

**Research Statistics**  
**Psychology 206 (Sociology 206)**  
**Spring 2013**  
**2:00 – 3:15 p.m. Tuesday and Thursday**  
**McCain Library, Room G-48**

Dr. Bonnie Perdue  
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118 E Bullock Science Center

Office Hours: Tuesday and Thursday 3:30-4:30p.m., or by appointment

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Basic theory, principles and applications of statistics in behavioral science research. Prerequisite: Any one course from PSY-101 or PSY-102, SOC-100, ANT-101, ANT-202, or any 100-level POL course.

**REQUIRED READING MATERIAL**

Aron, A., Coups, E.J., & Aron, E.N. (2010). *Statistics for The Behavioral and Social Sciences: A Brief Course (5th Edition)*

Cronk, B.C. (2012). *How to Use SPSS: A Step-by-Step Guide to Analysis and Interpretation (Seventh Edition)*.

**Reading Assignments:** In this course the textbook provides a good foundation of research statistics. In class we will apply this material using demonstrations, group discussions, videos, surveys, and lecture. Additional related information not in your textbook will be covered in class.

Students also should be aware of the fact that not all of the material in the textbook can be covered in class, but they are responsible for knowing all of the material in the textbook even if it is not covered in class. To learn the most from the course students should keep up with the reading assignments and come to class.

**CLASS COMPONENTS**

**Attendance “Quiz” Points:** It is important to attend lectures in this course, as lectures will involve demonstrations, classroom activities, films, and discussion of material not covered in the textbook. Students are expected to attend class regularly, as regular attendance will contribute to a better overall understanding of course material.

Attendance will be taken at every class meeting. This will be done in the form of a “quiz” at the *beginning of each class*. I will present you with a question(s) and give approximately 5 minutes to make your response without referring to your textbook or notes. Your answer(s) will be submitted with your name and this will serve as your attendance. Your responses won’t be graded as correct or incorrect, but I will keep track to monitor how the class is keeping up. This is also a good way for you to help identify areas that you might need to study more. This practice is actually in place to help you! Research suggests that repeated **retrieval** is the most effective way to learn. My goal is that by having you actively retrieve the information throughout the semester, you will better learn and remember the information from the course.

There are 25 class meetings this semester (excluding test days). As you will see detailed in the “Point Allocation” section, attendance quizzes contribute 20 points to your total score. What this means for you is that if you exceed 20 points (by attending everyday or only missing a few days), these will be extra points added to your total score. You can miss up to 5 days of attendance quizzes without it impacting your total points. Also, if you are late for class and miss the quiz, you cannot retake it and will forfeit your point for the day. If you have an absence excused by the college (e.g., observed religious holiday, death of an immediate family member, participating in a college sporting event, unplanned hospitalization), see me before the absence to discuss.

Students are expected to actively participate in class discussions and demonstrations. Students are welcomed and encouraged to share their questions, ideas, and insights during class discussions and lectures as long as they do not dominate the conversations. They are expected to respect the values, beliefs, and rights of others in the classroom. Also, students are expected to pay attention to whomever is speaking in class. Students should NOT text or use computers for reasons other than notes. This means no facebook, twitter, email, itunes, youtube, foursquare, pinterest, or anything unrelated to course material! This behavior not only distracts from your ability to learn in my class, but it disrespects and violates the right of other students to attend class and learn in a focused environment. Any students involved in side-conversations unrelated to class discussion, any of the above activities, or in any other behavior that is potentially disruptive to other students’ learning may lose their attendance quiz point for the day at the Professor’s discretion.

**Tests and Final Exam:** There will be 3 in-class exams, each worth 100 points. You may drop your lowest in-class exam grade. There is also a cumulative final exam to be taken during finals week. You may NOT drop the final exam.

Students are expected to take all tests on the scheduled dates. If an extreme circumstance (illness and workload do not apply) arises then the student should contact the professor prior to the test and the professor will decide what will be done. Otherwise, if you miss an exam, this will be counted as your “lowest” score and dropped.

To do well on the tests, students must come to class and read the class materials very carefully. Historically, students that have done the best have read the textbook carefully several times, taken notes from the textbook, and studied several days prior to the tests.

**Journal:** You will be expected to create a statistics journal for this class. The journal should consist of explanations of the various topics we discuss in class, definitions, hints, formulas, tables of significant values, and anything else you think will help you master the material we will cover. The journal must be in your own words, and it should also be organized so that you can find things easily. Organization is important because you may use the journal on the exams. I will evaluate your journal on the basis of accuracy and clarity during the semester. Your journal is worth 30 points.

### **“Laboratory” Assignments**

There will be 6 “lab” assignments requiring you to analyze a set of data using SPSS, interpret the results of the analysis, and answer a series of questions about the data. The tutors for this class will be available for consultation for this set of assignments. You should also use the textbook entitled “How to Use SPSS.” These labs should be completed on your own time, outside of class. Each lab is worth 25 points for a total of 150 points. Bring a **printed** copy of ALL lab assignments with you to class on the due date listed on the syllabus. Late projects (not turned in when collected in class) will be penalized a letter grade for being late and then half of a letter grade for every additional 24 hours that they are late. Students should e-mail the professor their late projects.

### **OTHER INFORMATION ABOUT THE CLASS**

**Departmental Tutor:** The Psychology Department has free tutors which students can meet with. They will be in Located in Data Analysis Room 1 (center of Psychology department) BSC.

