

Statistical Methods in Psychology – PSY 302 / Fall 2013 / CRN 16078

Tuesday/Thursday 4:00-5:20 / 208 DEA (Deady Hall)

All labs are in 271 or 271A FRNK (Franklin Building) Wednesdays at scheduled times

Course Webpage available at: <https://blackboard.uoregon.edu>

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Additional Office Hours

Colton Christian: 230 FRNK, TH 3-5

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Required Materials

Aplia: This is an online program you will use to complete homework assignments. **Purchase is required.**

Text: Gravetter, F. J., & Wallnau, L. B. (2013). *Essentials of statistics for the behavioral sciences* (8th edition). Belmont, CA: Thomson/Wadsworth. This is included with Aplia as an e-book. Hard copy not required.

iClicker: If you do not own one already, you will need to purchase an iClicker for use in class. It will be used to track attendance, and to do periodic learning assessments. Required.

You will also need a **calculator** for in-class work. It does NOT need to be a graphing calculator. You should bring it to class.

Course Description and Goals

Welcome to Statistical Methods! This course will introduce you to descriptive and inferential statistics, teach you how to calculate statistics and analyze data using a computer statistics package (SPSS), and improve your ability to understand and evaluate the statistical information reported in primary research articles, newspapers, and magazines. As a bonus, you will sharpen your ability to think critically and logically about important topics. These skills will provide you with a basic foundation in scientific methodology, needed if you choose to go on to graduate study in the social, behavioral, or physical sciences, but useful even if you do not.

By the end of this course, you should be able to read a description of a research study and identify the appropriate statistical technique needed to answer the research question. Using hypothesis-testing procedures, you should be able to conduct this test (by hand or using statistical software), draw conclusions, and write up the results in APA style based on your analyses.

This class both is and is not really a math class. While you will be learning how to do statistical calculations by hand, this course is very different from courses taught in mathematics departments. The focus will be on increasing your **conceptual understanding** of statistics. In the past, most students have found that the “number crunching” in this class is relatively easy; it is the conceptual understanding of statistical methods that can be difficult for some. Once you understand the concepts, you will probably have little trouble doing calculations. **Exams will be focused on conceptual understanding, while homework assignments will apply concepts to actual problems.** Please keep this in mind as you approach this course.

Course Design and Responsibilities

The course promotes active learning through discussion, problem solving, and computer exercises. In many ways the instructor and TAs are like coaches, but ultimately, it is YOU who must work to learn the concepts and demonstrate your learning. Be aware that it is OUR goal to help you achieve this. We sincerely want all students to succeed.

When you complete this course, you will earn 4 credits toward your degree. According to University principles governing credit and contact hours, each credit equals 30 hours of work for the term. Four credits are thus equivalent to 120 hours of work in total, or 12 hours per week for 10 weeks. You will spend 4 hours in class and lab each week. The other 8 hours should be spent reading, studying, and completing assignments outside of class.

Course Philosophy and Expectations

The course includes traditional lecture meetings and weekly lab meetings. Attendance at all lectures and labs is **mandatory** and *essential* to your success in this course. Attendance will be tracked using iClickers in lecture. When in class, you should stay engaged with the material rather than just going through the motions. Ask questions. Take notes. Go to office hours.

If you find yourself not doing as well as you would like in this class, you should contact us earlier rather than later. Although you must take responsibility for your own learning, we can also help you solve many problems, if they arise. But if you wait until the end of the term, it will probably be too late for us to be of much help.

Come **prepared** to class. Read relevant assignments prior to class, think about what you read, and bring questions if you have them. You will not do well on exams if you do not keep up with the reading. You should also do the *learning checks*, and if you find you haven't completed them successfully, read through the material again. It will help you improve your understanding.

Check your email and the blackboard website often, as we may post important class information. This course has been designed to comply with the psychology department's guidelines for teaching and learning (<http://psychweb.uoregon.edu/undergraduates/guidelines>).

Course Requirements

1. Attendance/participation: You must participate in *ungraded* class exercises using your iClicker to get credit for each day you attend. While you get 2 "free" miss days, you shouldn't use them unless absolutely necessary; if you skip class or lab, you will miss important information. The question "Did I miss anything important?" is always answered with "Of course."

