RESEARCH DESIGN & STATISTICS I

TURBO Edition (8-week)
Mon Aug 22nd to Fri Oct 14th
PSYC 220 sections 007 & 008 — Fall 2022 — 3 credit hours

Class times:
- **Lectures:**
  - Mondays: 11am – 12:50pm in 3415 Peck Hall
  - Wednesdays: 11am – 12:50pm in 3415 Peck Hall
- **Labs:**
  - Section 007: Fridays 11am – 12:15pm in 1203 Alumni Hall
  - Section 008: Fridays 1pm – 2:50pm in 3208 Founder’s Hall
- **Office hours:** to get help, and/or chat!
  (also by appointment, meaning just email us and we’ll schedule to meet)
  - Mon: 2:30-3:30pm w/ Amy (Zoom)
  - Tues: 1-2:30pm w/ Dr. Finley in 0130 Alumni Hall
  - Wed: 1-3pm w/ Ananya (Zoom)
  - Thurs: [none]
  - Fri: 9-10am w/ Amy (Zoom)
- **Last day to drop (100% refund):** Sept 2nd  **Last day to withdraw (W grade):** Sept 23rd

Your instructors:
- **Dr. Jason Finley,** professor
  - email: jafinle@siue.edu
  - phone: 949-433-4216
  - office: 0130 Alumni Hall
  - office hours: Tuesdays 1-2:30pm
- **Ananya Alok,** Graduate Teaching Assistant
  - email: aalok@siue.edu
  - office hours: Wednesdays 1-3pm (Zoom)
- **Amy Terry,** Graduate Teaching Assistant
  - email: aterraa@siue.edu
  - office hours: Mondays 2:30-3:30pm, Fridays 9-10am (Zoom)
Required course texts:

Tech we will be using:
• Blackboard: https://bb.siue.edu
  o Powerpoints, assignments, handouts, and everything will be posted here
• Zoom: https://www.siue.edu/its/zoom/
  o We may use Zoom for online office hours, and/or in the even that we need to do any classes remotely. Use the link above and download the Zoom app (under Tips for Students).
• SPSS: This should be installed on the computers in the labs we’ll use, but it can also be really useful to install on your own computer. Here is the link, but be sure to carefully follow the instructions as you only get one chance. You’ll need to download the install file and the document with the license code.
  https://www.siue.edu/its/labsclassrooms/vlab/spss.shtml
  Note: SPSS can be installed on any Mac or Windows computer, but will NOT work on Chromebook laptops.
• Microsoft Office: I highly recommend downloading and installing, (don't try to use the web version!). https://www.siue.edu/its/office365/install.shtml
• Qualtrics: for survey data gathering https://siue.qualtrics.com/
• YouTube: I have previously taught this course totally online. In case it’s useful to you, here is the playlist of lectures from Fall 2021. But if you think this is a substitute for ever coming to class in person, you’re probably gonna have a bad time.
  https://www.youtube.com/playlist?list=PLeqON3UbIhzWS66TrDWB78ud14BeE8dFq

My Teaching Philosophy
My goal is to spark a sense of wonder in students, and to equip them with the skills to think better and become better people.

How to communicate with me?
There is a Q&A discussion board on BlackBoard. Email is another option. I’ll do my best to respond to emails or Q&A posts within 24 hours on weekdays. Please use a descriptive subject line (e.g., “PSYC221: question about sampling distribution”). You don’t need to email me about missing a class. And please don’t email me asking for deadline extensions; there is already a flexible late policy built into the syllabus, read it below. Please address me as Dr. Finley, Professor Finley, or Prof. Finley.
Course Description from Catalog: Methods for designing psychological studies and the
statistics used to analyze and interpret the data. Focus on non-experimental methods.

Prerequisite(s): PSYC 111 Minimum Grade of C, and psychology major

Course Description from Prof. Finley:
Psychology is the science of mind and behavior, and science is a way of knowing.
This course (combined with PSYC221) provides an introduction to the research methods and
statistics that behavioral scientists most commonly use in their efforts to understand the human
condition. PSYC220 focuses on non-experimental research designs and descriptive statistics.
PSYC221 focuses on experimental research designs and inferential statistics.

