PSY 3330-501 is entirely online for Summer II 2023

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Office Hours: None that are in-person. I enjoy Zooming and will Zoom with you seven days a week during the term. I have many Zoom sessions already established and will make more as you ask. Of course, I will take your phone calls if preferred.

Objectives: Application of descriptive and inferential statistical techniques in processing behavioral data. The course includes normative techniques, parametric and nonparametric applications.

This course will introduce you to statistics and its application to psychological research. Objectives include an understanding of the relation between probability and statistical inference, how to calculate basic equations involved in statistics, how to choose the correct statistical procedure, and how to interpret results.

Needed text: You’ll need it as soon as possible. I have made the first two chapters available on D2L in black-and-white scans. Our book is available in an online version and through Amazon and other outlets. Given its age of four years, I imagine the price for used books has approached reasonableness. The instructions for access the online version are on D2L.


You will need a handheld calculator that will compute square roots, etc. The most advanced calculators are not necessary. You should be able to find one for under $10.
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<tr>
<th>Program Learning Outcomes or PLO</th>
<th>Proficiency Level</th>
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<tbody>
<tr>
<td>The student will demonstrate familiarity with major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.</td>
<td>Advanced</td>
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<td>The student will understand and apply research methods in psychology, including research design, data analysis, and interpretation.</td>
<td>Advanced</td>
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<td>The student will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.</td>
<td>Intermediate</td>
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<td>The student will understand and apply psychological principles to personal, social, and organizational issues.</td>
<td>Intermediate</td>
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<tr>
<td>The student will value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.</td>
<td>Intermediate</td>
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<table>
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<th>Student Learning Outcomes</th>
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<tr>
<td>A learner will demonstrate the ability to use statistics to describe data, including frequency distributions, percentiles, and histograms/polygons.</td>
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<td>A learner will demonstrate the ability to identify and calculate several measures of central tendency and variability.</td>
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<td>A learner will demonstrate the ability to use the hypothesis testing process.</td>
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<td>A learner will demonstrate an understanding of probability.</td>
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<td>A learner will demonstrate the ability to compute measures of correlation and test for statistical significance.</td>
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<td>A learner will demonstrate the ability to compute statistics, testing statistical significance of differences in means ($t$ and $z$).</td>
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<tr>
<td>A learner will demonstrate the ability to compute statistics, testing statistical significance of differences in variances ($F$ and $t$).</td>
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<tr>
<td>A learner will demonstrate an understanding of single-factor (between- and within-participants) ANOVA and factorial ANOVA (between-participants).</td>
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<td>A learner will demonstrate facility with statistical calculators and software (SPSS).</td>
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**Point distribution**

Tests (68.0%):  
4 @ 170 points apiece = 680

Homework, lab assts (12.6%):  
9 @ 14 points apiece = 126

Quizzes (16%):  
4 @ 40 points apiece = 160

Checklists (2.7%):  
51 @ about 0.53 points apiece = 27

Points given to reach 1,000 (0.7%)  
7

Total Points: 1,000

**Grade distribution:**

A 90-100%
B 80-89%
C 70-79%
D 60-69%
F below 60%

**Schedule:** I have made a daily schedule that includes information and due dates on all 19 of our class days and two other days that fall outside of those class days, Friday, July 7 and Sunday, July 19. That schedule is on D2L.

**Use of videos:** I have narrated and captioned 98 videos that follow the chapters. Few are longer than six minutes and they average about 5 minutes, 30 seconds. Your total viewing time over the five-week course would be about nine hours, a reasonable proposition. In about five of the 98 videos, I reference the spring 2022 COVID period, as some of the videos were created in March and April, 2020. Only those have dated references.

I believe you will enjoy the videos, given their brevity and pertinence to the quizzes and tests. I enjoyed making them.

