Attention!

This is a *representative* syllabus.

The syllabus for the course when you enroll may be **different**.

Use the syllabus provided **by your instructor** for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given quarter.

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Office:	135 Psychology Bldg	Phone:	247-4348
Ofc Hrs:	Mon 10:30a-11:30a; Tues 11a-noon, or by appointment		

Course Overview

Hypothesis formation and data collection are only part of the research process. Without the ability to analyze our data, we would be unable to draw any conclusions from the data we collected. Thus, data analysis (and statistical techniques to allow the analysis) are a fundamental component of empirical research. The traditional goal in this course is to develop an understanding of how and when to use various statistical methods; in addition, the honors version of this course attempts to develop your ability to read and critically evaluate statistical analyses, as well as to write and present your own analyses. To that end, we will spend some time reading original research and examining/critiquing those analyses, which also working to analyze some real data of our own.

Materials

Howell, David (2008) *Fundamental Statistics for the Behavioral Sciences, 6th ed.* ISBN: 1-424-06741-3

We will use the text extensively, and you may wish to bring it to class with you. Additional outside readings will be posted on Carmen.

Carmen

I use Carmen to post additional required readings, homework assignments, grades, copies of class handouts, the syllabus, and interesting articles. I will also post updates and news, as well as upcoming deadlines. Please become accustomed to frequenting this valuable resource.

Office Hours

I am on campus for some portion of every weekday, I hold regular office hours, and am available for appointments, email, or phone contacts at other times. Please be an active consumer of your education and come to these hours as often as is helpful to you.

Grades

Students will be evaluated on the basis of: homework exercises, exams, attendance, and a project/paper. Below is a table to help you calculate your grade in the class.

Component	Weight	Pts earned	Pts avail	Proportion (PE/PA)	Weighted score (Prop*weight)
Midterm exam	.20				
Final exam	.25				
Project	.20				
Homework	.30				
Attendance	.05		18		
Total	**1.00**				

Letter grades will be assigned using the university standard scale, indicated below:

A	A-	B+	B	B-	C+	C	C-	D+	D	E
93%	90%	87%	83%	80%	77%	73%	70%	67%	60%	<60%

Homework Fridays

There will be 6 total homework assignments, 5 of which count toward your grade. That is, you get one freebie during the quarter. Homework assignments will vary in the number of questions and point value, but each of the 5 will be worth 6% of your final grade, for a total of 30%.

Homework will be posted on Carmen at least one week before the due date. Turning in your answers will occur in a two-fold process:
1. You will enter your answers in Carmen, using a quiz that I have created – due dates are posted on the syllabus – you will have under 10 minutes to take this quiz, so you will need to have the answers completed and have calculated all calculation items **prior** to logging into the quiz. Homework quizzes **must** be completed prior to 6pm on their due date. Any quiz taken (or finished) after 6pm will not be counted.
2. In order to receive credit for your quiz, you need to turn in your handwritten calculation sheets that show your work for each calculation item the next Monday in class. The only exception to this is the final HW – the calculation sheet for this HW is due to me at the final exam.

Exams

There will be 2 exams in this course – a midterm (1/31/11) and a final exam (3/16/11). Exams will be conceptual and computational in nature & you will be allowed to use your calculator. You will not be allowed to use your books, but you may bring one 8.5x11 page of _handwritten_ notes/formulae with you to each exam. I will **not** lecture on exam days.

Exams will vary in length and number of points, but the midterm is worth 20% and the final is worth 25% of your grade, for a total of 45% of your final grade.

Under no circumstances will a student be allowed to take an exam early. Please remember that the quarter does not end until Thursday of exam week & plan your schedule accordingly.

Make-up Policies

Please note the following policies regarding make-up exams:
1. If you are unable to take the exam due to an emergency, you **MUST** contact me **PRIOR** to the test
2. The only exception to #1 (above) is in the event of your own death
3. You **MUST** provide documentation from an official source (e.g., a physician) that verifies the emergency that precluded your attendance at the exam. No documentation, no make-up.
    P.S. Court appearances, family vacations, job attendance, days out with your friends, and mild illness do **NOT** count as emergencies and will not result in a make-up exam

Attendance

Attendance is worth 5% of your total grade. I will pass around an attendance sheet every class period (except for midterm day). **Please be sure** to initial this sheet **BEFORE** you leave class each day, as this is the only way I have of keeping track of whether you were there. I will **not** allow you to initial the sheet at any other time than during class periods.

I will allow students to "make-up" absences. If you must miss class, you may complete an additional written homework assignment to earn credit for that day's absence. This assignment must be completed and turned in within one week of your absence. I will have these assignments in my office, so you will need to contact me to receive it. Any absence older than one week is ineligible for the make-up.

If you miss a class, you are responsible for all material covered, as well as any announcements made in your absence. I do **not** provide copies of my slides or notes under **any** circumstances.

