Psychological Statistics

PSY 399

Fall 2018

Course Description and Objectives

The purpose of the Psychological Statistics course is to grow students' statistical competence, reasoning, and thinking, with data relevant to psychological science and prepare students for learning about psychological science research methods.

Statistical competence includes: interpreting complex statistical findings and graphs in the context of their level of statistical significance, effect size, and practical and clinical significance, and explaining these findings using common language.

Statistical reasoning includes: differentiating between types of data, ways to visualize the data, and statistical measures to be applied to psychological data as well as using quantitative analyses to argue for or against a particular hypothesis

Statistical thinking includes: determining how to best obtain meaningful and relevant data to answer a research question, reflecting on the variables involved and considering other ways to examine and think about the data and research question, evaluating the generalizability of specific findings, limiting cause–effect claims to research strategies that rule out alternative explanations, and discussing the relevance of statistics to everyday life.

What's in this syllabus:

Course Details:

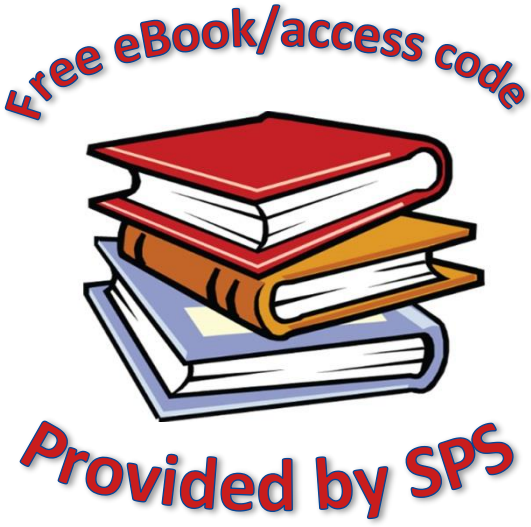
Instructor: Raechel N. Soicher **CRN:** 19703

Email: soicherr@oregonstate.edu

Office Hours: Tuesdays, 10am-11:45pm (PDX Hub) or online (https://soicherr.youcanbook.me)

How This Class Works

Tues	Wed	Th - Sat	Th - Tu
Class meets (12:00-2:00) Bring completed Preparation Guide to class. In-class peer instruction. ALEKS due online.	Check Canvas for additional resources posted. Study class notes for upcoming module Quiz.	Study for and take the Module Quiz. Quizzes open Thursday and are due by 11:59pm on Saturday.	On the days between our class meetings, complete the following tasks: • ALEKS • Textbook reading • Preparation Guide



*** see canvas for details**

Learning Resources:

Great news! Digital versions of your required learning resources for this class are available free! Access codes will be given to you by your instructor before the start of the course.

Textbook:

Essentials of Statistics for Behavioral Sciences (3rd Edition). Nolan, S. & Heinzen, T.

Learning Supplement:

Introduction to Statistics by ALEKS

Did you know? Powell's City of Books, the world's largest independently owned bookstore, is a can't-miss for fans of old-school print and paper.

Grading:

Assessment	Notes	Points per assignment	Total Points Possible
Introduction Assignment	Week 0	10	10
ALEKS Assignments	Weekly, low score dropped	15	105
Preparation Guides	Weekly, low score dropped	15	120
Teaching Records	Weekly, low score dropped	10	80
Quizzes	Weekly, low score dropped	50	350
Midterm 1 Exam	In-Class	100	100
Midterm 2 Exam	In-Class	100	100
Final Exam	Comprehensive	125	125
Post-Test	Week 10	10	10
Total Score Possible			**1000**
End-of-Module Wrap-Ups	Weekly, extra credit	.5	5 extra credit points

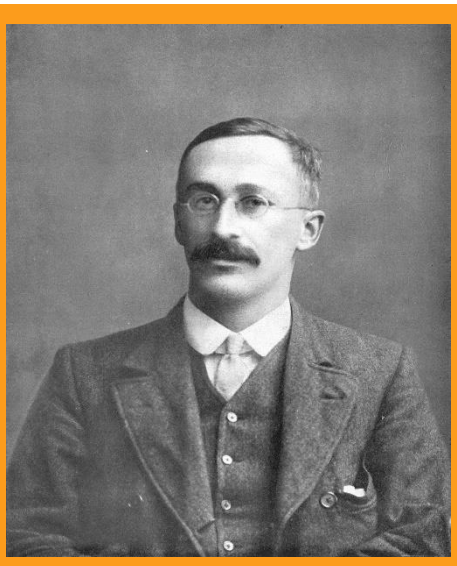
Final Grades:

100-93%	= A
92.9-90%	= A-
89.9-87%	= B+
86.9-83%	= B
82.9-80%	= B-
79.9-77%	= C+
76.9-73%	= C
72.9-70%	= C-
69.9-67%	= D+
66.9-63%	= D
62.9-60%	= D-
Below 60%	= F

Late Work & Incompletes:

In general, the course has been designed to allow you to miss some assignments without penalty – therefore, make-up assignments are typically not possible. However, there are a number of cases in which we make accommodations (see Canvas > Accommodations). The same applies to legally protected reasons for missing class or an assignment.

Additionally, Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final exam). If you are having any difficulty that might prevent you completing the coursework, please don't wait until the end of the term, let me know right away.