**Tests:** There will be four tests. Each test is worth 170 points or 17% of the course grade. All tests are closed-note and closed-book. We will take tests online as though they were quizzes. In effect, tests are merely long quizzes. The format is mixed between multiple choice and written answer. **Students should be prepared to do calculations on scratch paper and then record answers directly onto D2L.**

I have committed to the dates of **July 10, 20, 27, and August 3.** Those test days will not change.

If a student has a conflict that he/she is aware of now or in advance of the test, the fastest and most effective way to reach me is at drurygs@sfasu.edu.
Quizzes: We will have four quizzes that precede tests by one day. The point of the quizzes is to prepare for tests. Because quizzes represent a first attempt of sorts, they “weigh” less grade-wise, only 16% total. Upon the quiz being finished, I immediately post the answers in order for students to prepare for the tests. I think you will find them reasonable and short enough to complete easily.

I have committed to the dates of July 9, 19, 26, and August 2 for quizzes.

Homework and lab Assignments: There will be nine assignments that we will complete in support of the chapters. I pledge to make these meaningful and short. The point is to augment concepts that will appear on our tests. A reasonable effort on these assignments is likely to yield full credit or all of the 12.6% allotted.

Checklists: Checklists are merely an expression that the student has completed an activity. They are on the honor system. There are due dates established for each of the nine chapters, 1-9. A reasonable effort on these checklists is likely to yield full credit or all of the 2.7% allotted.

If you feel uneasy checking the checklist, please be sure to post a question to the discussion board.

Optional “Zoom” sessions: As the schedule indicates, I will offer five hours of Zoom sessions (“get-togethers”) prior to each test. I will have a session the day prior to a test and session the day that the test is due at 11:59 PM. The exception is the first test wherein the first Zoom session falls on the Friday before a Monday test.

Student need not use their cameras or microphones in Zoom sessions if they choose not to. If you would merely like to listen to and watch the session, that is acceptable.

Academic integrity (A-9.1): Abiding by university policy on academic integrity is a responsibility for all university faculty and students. Faculty members must promote the components of academic integrity in their instruction. Course syllabi are required to provide information about penalties for cheating and plagiarism as well as appeals processes. Much of this will be provided through internet links.
**Definition of academic dishonesty:** Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: 1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of the class; 2) falsification or invention of any information, including citations, on an assignment; and/or 3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism include, but are not limited to: 1) submitting an assignment as if it were one’s own work, when, in fact, it is at least partly the work of another; 2) submitting a work that has been purchased or otherwise obtained from the Internet or another source; and 3) incorporating the words or ideas of an author into one’s paper or presentation without giving the author due credit. Please read the complete policy and the appeals process at

http://www.sfasu.edu/policies/academic_integrity.asp and http://www.sfasu.edu/policies/academic_appeals_students.asp

**Withheld-grades policy:** At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of “WH” will be assigned only if the student cannot complete coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a “WH,” or the grade reverts to an “F.” If students register for the same course in future semesters, the “WH” will revert to an F and be counted as a repeated course for the purpose of computing grade point average.

**Students with disabilities:** To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 235, at 468-3004 or 468-1004 (TDD) early in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information go to http://www.safus.edu/disabilityservices/.

**Test schedule and covered topics:** I have held the course schedule separate to allow for changes. You will be given that schedule July 7 and on days in which it may have changed. Our compressed schedule is beholden to day-to-day progress and may need to be changed. We will cover the first nine chapters of Gravetter and Wallnau (2016).

However, I will make the commitment that our tests fall **July 10, 20, 27, and August 3.** Those test days will not change.
One special note about the schedule: Our 20th and last period is Thursday, August 4.

Chapter 1: Introduction to Statistics
Chapter 2: Frequency Distributions
Chapter 3: Central Tendency
Chapter 4: Variability
Chapter 5: Z-scores, Location of Scores, and Standardized Distributions.
Chapter 6: Probability
Chapter 7: Probability and Samples: The Distribution of Sample Means
Chapter 8: Introduction to Hypothesis Testing
Chapter 9: Introduction to the t Statistic