

# Applied Data Analysis:

## PSY 412, Fall 2006

CRN 16459, 4 credits

Lecture: Tues/Thurs, 4:00-5:20, 101 Volcanology

Lab: Fri 9:00-9:50, 180 Straub

Instructor	Office	E-mail	Phone	Office Hours
Jonathan Cook	357 Straub	<a href="mailto:jcook4@uoregon.edu">jcook4@uoregon.edu</a>	346-1996	T/Th 2:45-3:45
Annmarie Cholankeril	202 Straub	<a href="mailto:acholank@uoregon.edu">acholank@uoregon.edu</a>	346-4881	Mon 2:45 – 4:45

Class Blackboard site: <http://blackboard.uoregon.edu/>

### Course Goals:

This course is designed to sharpen your quantitative and analytical reasoning skills, and improve your ability to identify patterns in data, relate these patterns to substantive issues about the topic under investigation, and communicate your results and interpretation in writing. By the end of the course you should be able to:

- generate a data analysis plan appropriate to your research questions and the structure of the data
- execute your data analysis plan using SPSS
- understand and summarize the results of the statistical tests
- interpret the results in light of your research questions
- communicate your insights in writing

**Course Description:** We will cover concepts and methods of descriptive and inferential statistics at an intermediate level, focusing primarily on analysis of variance (ANOVA) and multiple regression, with a brief foray into categorical data analysis.

The course is designed to be difficult, but rewarding. Your understanding will vary across topics, which is fine...statistical training is a lifelong process. We will treat you as colleagues in training and see our roles as fallible guides or coaches.

**Learning Adjustments:** Contact Jonathan right away if you have been diagnosed with a learning disability (confirmed by the Academic Learning Center) or have some other special needs that may require adjustments for you to learn/understand the material. For more information about disability services, visit their web site: <http://ds.uoregon.edu/>.

## Class Requirements and Activities:

### 1. Readings. The primary text we will use for this course is...

Howell, D. C. (2007). *Statistical Methods for Psychology* (6<sup>th</sup> edition).

This is a good all-purpose statistics book and it is currently the text that is used in the first course of the graduate statistics sequence in psychology at the University of Oregon. Since much of the Howell text will cover the material in greater depth than we will go in this course, the assigned reading for each topic (on the last page of the syllabus) is selective. Howell provides a good reference book as you move forward in your exploration of data analysis and for this reason I encourage you to get a current copy and to keep it. If, however, you are unable to purchase a copy, there is one on reserve at the library.

You may also be given supplemental reading materials for certain topics. When this is the case, you will either be supplied with a photocopy of the reading or it will be made available online.

### 2. Participation. Attending class and lab are not required, but it will be difficult to learn the material if you skip class. *Turn responses and homework in on time if you are going to miss class!*

### 3. Written responses to readings. Every Tuesday, you will turn in a short ***\*typed\* response to the assigned reading.*** *Your response will have two parts.* In the first part, you will answer a general question about the selected reading. In the second part, you should identify one or two issues from the chapter that you find confusing or hard to understand. Each week, an answer sheet will be posted on Blackboard that you can use for typing your responses. Responses that are turned in after class on Tuesday are considered late. ***Late responses that are turned in by the beginning of class on Thursday earn half credit; responses will not be accepted after Thursday.***

### 4. Homework. Homework will be assigned every Tuesday and will be due at the *\*beginning\** of class on Tuesday. Homework will consist of conceptual questions and problem sets. For full credit, show and explain all work, and annotate your computer printouts. Each answer should fully explore any data you analyze and provide a thorough ***typed*** summary that explains the outcomes of all tests and their implications for the hypothesis or question of interest. All statistical notation and reporting should follow the APA guidelines from the 5<sup>th</sup> edition of the *Publication Manual*. Homework responses should be thought of as similar to the results and discussion sections of a journal article. Writing these summaries will help develop your skills at presenting and explaining analyses; crunching numbers is of limited use if you cannot present and interpret your results clearly. In order to provide timely guidance as you work on homework each week, we will post homework keys on Blackboard shortly after you turn them in. However, in order for us to be able to post the key, all homework will need to be turned in. Thus, ***unless other arrangements are made in advance with Annmarie***, late homework that is turned in by Thursday will earn half credit. Homework turned in by Friday at 4pm will earn one quarter credit. **Homework will not be accepted after Friday at 4pm.**