Important Note on iClicker: You are required to have an iClicker by the start of Week 2, or you will begin to lose attendance points. You must also register your iClicker on Bb by the start of Week 3, or you will lose *2 days* of participation points. If not registered by the start of Week 4, you will be unable to earn *any* participation points.

2. Homework: Assignments are due each **Friday at 6 pm, electronically.**

Homework has two components:

Aplia software questions. After the due date and time, these assignments become unavailable. Therefore, Aplia HW **cannot be turned in late.** *If you do not register Aplia by final date, you will lose all Aplia points!!*

Make sure to register with Aplia using the same name that you use on Blackboard for grading

You get up to three attempts to answer questions correctly. However, with multiple attempts, your score will be the *average* all attempts. So it is in your best interest to try hard and do the best you can the first time!

Complete the SPSS portion of the homework as an electronic document. Copy and paste any *relevant* SPSS output in the document. Assignments are turned in on Blackboard. Go to the "Assignments" page, and upload.

For help, see <http://library.uoregon.edu/scis/blackboard/faq/students/s9.html> or ask your lab instructor

SPSS assignments will lose 10% of points every day they are late, including weekend days, starting at 6:00 *sharp* on Fridays. Aplia assignments cannot be late; see above.

3. Quizzes: There will be 5 in-class quizzes throughout the term (in weeks 3, 5, 6, 8, & 10). Quizzes will be multiple-choice, and will cover all material since the previous quiz. Your lowest quiz grade will be *dropped*. I use this policy so that poor performance on one quiz or an absence for a quiz does not negatively impact your class grade. Because of this, I **do not allow make-up quizzes**. If, for *whatever reason* (aside from university sponsored excuses), you miss a quiz, this will be the one that is dropped. *Missing subsequent quizzes will result in grades of zero for those quizzes.*

Quizzes will begin promptly at the start of class, and you will have 40 minutes to complete them. If you finish early, you may (temporarily) leave class, or sit quietly. All quizzes and materials must be turned in. **Lecture will start following the quizzes, and attendance will be taken at some point during lecture.**

4. Final Exam. The final exam will be cumulative. A major component of the final will be selecting the appropriate statistical test to answer a given research question. Knowing when to use which statistical test (i.e., how to appropriately analyze your data) is one of the fundamental goals of this course.

Special Needs

Students with Disabilities: If you have a documented disability and may need accommodations, contact me ASAP. Please let me know in advance even if you are not sure that your disability will require accommodation (for example, if you have a physical disability that may require you to miss class, but you aren't sure it will). With advance planning, adjustments can be made. Last minute changes will be problematic. Students who are experiencing learning difficulties are encouraged to consult the Accessible Education Center (164 Oregon Hall; 346-1155; <http://aec.uoregon.edu/>). Without documentation, accommodations are made at discretion of instructor.

Student Athletes: You must let me know during the first week of classes if you will miss class due to travel with a UO athletic team and require accommodation. Requirements for the course will not be relaxed for student athletes, however minor scheduling accommodations may be made (e.g., taking a quiz a few hours early) if planned well ahead of time.

Other Students: If you are repeating this class, or if you are a student with children, a job, or have other circumstances that might affect your ability to devote time to the class, please let me know now so we can discuss strategies to promote your success in this course. If you wait until you have problems in the course it may be too late to salvage your grade, but planning ahead will likely lead to success.

Collaboration

We strongly encourage collaborative learning, but you must produce (and we must assess) individual work. Discussing homework with other students and instructors is encouraged, as are homework and study groups. Talking over problems and reworking them when you get different answers promotes deeper understanding of concepts. However, each student must submit individual homework assignments (i.e., *written independently and no word-for-word copying*). You also must show your work for hand calculations. Thus, while we encourage you to work together to solve problems and check answers, the actual writing of answers needs to be done independently.

Academic Integrity

We take academic integrity seriously. **Cheating** is defined as providing or accepting information on an exam, plagiarism or copying anyone's written work, or allowing someone else to copy your work. In addition, lying to try to get points (e.g., lying about having turned in an assignment on-time) is considered academic dishonesty and will be treated as cheating. Discovery that a student has cheated will lead to a grade of F in the course for that student, and we will inform UO's student conduct coordinator. We retain the right to assign seats for tests, to change an individual's seating for test security purposes, to require and check ID for admission to tests. Simply put: Don't cheat, as it will make everyone upset. You will be mad at me, and (hopefully) disappointed in yourself. It's not worth it, and it doesn't really work anyway.