By the end of the semester, you will learn how to: read, understand, and critically
evaluate published research; generate empirically testable hypotheses; design a research study
and collect data; select and calculate appropriate statistics (e.g., using SPSS); understand the
major concepts of statistics; analyze and interpret data; effectively communicate research results
to your peers; and write a research paper in APA style. In short, you will learn how to do
science! You’ll also be able to think critically about research you read.

What about the statistics part?? Statistics is a way to make meaning out of numbers.
Doesn’t that sound awesome? It is; you’ll see. My goal is to help you understand the major
concepts of statistics. I focus on concepts over calculation. We do use some math in statistics,
but you will only need basic math skills (high school algebra), and I am happy to help you
refresh any skills as needed (see also Appendix A in the textbook). Many students feel anxiety
about math. Don’t panic; it will be okay. You won’t have to memorize formulas or do mental
arithmetic. If you put in the time and effort and take advantage of tutoring from the graduate
teaching assistants and me, you can definitely do this.

Course Objectives:
The learning activities, assignments, and exams in this course assess your mastery of these
learning outcomes:

- **Critical and Creative Thinking**
  You will learn how to think like a scientist about mind and behavior, how to transform
  your curiosity into testable questions, and how to critically evaluate evidence. My
  approach to doing research is this: unbounded creative curiosity first. Then rigor. Finally
  practicality.

- **Research Skills**
  You will learn the basic techniques of the whole research process, including: searching
  and reading published scientific literature, developing research ideas, the variety of
  methods available (descriptive/observational, correlational, experimental), how to run a
  good experiment, gathering data, analyzing data with statistics, and communicating
  results to colleagues.
Statistics Skills
You will learn the role of statistics in psychological science, the major concepts of descriptive and inferential statistics, which statistics are used in which scenarios, and how to conduct, interpret, and report statistics (in part by using SPSS).

Writing Skills
You will improve your writing skills, and learn to write a paper using APA (American Psychological Association) style.

Note that my job is to help you learn, not force you to learn. Learning requires time and effort. I am here to help you, but you need to take responsibility for your own learning and meet me partway.

SPECIAL NOTES ABOUT 220/221

• You should be registered for at least 15 credit hours this semester if it is important that you remain a full-time student. Why? In the unfortunate event that you fail this course, you will drop PSYC 221, which will reduce your credit hours. Thus, you must have 15 hours in order to be able to drop PSYC 221 and still remain at full-time status (12 hours).

• This course has a “2 attempt” rule—you may only attempt the course (including W, WF, WP) two times. After two unsuccessful attempts, you will be dropped from the major.

• A grade of C or better is required to progress to PSYC221. If you earn a course grade of D or F in PSYC220, contact your academic advisor immediately to determine whether there is any possibility of getting enrolled in a section of this course next semester.

Classroom Etiquette/Logistics:

• Take notes. Whether it’s lecture, lab sessions, or reading the book, you’ll want to be taking notes. On paper or on computer? Both have their advantages; use whatever works best for you.

• Please be mentally present. I will strive to not be boring.

• Please do your part to minimize distraction. Silence your cell phone, no texting. Computers are for note-taking and SPSS and Excel and other course-related activities, not for TikTok, YouTube, Instagram, Facebook, etc.

• Put your phone away and keep it away.

DO NOT USE YOUR PHONE DURING CLASS. I can totally see you doing it and will call you out.

• No antimatter in class; trust me on this.

• Ask questions! Seriously! Speak up whenever you have questions, don’t understand something, have answers, have ideas, etc. Asking questions is a sign of WISDOM, and it’s also a great way to learn.

• You may make recordings of class, but note that instructional material created by the professor is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International license (CC BY-NC-SA 4.0). Meaning that you can share and adapt the
material as long as you give credit and it is for non-commercial purposes. Content created by third parties (e.g., movies, textbooks) is covered by its own copyright licenses.

