing the assigned day/time of testing

Tip for Success!

Keep revising and updating your Learning and Activity Guides

Tip for Success!

Meet with Dr. Lammers to review concepts that you still do not understand.

UCA Academic Policies

Academic Honesty: While student cooperation in studying the material is greatly encouraged, cheating (or an attempt to do so) on tests or homework assignments will not be tolerated and will result in disciplinary action according to University policy (see the Undergraduate Bulletin for details). The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

Special Accommodations: The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Office of Disability Support Services, 450-3613.

Title IX Disclosure: If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to "student-on-student" or "employee-on-student"), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs and the obligation to conduct an investigation will depend on those specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit: <https://uca.edu/titleix>.

Other Academic Policies: Students are encouraged to review the Student Handbook for Sexual Harassment Policy and other academic policies.

Building Emergency Plan: An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at <http://uca.edu/mysafety/bep/>. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

By working together in our cooperative learning community, we will all be successful in learning statistics!

Format for Our Course

The university will use a three-color system alerting campus of our community transmission status and what actions faculty, staff, and students should take regarding masking.

- RED – This means the CDC has this region of Arkansas at a Substantial or High Risk of community transmission. Masks will be required on campus in indoor spaces.
- YELLOW – When the CDC lists this region of Arkansas at Moderate Risk, we will encourage the use of masks indoors.
- GREEN – Once the CDC lists the region as Low Risk, the campus will follow normal business and operational patterns.

In-Person Class Expectations

One of my highest values in the classroom is for us to demonstrate respect for one another. My goal is for you to sense my deep respect for you as a student and human being, and I ask you to demonstrate respect for your fellow students and for me as your professor. Below are some ways we can demonstrate mutual respect in person.

- Each one of us contributes to an environment that is physically and psychologically safe and conducive to learning. Although our classroom spaces may not always require distancing and masks, we can show respect for others by wearing masks, keeping our distance from others to the extent possible, and not attending class in person when we have been exposed to or diagnosed with Covid or other illnesses.
- Show respect by choosing your words thoughtfully and expressing disagreement in constructive ways during class discussions. Monitor your body language and tone of voice to ensure they also show respect for others.
- Show respect by coming to class prepared and on time and by participating in class discussions. Monitor your participation to ensure you are neither dominating nor disengaging from dialogue.
- Show respect by “unplugging” from outside distractions while in class. Please put your phone on silent when entering class. I encourage you to use your electronic devices to conduct course-related research, access online course materials, and take notes. Be aware that abusing this privilege could result in you being asked to put away all electronic devices indefinitely.
- Show respect by being honest in your communication and, when relevant, by contributing to group assignments in a meaningful way. Commit to doing your fair share of the workload and expect others to do the same.

Zoom Class Expectations

If we need to hold class sessions on Zoom for a time, consider the Zoom space an extension of our classroom space. Therefore, you will be expected to maintain respectful behavior online consistent with our shared norms of respectful behavior in person. Below are some ways we can demonstrate mutual respect online.

- Just as we wouldn't lie on the floor or not wear a shirt during in-person class, we show respect for each other by sitting upright and being appropriately dressed during Zoom sessions.
- We show respect by not multitasking during class time. Research on the way our brains work shows we aren't truly “multitasking” anyway; we are *task switching* (going back and forth between tasks), which means our focus and attention on any given task is distracted and diluted. Therefore, show respect by not doing other work (or being at work or driving!) while we are in class on Zoom.
- Show respect for one another by having your camera on at all times unless you have a valid reason to turn it off briefly or have gotten permission from me to leave it off. If you need to turn it off for a short time, send me a private chat to let me know in advance if possible. Additionally, be aware of what is in your camera frame and try your best to keep distracting movements from others off camera to the extent possible.
- Show respect by keeping your microphone muted unless you are speaking. To indicate you wish to speak, use the Raise Hands Reaction in Zoom. If questions arise, you are welcome to type them in chat also.
- Show respect by logging on by the time class starts and not logging off before class is dismissed. Find ways to contribute that fit your personality and preferences: vocally join the conversation, text in the public chat, participate in polls, use Reactions to affirm others, and, when relevant, participate actively in breakout rooms. I want the class to be meaningfully different because you are a part of it.