This statistician published his work under the name "Student" and is known for his T-distribution

Course Schedule

Tentative Schedule (subject to change by instructor)

Week	Day	Date	Chapter	Assignments Due (all due by the start of class unless stated otherwise)
0	Th	Sep 20	START HERE module in Canvas	
1	Tu	Sep 25	Introduction to the Course Pre-Test STARS	Introduction (discussion board)
2	Tu	Oct 2	Chapter 1	• Prep Guide: Ch. 1 • ALEKS Assignment #1
	Sat	Oct 6	Quiz 1 opens Thursday and closes Saturday	• Quiz 1: Ch. 1 • Due Saturday, 11:59pm
3	Tu	Oct 9	Chapter 2 Chapter 3	• Prep Guide: Chs. 2 & 3 • ALEKS Assignment #2
	Sat	Oct 13	Quiz 2 opens Thursday and closes Saturday	• Quiz 2: Chs. 2 & 3 • Due Saturday, 11:59pm
4	Tu	Oct 16	Chapter 4 Chapter 5 (**NOT PROBABILITY)**	• Prep Guide: Chs. 4 & 5 • ALEKS Assignment #3
	Sat	Oct 20	Quiz 3 opens Thursday and closes Saturday	• Quiz 3: Chs. 4 & 5 • Due Saturday, 11:59pm
5	Tu	Oct 23	***EXAM 1 – In Class (1st hour)*** Chapter 6 Chapter 8	• Prep Guide: Chs. 6 & 8 • ALEKS Assignment #4
	Sat	Oct 27	Quiz 4 opens Thursday and closes Saturday	• Quiz 4: Chs. 6 & 8
6	Tu	Oct 30	Chapter 9 Chapter 10	• Prep Guide: Chs. 9 & 10 • ALEKS Assignment #5
	Sat	Nov 3	Quiz 5 opens Thursday and closes Saturday	• Quiz 5: Chs. 9 & 10 • Due Saturday, 11:59pm
7	Tu	Nov 6	Chapter 11	• Prep Guide: Chs. 11 • ALEKS Assignment #6
	Sat	Nov 10	Quiz 6 opens Thursday and closes Saturday	• Quiz 6: Ch. 11 • Due Saturday, 11:59pm
8	Tu	Nov 13	Chapter 12 Chapter 13	• Prep Guide: Chs. 12 & 13 • ALEKS Assignment #7
	Sat	Nov 17	Quiz 7 opens Thursday and closes Saturday	• Quiz 7: Chs. 12 & 13 • Due Saturday, 11:59pm
9	Tu	Nov 20	***Exam 2 – In-Class (1st hour)*** Chapter 14 Chapter 15 (**only** chi-square goodness of fit)	• Prep Guide: Chs 14. & 15 • ALEKS Assignment #8
	Sat	Nov 24	Quiz 8 opens ***Wednesday*** and closes Saturday	• Quiz 8: Chs. 14 & 15 • Due Saturday, 11:59pm
10	Tu	Nov 27	Final Review	• Prep Guide: Review • No ALEKS
11	**You will take your final exam in class on the Tuesday of Finals Week (12/4/18)**			

The fine print

Students with Disabilities: Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Academic dishonesty: Students who cheat or plagiarize will receive no points on the assignment, and will be reported to the Student Conduct and Mediation program. Penalties for academic dishonesty at OSU can include failure of the course. Please read Oregon State University's definition and policies around academic dishonesty: Statement of Expectations for Student Conduct.

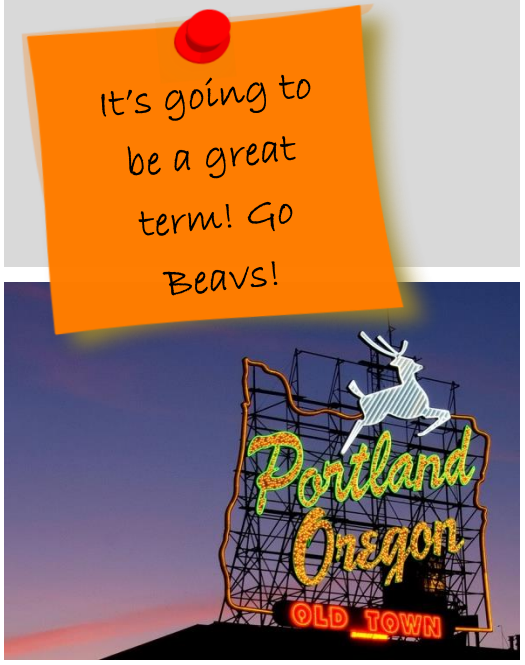
Religious Holidays: Oregon State University strives to respect all religious traditions and practices. If you have religious observances that are in conflict with any of the requirements of this class, please see me immediately to make alternative arrangements.

Diversity Statement: OSU strives to affirm the rights and responsibilities of all students, including typically underrepresented and marginalized individuals and groups. Diversity includes many unique human characteristics, including (but not limited to) physical or mental ability, age, color, ethnicity, gender, national origin, religion, sexual orientation, socioeconomic background, and veteran status. I believe diversity is honored and developed when educational environments foster and sponsor connection, acceptance, and mutual learning through the interaction of the many dimensions of human characteristics.

Additional Canvas Info

Some of this course is delivered via Canvas. You will access the learning materials within the course site, such as the syllabus, assignments, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

Note: Further guidance on completing course assignments can be found in Canvas. Check them out before you get started on any assignments or if you are feeling stuck.



This course specially made for you by...

Raechel Soicher (Course Designer and Instructor). Raechel has years of experience teaching at community colleges and Oregon State University, and is working to complete a Ph.D. with a focus on learning science and the scholarship of teaching and learning.

Cyndie McCarley (Instructional Designer). Cyndie works with Psychology faculty to create hybrid classes for Portland that make it easy for faculty to teach and students to learn.

Morgan Stosic (Student Worker, School of Psychological Science). Morgan answers your calls, greets you when you come in the Corvallis building, and designed this visual syllabus.