Overview of what you need to do for this course:

- Do the pre-course questionnaire and the CITI Research Ethics and Compliance Training.
- Attend the Monday and Wednesday lectures and do the weekly worksheets by Sunday 11:59pm at the end of each week.
- Do the assigned readings from the textbook.
- Attend the lab sessions on Fridays during your assigned section, and do the worksheets by 11:59pm.
- Do the comprehension check quizzes by Sunday 11:59pm at the end of each week.
- Work with your group to create and run a survey project.
  - Do project components and turn them in on time.
  - Collect and analyze data.
  - Give a final group presentation.
  - Write a final individual paper and turn it in on time.
- Do the final exam.
- Ask your instructors for help whenever you don’t understand something. Go to office hours. Be in touch if stuff is going on in your life.
- **KEEP UP.** THIS COURSE SHOULD BE YOUR HIGHEST PRIORITY. It is an essential course of the psychology major, and at the heart of psychology as a science. It is NOT intuitive, and not something you can half-ass. You can do this, but you need to KEEP UP and WORK HARD. This version of the course is CONDENSED so it moves FAST. It’s 16 weeks crammed down into 8 weeks. DON’T PROCRASTINATE. The NUMBER ONE reason students don’t pass this class is falling behind and not completing everything.

Accommodations

- If you have accommodations through ACCESS, please talk to me so I can work with you.
**Evaluation:** Your grade in this course will be based on:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Course Questionnaire</td>
<td>9</td>
</tr>
<tr>
<td>CITI Research Ethics and Compliance Training</td>
<td>10</td>
</tr>
<tr>
<td>Lecture Worksheets</td>
<td>224</td>
</tr>
<tr>
<td>7 worth 32 points each</td>
<td></td>
</tr>
<tr>
<td>Lab Worksheets</td>
<td>168</td>
</tr>
<tr>
<td>7 worth 24 points each</td>
<td></td>
</tr>
<tr>
<td>ATTENDANCE of Labs</td>
<td>49</td>
</tr>
<tr>
<td>7 worth 7 points each (1 free absence)</td>
<td></td>
</tr>
<tr>
<td>Weekly Comprehension Check Quizzes</td>
<td>168</td>
</tr>
<tr>
<td>7 worth 24 points each</td>
<td></td>
</tr>
<tr>
<td>Group Research Project</td>
<td>172</td>
</tr>
<tr>
<td>Proposal v. 1: 20</td>
<td></td>
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<tr>
<td>Proposal v. 2: 20</td>
<td></td>
</tr>
<tr>
<td>Draft 1 (intro): 20</td>
<td></td>
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<tr>
<td>Draft 2 (+method): 20</td>
<td></td>
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<tr>
<td>Draft 3 (+results): 20</td>
<td></td>
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<tr>
<td>Draft 4 (final paper): 26</td>
<td></td>
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<tr>
<td>Final Group Presentation: 26</td>
<td></td>
</tr>
<tr>
<td>Peer evaluation: 20</td>
<td></td>
</tr>
<tr>
<td>Final exam</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>1000</td>
</tr>
</tbody>
</table>

Final letter grades will be based strictly on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>895 ≤ 1000</td>
</tr>
<tr>
<td>B</td>
<td>795 ≤ B &lt; 895</td>
</tr>
<tr>
<td>C</td>
<td>695 ≤ C &lt; 795</td>
</tr>
<tr>
<td>D</td>
<td>595 ≤ D &lt; 695</td>
</tr>
<tr>
<td>F</td>
<td>0 ≤ F &lt; 595</td>
</tr>
</tbody>
</table>

Note that 925 points is 92.5%, and so on. Fractional points will be handled as follows: a final score of 800.50 would be rounded up to 801, and a final score of 800.49 would be rounded down to 800.
Pre-Course Questionnaire:
A self-report questionnaire to measure any pre-existing knowledge of research methods and statistics. There are no right or wrong answers. Full credit just for completing it. A similar post-course questionnaire will be completed at the end of PSYC221.

CITI Training: An online certification of research ethics training.

Lectures + worksheets:
Lectures happen every Monday and Wednesday. There will be a related worksheet on Blackboard each week, due by 11:59pm on Sunday at the end of that week.

Labs: Attendance and worksheets
Every Friday, there will be lab sessions. You must attend lab and complete the related worksheet activities by 11:59pm. Be sure to attend the section you are enrolled in. We will be taking attendance partway through each lab session. Remember, each of these lab sessions represents two weeks’ worth of activity. You will be allowed one absence without penalty.