Project

This project is intended to help you explore the material from the course at a deeper level. You have several options:

1. **Explore a topic covered in your book in more detail –** for example:
    ✦ How are standardized tests like the ACT/SAT/GRE developed and how are they used? Are they good predictors? Of what?
    ✦ What kinds of scales are most often used in psychological research? Why do you think this is?
    ✦ Find examples of statistics in print/broadcast media. Did they use them correctly? What common errors do laysources generally make? Why is this?
2. **Explore the history of statistics** – find some papers/chapters on controversies in statistics (e.g., hypothesis testing) and explore what happened; you could also write a mini-biography of a quantitative psychologist or statistician; what do we know about how factor analysis was developed & why? Explore this topic
3. **Analyze some data**
    ✦ Collect some data (10-20 people would be plenty) from friends or classmates & test a few simple hypotheses – run some descriptive statistics – using SPSS – I have several questionnaires that might interest you in my office, or I can easily help you find something quick, easy, and ethical to use.
4. **Write some portion of a lecture for a 220 class.** Use your vast new knowledge to create 5-10 slides meant for use in teaching about some topic covered in our course.
5. **What else?** I am open to any ideas you have – come see me early to work out the details!

Your project should be about 5 pages in length.

The projects are due by class time (noon) on Wednesday 2/16/11 – late projects will be penalized 20% per day, no exceptions. Start work on your project NOW!

Extra Credit

Throughout the quarter, I may offer some opportunities to earn extra credit. It is possible that no opportunities will arise. If you have an idea for a way for the class to earn extra credit, feel free to approach me with it!

Other Notes

Academic Misconduct

All students at The Ohio State University are bound by the Code of Student Conduct (see http://oaa.ohio-state.edu/coam/code.html). Suspected violations of the code in this class will be dealt with according to the procedures detailed in that code. Specifically, any alleged cases of misconduct will be referred to the Committee on Academic Misconduct.

Students with Disabilities

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Reasonable accommodations for students with documented disabilities will be coordinated through the Office of Disability Services (Room 150 Pomerene Hall, 292-3307). To ensure that evaluation of student performance in the course is conducted in a manner that is fair to all students, special accommodations will not be granted in the absence of ODS certification.

Here is a list of the "ground rules" for our interaction together:
- Please show respect for the views and backgrounds of everyone in this class, demonstrated by your appropriate speech and behavior, remain open to new ideas and ways of looking at the topics, and be attentive to whomever is speaking.
- Please TURN OFF all cell phones, pagers, and other devices that make noise and do not answer these during lecture. If you have an emergency, please leave the room to handle it.
- Please try to be on time. If you cannot avoid being late (or know that you have to leave class early), please sit in the back to avoid disturbing the rest of the class during lecture.
- Do NOT read newspapers, surf the internet, text your friends, Facebook, chat, or in some other way spend time on material that is not course-related during class – if you are behaving in this disrespectful way, I reserve the right to ask you to leave for the day.
- DO complete all assigned readings BEFORE class.
- DO NOT CHEAT IN MY CLASS! All suspicions of academic misconduct will be reported and pursued to the full extent of Ohio State University policy.

The following is what you can expect from me:
- Respect for you and your contributions to this course & help mastering material.
- Thoughtful consideration of your ideas & sincere effort to answer your questions.
- Consistent access through email, phone, and appointments.
- I leave my cell phone on vibrate during class in case of emergency with my children, I will NOT answer the phone during class if it is not an emergency.

Schedule of Course Topics
Subject to Change

week	day	topic	Chap/pgs	events
1	M – 1/3	Introduction – Overview of Course	Chapter 1	syllabus
	T – 1/4			survey deadline
	W – 1/5	Basic Concepts – Display of Data	Chapters 2 & 3	
	F – 1/7			
2	M – 1/10	Central Tendency/Start Variability	Chap 4; ch 5 (75-80)	
	W – 1/12	Finish Variability	Chap 5 (80-102)	
	F – 1/14			HW1 due
3	M – 1/17	NO CLASS – MLKJr DAY		
	W – 1/19	Normal Distributions	Chapter 6	
	F – 1/21			HW2 due
4	M – 1/24	Normal Dist'n/Start Probability	Chapter 7	
	W – 1/26	Finish Probability/Review		
	F – 1/28			HW3 due
5	M – 1/31	MIDTERM EXAM		
	W – 2/2	Sampling Distributions	Chapter 8 (143-157)	
	F – 2/4			
6	M – 2/7	Sampling Distributions	Chapter 8 (157-169)	
	W – 2/9	Correlation	Chapter 9	
	F – 2/11			
7	M – 2/14	Regression	Chapter 10 (211-219)	
	W – 2/16	Regression	Chapter 10 (220-244)	Projects Due
	F – 2/18			
8	M – 2/21	Multiple Regression	Chapter 11	
	W – 2/23	t-distribution & hypothesis testing	Chapter 12	
	F – 2/25			HW4 due
9	M – 2/28	Confidence intervals	Chapter 12	
	W – 3/2	z-tests/t-tests	Chapter 12	
	F – 3/4			HW5 due
10	M – 3/7	Two sample t-tests, related samples	Chapter 13	
	W – 3/9	Two sample t-test, indep samples	Chapter 14	
	F – 3/11			HW6 due
EX	W – 3/16	FINAL EXAM – 1:30-3:18pm		