**Writing Skills:** Strunk & White's *The Elements of Style* can help you write concise, precise sentences to communicate scientific information. Review the eight elementary rules of usage and the ten elementary principles of composition at <http://www.bartleby.com/141/>

**SPSS:** We will be using the Statistical Package for the Social Sciences (SPSS) v. 14. Older versions are probably fine, but will not be supported by the instructors. SPSS is available on all the computers in the Straub computer lab. The lab is open Monday through Thursday from 8am to 9pm and on Fridays from 8am to 5pm. Classes have first priority on access to these computers, so check the schedule on the doors or check the online calendar for availability: (the link is available on Blackboard or from the department web site).

SPSS is also available in the Social Science Instructional Lab (SSIL) on the 4th floor of McKenzie Hall (11th & Kincaid). You can purchase a personal account for the term or you can use one of the two accounts I've arranged for you. The user name and password are available on Blackboard. The SSIL lab is open 7 days a week. Log onto Blackboard for more information.

SPSS can be purchased, but don't buy the student version as it lacks some pretty basic functionality that we'll need in this class. The graduate student pack is a good option and costs around \$200.

5. **Quizzes.** We will have short quizzes every Thursday on the material for that week. Quizzes provide you with feedback about what you do and do not yet understand. Material covered in quizzes that confused many students may make a re-appearance on the final, so study any questions you missed! The grading scheme for quizzes will be determined in class.
6. **Final.** The take-home final exam will include: (a) conceptual questions about different techniques (e.g., assumptions, associated problems), (b) "generate a plan" questions that ask you how you would analyze a data set, and (c) actual statistical analysis and interpretation of one or more data sets (following the format established by the homework).

***The due date for the final exam is 3 pm on Tuesday December 5<sup>th</sup>. All final exams must be submitted in hard copy to the psychology office by this time.***

## Class percentage breakdown for grades:

Responses to readings:	15 %
Homework sets:	25 %
Quizzes:	25 %
Final exam:	35 %

All assignments except final will be graded out of a maximum of 10 points.

Course grades based on percentage of points earned			
A+	97-100	C	73-76.9
A	93-96.9	C-	70-72.9
A-	90-92.9	D+	67-69.9
B+	87-89.9	D	63-66.9
B	83-86.9	D-	60-62.9
B-	80-82.9	N	< 70
C+	77-79.9	P	70

**Cheating**, if detected, will earn a **failing grade** in the course. The University may impose additional penalties in accordance with the student conduct code. Don't do it! Cheating = turning in the work of others as your own, copying other people's quiz answers, or copying from someone else's final exam. For the **final**, providing or asking for help from *other students* = cheating. See below for legitimate input on the final.

**What is NOT cheating? Collaborative learning;** that is, getting or providing help on the **homework**. Meeting to compare notes on homework (in person or on Blackboard) can help everyone do well. However, don't just copy what someone else has done—complete the homework yourself. For the **final**, no human collaborators are permitted (but use of books, the internet, etc. is permitted).

## Class Etiquette & Norms

Please try to come to class and lab on time, and stay for the whole class or lab

Treat your fellow students and your instructors with respect

Turn the ringer off on your cell phone during class

Ask questions and speak up during class

Stop by and see Jonathan and Annmarie during each person's office hours

## Guidelines for Teaching and Learning

The Undergraduate Education Committee (UEC) of the psychology department has recently created guidelines for teaching and learning in psychology. These guidelines are available online at <http://psychweb.uoregon.edu/guidelines/index.htm>.