Weekly Comprehension Check Quizzes:
Each week there will be a comprehension check quiz on Blackboard for the readings covered that week. The general format will be 6 multiple choice questions per chapter, drawn randomly from a question pool. The due date is Sunday 11:59pm at the end of each week. Before the deadline, you have unlimited time and an unlimited number of attempts. Each attempt will consist of another random drawing of questions. Your final score will be the highest of all your attempts for that week. You may use your books and notes for these comprehension check quizzes, but don’t search the internet for answers (honestly, some of the search results will be garbage anyway), and don’t work with anyone else.

Group Research Project:
For the group research project, you will be put into groups of ≈4 students. You will work with your group to design and conduct a survey study. The project will be completed in stages with due dates throughout the 8 week course as you create an APA style paper. Drafts will be submitted on Blackboard, which can automatically detect plagiarism.

You will be given feedback from your instructors on your drafts! Be sure to read it and improve your next draft based on the feedback.

Group vs. individual evaluation: As a group you will turn in one project proposal and everyone in the group will receive the same score on that. Likewise, you will do the final presentation as a group and everyone in the group will receive the same score on that. For all the other project components (literature review, method section, results section, and final paper), you will complete your own individual version and receive your own individual score.
Final Exam:
The final exam will be ONLINE, with a 4 hour time limit, and only one attempt allowed. It will be available on Blackboard for 48 hours and due by 11:59pm on the Friday of week 8 (see schedule below). The final exam will be cumulative, covering everything in the course.

Hypothetical extra credit:
I reserve the right to potentially offer bonus assignments for extra credit. Any such assignments would be equally available to all students.

Late Policy:
You can turn in 2 things up to 1 week late without penalty. After that, all late work will earn half credit up until the end of Friday of week 8. Nothing can be accepted after that because we have to enter grades the following Monday.

Academic Honesty:
In this course, you are NOT ALLOWED TO WRITE YOUR PAPERS TOGETHER. In addition, you must work independently on all exams. If you are involved in any case of academic dishonesty (e.g., you copy work from a classmate or other source, your actions allow another student to copy from you, you forge an assignment or plagiarize, etc.), you will earn an F on the assignment and the offense will be reported to the Provost’s office. More than one infraction will result in an F in the class. The full text of the Student Academic Code (3C2) can be found here: [https://www.siue.edu/policies/3c2.shtml](https://www.siue.edu/policies/3c2.shtml)

University and Psychology Department Policies
• Psychology Department PSYC 220/221 policy. This course has a “2 attempt” rule—you may only attempt the course (including W, WF, WP) two times. After two unsuccessful attempts, you will be dropped from the major. A grade of C or better is required for this course. If you earn a course grade of D or F, it is your responsibility to contact your adviser immediately to determine whether there is any possibility of getting enrolled in a section of this course next semester.
• Psychology Department policy on plagiarism. Plagiarism includes presenting someone else’s words without quotation marks (even if you cite the source), presenting someone else’s ideas without citing that source, or presenting one’s own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE’s Student Academic Code ([http://www.siue.edu/policies/3c2.shtml](http://www.siue.edu/policies/3c2.shtml)). University policy states that “Normally a student
who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost.” (http://www.siue.edu/policies/1i6.shtml). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at http://www.siue.edu/education/psychology/plagiarism.shtml.

- We will cover how to properly read and cite sources in class. You are responsible for understanding what plagiarism is; if you have any questions at all, you should discuss them with the professor or your TAs BEFORE you turn in a plagiarized paper. A lack of knowledge of appropriate citation and referencing format will not excuse you from point deductions from written assignments or disciplinary action in the case of plagiarism.

- **Psychology Department policy on Incomplete Grades, Pass-No Credit Option, and Withdrawal.** It is the student’s responsibility to officially withdraw from a course through the Enrollment Office by the dates set by the university if the student is not intending to complete the course. Students who do not withdraw and have not completed the course will receive an Unauthorized Withdrawal (UW). Only under special circumstances may a faculty member agree to give the student an Incomplete (INC) grade in order to allow the student to complete the remaining work for the course no later than the end of the following semester. An INC is never automatic but must be approved by the instructor. If an instructor agrees to give a student an INC grade, the instructor and student will fill out a form (Memorandum of Incomplete Grade) indicating why an INC is being given. One copy of the completed form will be given to the student, one copy will be given to the instructor, and one copy will be kept by the Department of Psychology secretary. If the work is not completed by the specified time, the grade will be changed from INC to F.