How to Succeed in this Class!

Keep up, and don't give up! Read assigned chapters early and often. Keep reading even if you do not understand everything you read. Persist, and re-read. Follow numeric examples closely and write down questions if you have them. The material will become clear as time goes along. Be aware that many of us (including me) have somehow managed to learn this material. However, be aware that success will not come from simply taking the class. For most people (again, including me), learning statistics requires hard work. There is no "secret" – you simply must put in the effort. I have yet to see a student fail who sincerely tried hard to succeed.

Show up! Come to each and every class and lab. Actively engage with the content. If you miss a class, it is your responsibility to catch up on the material. Be aware that lab sections are not optional. To complete homework assignments, you have to learn to use SPSS, and this content will be covered only in lab. If you have to miss a lab, try to make arrangements with your TA to go to a different section (however, unless you have made arrangements, you must attend your scheduled lab). You should also *go to office hours!* We hold these hours for YOU. Office hours give you an opportunity to increase the depth of your understanding, go over lingering issues, and get answers. I have never seen a student fail who came to all classes and labs, and attended actively rather than just going through the motions.

Complete homework assignments, on time! Nearly all students who fail this course do so primarily because they either do not complete their homework assignments, or do not complete them on time. Aplia assignments cannot be turned in late. SPSS assignments lose 10% of their value each day.

Ask questions! This is an *introduction* to statistical methods in psychology. I don't expect you to know the first thing about statistics when you enter this class. Thus, there truly are no "dumb" questions. Forming a clear question helps you discover what you do and do not understand, which is vital to mastering this subject. If you don't understand something, you can be sure that about ½ the class does not understand. If you have a question, assume ½ the class has a similar question. You must speak up! I am not infallible. This is the only way I will know when I am not explaining something clearly. Remember, we all want you to succeed. Help US help YOU!

Study! While facts can be crammed, conceptual understanding cannot! Learning happens best when it is *distributed over time*. Skim chapters, and then re-read them closely. Do a little work every day. Exams will focus on your conceptual understanding of course material covered in lecture, labs, and readings. Note: Make doubly sure you understand early material. If you get the concepts in the first half, the 2nd half will deepen understanding of core topics. If you don't understand this early material, the second half will feel like a maze of confusion.

Common Pitfalls (or "Good Ways to Fail")

Conclude that struggling means you don't/can't get statistics! This course draws on several types of skills, and almost every student (including me!) has struggled with some element of the course. Lack of success in some area is only an indicator that you need to put in more effort, not that you aren't smart enough. We all go through this when learning statistics.

Listen and read *passively*! Write, draw, figure. Think with a pencil in your hand. Turn the concepts into something you do. To succeed, you must be able to explain and execute.

Succeed once, and think you've learned it all! Doing it right once doesn't mean you can necessarily do it again. Getting it wrong helps you understand how the process works. Mistakes help you learn.

Cram for exams! You can cram content, but skills don't compress. Don't fall behind; it's very hard to catch up.

Give up when you get stuck! Get over it. Everyone gets stuck. Math is all about getting stuck and unstuck. When it happens, and it surely will, play around with the problem. Make friends with it. Try a new tactic. *Ask for help.*

Don't do it yourself; just watch others do it! Watching someone go through the steps is a starting point, but you have to get in the pool to learn how to swim.

Grading

Final grades will be based on percentage of total possible points earned, out of 100, and distributed as follows:

A+	<i>Reserved for exceptional performance</i>		
A	93-100	D+	67-69.99
A-	90-92.99	D	63-66.99
B+	87-89.99	D-	60-62.99
B	83-86.99	F	<60
B-	80-82.99	N	less than 70***
C+	77-79.99	P	70 or higher***
C	73-76.99		
C-	70-72.99		***If taking pass/fail

Your *final course grade* is based on the following components:

- 35% Average of homework assignments: 70% Aplia HW (24.5 points) and 30% SPSS (10.5 points) (35 points total)
- 40% Average Score of 4 quizzes out of 5 (lowest grade is dropped) (40 points total)
- 20% Cumulative final exam (20 points total)
- 5% Attendance/Participation (up to 2 classes can be missed without penalty) (5 points total)

How to figure out your grade: Regardless of "number of points" on any assignment (e.g., quiz, HW), divide your score by total possible score to get percentage (e.g., 10.5/14=75%). Average your percentages across relevant assignments. For example, if your quiz grades were 75, 95, 80, and 89%: $(.75+.95+.80+.89)/4=.8475$. Multiply this average by total points for assignment (e.g., $.8475*40=33.9$ points). Add up all your points for all assignments, and divide by 100 to get your percentage score out of total points for the class. This is your percentage grade. See above for translation to letter grades.