### Course Schedule:

	<b>Assigned Reading – read for class on Tuesday</b>	<b>Assignments &amp; Activities:</b>
Week 1 Sept 26 <sup>th</sup> & 28 <sup>th</sup>	No assignment for first class, but review 302 material as necessary. <b>Chapter 1: 1.1 – 1.3</b> <b>Chapter 2: 2.1 – 2.5; 2.7 – 2.10, 2.12 - 2.13</b> (skip material on Minitab, computational formulae, & coefficient of variation) <b>Chapter 3: all</b> <b>Chapter 4: all</b>	Tu: Intro, Diagnostic Test, EDA Th: Review normal distribution, hypothesis testing, z & t
Week 2 Oct 3 <sup>rd</sup> & 5 <sup>th</sup>	<b>Chapter 7: 7.1 – 7.3; 7.5 – 7.6</b> <b>Chapter 8: 8.1 – 8.2; 8.6 – 8.7</b> <b>Chapter 11: 11.1 – 11.5</b>	Tu: One-way ANOVA <i>HW #1 &amp; Response #1 due</i> Th: Effect Size & Power <i>Quiz #1</i>
Week 3 Oct 10 <sup>th</sup> & 12 <sup>th</sup>	<b>Chapter 12: 12.1 – 12.3</b> (stop on p. 357 at the Dunn-Sidak test); <b>12.5; 12.14</b>	Tu: Multiple Comparisons <i>HW #2 &amp; Response #2 due</i> Th: Multiple Comparisons <i>Quiz #2</i>
Week 4 Oct 17 <sup>th</sup> & 19 <sup>th</sup>	<b>Chapter 13: 13.1 – 13.6</b> (don't worry about stuff on expected means squares; skim section on simple effects); <b>13.10; 13.13</b> (skim);	Tu: Factorial ANOVA <i>HW #3 &amp; Response #3 due</i> Th: Factorial ANOVA <i>Quiz #3</i>
Week 5 Oct 24 <sup>th</sup> & 26 <sup>th</sup>	<b>Chapter 16: 16.5 – 16.8; 16.10</b> <b>Supplemental Reading</b>	Tu: ANCOVA <i>HW #4 &amp; Response #4 due</i> Th: ANOVA issues <i>Quiz #4</i>
Week 6 Oct 31 <sup>st</sup> & Nov 2 <sup>nd</sup>	<b>Chapter 7: 7.4</b> <b>Chapter 14: 14.1 – 14.7</b> (don't worry about expected means squares or simple effects stuff); <b>14.11</b>	Tu: Repeated Measures ANOVA <i>HW #5 &amp; Response #5 due</i> Th: Repeated Measures ANOVA <i>Quiz #5</i>

Week 7 Nov 7 <sup>th</sup> & 9 <sup>th</sup>	<b>Chapter 9: 9.1 – 9.9; 9.11 – 9.12</b> <b>Chapter 15: 15.1 – 15.6</b>	Tu: Correlation & Regression <i>HW #6 &amp; Response #6 due</i> Th: Multiple Regression <i>Quiz #6</i>
Week 8 Nov 14 <sup>th</sup> & 16 <sup>th</sup>	<b>Chapter 15: 15.7 – 15.12</b> <b>Supplemental Reading</b>	Tu: Multiple Regression <i>HW #7 &amp; Response #7 due</i> Th: Multiple Regression Contd. <i>Quiz #7</i>
Week 9 Nov 21 <sup>st</sup>	<b>Chapter 15: 15.13 - 15.14</b>	Tu: Logistic Regression <i>HW #8 &amp; Response #8 due</i> Th: <b>No class</b>
Week 10 Nov 28 <sup>th</sup> & 30 <sup>th</sup>	<b>Chapter 6: all</b>	Tu: Categorical Data Analysis Wed: <i>HW #9 due by 4pm</i> Th: Wrap Up <i>Quiz #9</i>
<p>Finals Week: <b>Take-Home Final Exam:</b> Due to the psychology office by 3 pm on Tuesday December 5<sup>th</sup>.</p>		