- **Psychology Department writing policy.** As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:
  - clear transitions from sentence to sentence and idea to idea (i.e., paper is organized/flows well);
  - verb tense consistency;
  - clear and unambiguous sentences and ideas;
  - writing that is free of typos, spelling errors, and major grammatical errors;
  - properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (https://www.siue.edu/lss/writing-center/index.shtml) or utilize one of the many online resources they have identified to help students (https://www.siue.edu/lss/writing-center/resources.shtml). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you with the grade of 0. You will have 48 hours to return the assignment in an acceptable form; if it still fails to meet the basic writing criteria, the grade of 0 will remain.
Services for Students Needing Accommodations

It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content or the use of non-captioned videos—please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at siue.edu/access or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling 618-650-3726.

Diversity and Inclusion

SIUE is committed to respecting everyone’s dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The Center for Student Diversity & Inclusion https://www.siue.edu/csdi is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director of the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or jball@siue.edu. There is also an online form for reporting bias incidents at https://cm.maxient.com/reportingform.php?SIUEEdwardsville&layout_id=10.

Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

- Lovejoy Library Resources
- Academic Success Sessions
- Tutoring Resource Center
- The Writing Center
- Academic Advising
- Financial Aid
- Campus Events
- Counseling Services

If you find that you need additional support, please reach out to me and let me know.

Cougar Care [mental health support]

Dealing with the fast-paced life of a college student can be challenging, even when we’re not in the midst of a worldwide crisis. I encourage you to reach out when you need mental health support (e.g., anxiety, depression). Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siue.edu or by calling 618-650-2842.
COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2022)

Health and Safety

The measures outlined below are required and any student who does not comply may be in violation of the COVID-19 People-Focused Health and Safety Policy, as well as the University’s Student Code of Conduct.

The full text of the COVID-19 People-Focused Health and Safety Policy can be found here: https://www.siue.edu/policies/Covid.shtml

Classrooms, Labs, Studios, and Other Academic Spaces

Under current University policy, SIUE will only require masking in campus healthcare settings. See, https://www.siue.edu/about/announcements/coronavirus/safety-guidelines-support/index.shtml

Individual faculty of record may determine that masking will be required in their classrooms and are asked to communicate accordingly with students. Face masks may be required in other campus sites following guidance from governing regulatory agencies.

- Students who forget to wear a face covering when masking is required will be reminded of their obligation to comply with SIUE’s COVID-19 People-Focused Health and Safety Policy and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings when masking is required may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).
- Students who refuse to wear a face covering when masking is required will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/faceto-face course or courses without refund if no alternative course format is available.
- If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).
General Health Measures
Students and employees are expected to review the siue.edu/coronavirus website (https://www.siue.edu/about/announcements/coronavirus/) to better understand prevention strategies and safety expectations.

- Students and employees are expected to maintain healthy hygiene practices.
- Students and employees are expected to follow COVID-related guidelines and directions.
- Students and employees are expected to conduct a daily health self-assessment and isolate themselves if COVID-related symptoms are present. COVID-related symptoms include:
  - Fever (100.4 degrees or above) or chills
  - Cough
  - Shortness of breath or difficulty breathing
  - Fatigue
  - Muscle or body aches
  - Headache
  - New loss of taste or smell
  - Sore throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea

Potential for Changes in Course Schedule or Modality
As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include alterations to distancing requirements, course modality (e.g., transition from face-to-face to online, hybrid, or hy-flex, mask wearing, in-course activities, etc). These changes would be implemented to ensure the successful completion of the course while preserving health and safety. In these cases, students may be provided with an addendum to the class syllabus that will supersede the original version. If the course schedule or modifications significantly alter expectations, a new syllabus will be issued.
## Course Schedule

Notes: Mondays and Wednesdays are lectures. Fridays are labs.