A note on A+ grades: A+ grades are reserved for outstanding or exceptional performance that **stands out** from the rest of the class, and will be given to a *maximum* of 4-5 students in a class this size. For your own sanity—please do not “go for” an A+; it is not worth it. Also, recently most graduate schools have adopted a policy of requiring applicants to recalculate their GPA’s without A+ grades included, meaning A+ grades usually carry the same weight as good old regular A grades.

APPROXIMATE COURSE SCHEDULE

Schedule, homework due dates and quiz dates subject to change

Week	Date	Topic	Reading	Quiz/Assignments
1	T 10/1	Course Introduction, Key Terms		
	H 10/3	Variables, Histograms, Frequency	Ch. 1-2	
	W 10/2	Lab 1		
2	T 10/8	Central Tendency and Variability	Ch. 3-4	
	H 10/10	Z-Scores and the Normal Distribution	Ch. 5	
	W 10/11	Lab 2		HW1 due 10/11 6pm
3	T 10/15	Probability and Normal Distribution	Ch. 6	Quiz 1 (Ch. 1-4)
	H 10/17	Distribution of Sample Means	Ch. 7	
	W 10/16	Lab 3		HW2 due 10/18 6pm
4	T 10/22	Hypothesis Testing with z	Ch. 8	
	H 10/24	The one-sample t-test	Ch. 9	Quiz 2 (Ch. 5-8)
	W 10/23	Lab 4		HW3 due 10/25 6pm
5	T 10/29	Independent samples t-test	Ch. 10	
	H 10/31	Related samples t-test	Ch. 11	
	W 10/30	Lab 5		HW4 due 11/1 6pm
6	T 11/5	Intro to ANOVA	Ch. 12	Quiz 3 (Ch. 9-11)
	H 11/7	One-way ANOVA		
	W 11/6	Lab 6		HW5 due 11/8 6pm
7	T 11/12	Factorial ANOVA	Ch. 13.1, 13.3	
	H 11/14	Repeated ANOVA, ANOVA Review	Ch.13.2	
	W 11/13	Lab 7		HW6 due 11/15 6 pm
8	T 11/19	Correlation	Ch.14.1-14.5	Quiz 4 (Ch. 12-13)
	H 11/21	Regression	Ch. 14.6	
	W 11/20	Lab 8		HW7 due 11/22 6pm
9	T 11/26	Chi-square	Ch.15	
	H 11/28	Thanksgiving – No Class!		
	W 11/27	Lab 9		HW8 due 11/29 6pm
10	T 12/3	Which Test? Review & Recap		
	H 12/5	Last Quiz		Quiz 5 (Ch. 14-15)
		No Lab		HW9 due 12/6 6pm
11	12/11	Wednesday 1:00 p.m.		Cumulative Final

How to Succeed in This Class (and All Your Others, Too!)

Throughout the semester, each and every semester, I get the following questions from students: “How do I do better on your exams?” “How do I do better in your class?” “What’s the most effective way of studying for your exams?” – and so on...

What follows are my tips for success in this class and others. If you write me to ask, I’ll just refer you back to this, although you can ask anyway! As a note: Simply reading this won’t help...actually following the advice WILL help. This class will be easy for some, moderately hard for others, and very hard for still others, but the most reliable path to succeeding scholastically involves actually WORKING hard at learning a topic. So, to do well, you’ll (probably) need to work hard.

1. **Come to class.** I can’t emphasize this enough. Many students make it for a few classes, and then stop coming regularly. Since I (and most instructors) base many of my exam questions on what I actually discuss in lecture, don’t you think it might be wise to be there? I strive to make class both enjoyable and worthwhile, and what I talk about in there is what I think is important. So come to class...you will certainly do better.
2. **Spend the time!** Each credit hour = 3 hours per week. So in a 3 credit class, you are reasonably expected to spend *9 hours per week* on the class. Who does this, you ask? I reply: “The students who get A’s!” Really, you cannot cram 4 weeks (or 3 weeks, 2 weeks, 6 weeks) of studying and learning into one night, or a few short study sessions. You need to **distribute your learning**. Devote some of each day to study – not just passively reviewing notes, but actively asking questions of yourself and answering them -- and do this continually throughout the semester. Otherwise, you’ll be finding yourself merely cramming right before exams, which is both more painful and less effective as a test preparation strategy.
3. **Read the book.** Although I cover material from the book, I supplement it with my own knowledge of the field, and I don’t cover every little detail. But questions on exams can come from anywhere (i.e., book, lecture, discussion). Some people don’t even GET the book; others get it and never read it. Why not use some of those 9 hours per week reading? And don’t read it all in one session. First, *skim*, to get an idea of what you’ll be reading. Note any questions you might have. Then, go back and read closely. Some parts you may need to read several times to understand. Some parts you may want to ask me or someone else about to make sure you understand correctly. This is ok! Here, an active orientation is also helpful – don’t just read and highlight, but write notes and questions in the margins; have a conversation with the textbook. Doing this *before class* is very useful, because then you have knowledge on which to build on in lecture. If not, you should certainly read after class. But read, you must!
4. **Tie what I discuss to your own knowledge about yourself and others.** We’re talking about psychology here, right? You have a brain, nervous system, social context, personality, etc...and so do all your friends (one can hope!). We know more about ourselves and our close others than we know about anything else. So, when I discuss a concept or a fact, try to tie this to your own experiences and prior learning. Same thing when you read about something (see point 3). Do you remember ever doing that thing yourself, or having someone else you know do it? Have you experienced what I am discussing? Does it sound kind of like something you know about from another class, a hobby, a movie you like? By tying new knowledge to old, you create a network of understanding that reinforces associated neural connections. This is a good trick for remembering and making information accessible later.
5. **Teach the material to others.** Some of the deepest, most durable learning occurs when you have to teach something to others (that’s why we teachers are generally working hard and learning a lot over the course of a class, ourselves)! Create a study group and take turns teaching material to each

other. If everyone has an area that they are “responsible” for knowing, they will each have at least *some* expertise in *something*! So to learn, teach.

6. **Be active in class, not passive.** Passive means you just sit there and listen. Actually, you probably only half-listen. Active means you think about what I’m saying, ask questions to yourself and to me (and to the class). You try to engage with the material, tying it to your own knowledge and interests. If you’re going to just come and listen, you’re not doing enough...ENGAGE! Try to get excited about what you are learning. If you don’t feel naturally excited, try the time-tested behavioral strategy of “fake it ‘til you make it.”
7. **If you’re going to surf, text, or otherwise not be engaged, don’t bother coming.** Many students believe it is possible to do several things at once, well. Multitask during class. Well...*psychological research* has shown that this is NOT true. You can do lots of things at once, but you can’t do them all well at the same time. So if you come to class, come ready to engage in learning and to maintain focus on the class. Otherwise, you’re wasting your time. For most classes, I don’t take attendance (for this one, I do). If you want to text or surf, that’s totally fine with me! Just not in class. Further, if I actually catch you texting or surfing, I’ll make a big deal out of it, and you’ll (maybe) be mad that I did. So, if you’re in class, really use the time for class.
8. **Practice thinking.** I don’t just teach material. I don’t just teach to exams. I want all of us to practice thinking, to learn to reason (or reason better), to not passively accept but to actively challenge information and ideas. This is how science, including psychology, actually works; previously known “facts” are continually overturned, and grasping the *process* of scientific inquiry is at least as important as the content of any particular study. To me, this is what college is about, regardless of your goals for this class. Being a good thinker is what makes you successful in whatever field you choose to work. So, use class time as practice for living, in general.
9. **Come see me.** Come to my office hours. Ask questions. Students who do this do better, on average, than students who do not. This, however, is simply a correlation.
10. **Speak up in class.** If you have a question, many others probably have the same question. Go ahead and ask. It’s fun and educational! It also helps me to know when I’m not being clear (which may occasionally happen) and will enhance everyone’s learning.

That’s about all I have, for the moment. It encapsulates what I have found to be helpful for myself and for many students over the years. Of course, just reading this handout won’t do it...you’ve actually got to DO these things. That’s the hard part. This is not an easy class to succeed in, although I do try to make it as painless as possible.

Good luck! ☺