### Subject-to-Change Clause:
All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Chapter</th>
<th>Due by 11:59pm</th>
<th>Also Due by 11:59pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mon Aug 22</td>
<td>SCIENCE!</td>
<td>R.M. ch. 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wed Aug 24</td>
<td>Hypotheses</td>
<td>R.M. ch. 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fri Aug 26</td>
<td>LAB: PsycINFO, Reading papers</td>
<td>R.M. ch. 2</td>
<td></td>
<td>lab worksheet</td>
</tr>
<tr>
<td></td>
<td>Sun Aug 28</td>
<td></td>
<td></td>
<td>weekly lecture worksheet</td>
<td>Pre-Course Q'are</td>
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<td></td>
<td></td>
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<td></td>
<td>weekly comp. check quiz</td>
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<td></td>
<td>Mon Aug 29</td>
<td>Variables</td>
<td>R.M. ch. 3</td>
<td></td>
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<tr>
<td></td>
<td>Wed Aug 31</td>
<td>Stats! whattttt</td>
<td>Stats ch. 1</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Fri Sept 2</td>
<td>LAB: start group projects, summarizing articles</td>
<td>Stats ch. 1</td>
<td></td>
<td>lab worksheet</td>
</tr>
<tr>
<td></td>
<td>Sun Sept 4</td>
<td></td>
<td></td>
<td>weekly lecture worksheet</td>
<td>C. CITI ethics training</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>weekly comp. check quiz</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Mon Sept 5</td>
<td>LABOR DAY</td>
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<td>weekly comp. check quiz</td>
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<td>3</td>
<td>Wed Sept 7</td>
<td>Surveys, Descriptive/Observational methods</td>
<td>R.M. ch. 13</td>
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<td></td>
<td>Fri Sept 9</td>
<td>LAB: developing survey Qs, project proposal</td>
<td>R.M. ch. 13</td>
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<td>lab worksheet</td>
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<td>weekly lecture worksheet</td>
<td>Project Proposal v. 1</td>
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<td>weekly comp. check quiz</td>
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<td>Sun Sept 11</td>
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<td>weekly comp. check quiz</td>
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<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Reading Chapter</td>
<td>Due by 11:59pm</td>
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<td>4</td>
<td>Mon Sept 12</td>
<td>Ethics</td>
<td>R.M. ch. 4</td>
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<td></td>
<td>Wed Sept 14</td>
<td>Selecting Research Participants</td>
<td>R.M. ch. 5</td>
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<td>Fri Sept 16</td>
<td><em>LAB: Ethical vignettes, group work (Qualtrics)</em></td>
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<td>lab worksheet</td>
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<td>Sun Sept 18</td>
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<td>Project Proposal v. 2 (Qualtrics)</td>
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<td>Mon Sept 19</td>
<td>Distributions</td>
<td>Stats ch. 2</td>
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<td>Wed Sept 21</td>
<td>Central tendency (e.g., mean)</td>
<td>Stats ch. 3</td>
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<td>Fri Sept 23</td>
<td><em>LAB: writing intro (lit review), using SPSS</em></td>
<td>R.M. ch. 16</td>
<td>lab worksheet</td>
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<td>Sun Sept 25</td>
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<td>Draft 1 (intro)</td>
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<td>5</td>
<td>Mon Sept 26</td>
<td>Variability, Standard deviation</td>
<td>Stats ch. 4</td>
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<td>Wed Sept 28</td>
<td>Z-scores</td>
<td>Stats ch. 5</td>
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<td>Fri Sept 30</td>
<td><em>LAB: project data analysis in SPSS</em></td>
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<td>Sun Oct 2</td>
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<td>Draft 2 (+method)</td>
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<td>Due by 11:59pm</td>
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<td>7</td>
<td>Mon Oct 3</td>
<td>Correlation &amp; Regression</td>
<td>Stats ch. 14</td>
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<td>Wed Oct 5</td>
<td>Probability</td>
<td>Stats ch. 6</td>
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<td>Fri Oct 7</td>
<td><em>LAB: correlation &amp; regression in Excel</em></td>
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<td>Sun Oct 9</td>
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<td>weekly lecture worksheet</td>
<td>Draft 3 (+results)</td>
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<td>8</td>
<td>Mon Oct 10</td>
<td>Chi-Square</td>
<td>Stats ch. 15</td>
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<td>Wed Oct 12</td>
<td>NO CLASS, unless needed for catchup</td>
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<td>Fri Oct 14</td>
<td><em>LAB: final project presentations</em> (&amp; turn in peer eval)</td>
<td>Final Exam ONLINE (available Thurs-Fri)</td>
<td>Draft 4 (final paper)</td>
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