Yun Jiang (Winnie)  
yjjiang@agnesscott.edu

Monday 3-6p.m.  
Tuesday 6-8p.m.  
Wednesday 3-6p.m.  
Thursday 6-8p.m.

Ore Adekunle  
oadekunle@agnesscott.edu

Monday 7-9p.m.  
Tuesday 10-11:15am  
Thursday 10-11:15am, 2-5p.m.  
Friday 10-12p.m.

**Disability Accommodations:** All accommodations for disabilities are authorized through the Office of Academic Advising (please see the contact information listed below). If you are registered with them, please discuss the course and the necessary accommodations with the professor. Both Academic Advising and the faculty respect students’ confidentiality when accommodations are made.

Kelly Deasy, Coordinator of Student Disability Services  
Office of Academic Advising and Student Disability Services  
Buttrick 104b  
[404-471-6174](tel:404-471-6174)  
[kdeasy@agnesscott.edu](mailto:kdeasy@agnesscott.edu)

**Course Evaluations:** Students’ feedback about this course is valuable to the professor, the psychology department, and the college administration. Students’ comments are taken seriously and the comments are used to improve the course in the future. Students will be asked to complete evaluations of the course at the end of the semester.

### **ACADEMIC HONESTY**

The Agnes Scott College honor code embodies an ideal of character, conduct, and citizenship, and is an important part of the College’s mission and core identity. This applies especially to academic honesty and integrity. Passing off someone else’s work as your own represents intellectual fraud and theft, and violates the core values of our academic community. To be honorable, you should understand not only what counts as academic dishonesty, but also how to avoid engaging in these practices. You should:

- review each course syllabus for the professor’s expectations regarding course work and class attendance.
- attribute all ideas taken from other sources; this shows respect for other scholars. Plagiarism can include portraying another’s work or ideas as your own, buying a paper online and turning it in as if it were your own work, or not citing or improperly citing references on a reference page or within the text of a paper.

- not falsify or create data and resources or alter a graded work without the prior consent of your professor. This includes making up a reference for a works cited page or making up statistics or facts for academic work.
- not allow another party to do your work/exam, or submit the same or similar work in more than one course without permission from the course instructors. Cheating also includes taking an exam for another person, looking on another person's exam for answers, using exams from previous classes without permission, or bringing and using unauthorized notes or resources (i.e., electronic, written, or otherwise) during an exam.
- not facilitate cheating, which can happen when you help another student complete a take home exam, give answers to an exam, talk about an exam with a student who has not taken it, or collaborate with others on work that is supposed to be completed independently.
- be truthful about the submission of work, which includes the time of submission and the place of submission (e.g., e-mail, online, in a mailbox, to an office, etc.).

You should understand that penalties result from dishonest conduct, ranging from failure of the assignment to expulsion from the college. You should speak with your professors if you need clarification about any of these policies.

#### Modified Pledge

Students pledge that they have completed assignments honestly by attaching the following statement to each test, quiz, paper, overnight assignment, in-class essay, or other work:

I pledge that I have neither given nor received any unauthorized aid on this assignment.

(Signed) \_\_\_\_\_

#### POINT ALLOCATION

Two in-class exams (the lowest of 3 will be dropped)	200
Final Exam	100
Attendance "Quiz" Points (can earn up to 25***)	20
Statistics Journal	30
Lab Assignments	150
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Total Points	500

#### GRADING SCALE (%)

A = 93 - 100	A - = 90 - 92
B+ = 87 - 89	B = 83 - 86
B - = 80 - 82	C+ = 77 - 79
C = 73 - 76	C - = 70 - 72
D+ = 67 - 69	D = 63 - 66
D - = 60 - 62	F = 59 or less

\*\*\*Reminder – there are 25 days on which attendance quizzes will be given. So by attending class every day, you can earn up to 5 extra points added to your total points score.

### Research Design and Methods Schedule

(Although every effort will be made to follow the syllabus, I reserve the right to make changes.)

Class Date	To Read Before Class	General Topic	Project Due Date
Thurs. Jan. 17		Introduction	
Tues. Jan. 22	Chapter 1 & SPSS Chapter 1-2	Displaying Numbers	
Thurs. Jan. 24		Displaying Numbers	
Tues. Jan. 29	Chapter 2 & SPSS Chapter 3-4	Mean, Standard Deviation, Z-Scores	Lab Assignment 1
Thurs. Jan. 31		Mean, Standard Deviation, Z-Scores	
Tues. Feb. 5	Chapter 3 & SPSS Chapter 5	Correlation and Prediction	Lab Assignment 2
Thurs Feb. 7		Correlation and Prediction	
<b>Tues. Feb. 12</b>		<b>Test 1</b>	
Thurs. Feb. 14	Chapter 4	Normal Curve, Sample/Population, Probability	Journal Check
Tues. Feb. 19		Normal Curve, Sample/Population, Probability	
Thurs. Feb. 21	Chapter 5	Introduction to Hypothesis Testing	Lab Assignment 3
Tues. Feb. 26		Introduction to Hypothesis Testing	
<b>Thurs. Feb. 28</b>		<b>NO CLASS – Reading Day!</b>	
Tues. March 5	Chapter 6	Hypothesis Tests with Means of Samples	Lab Assignment 4
Thurs. March 7		Hypothesis Tests with Means of Samples	
<b>Tues. March 12</b>		<b>SPRING BREAK!</b>	
<b>Thurs. March 14</b>		<b>SPRING BREAK!</b>	
Tues. March 19	Chapter 7	Statistical Significance	
<b>Thurs. March 21</b>		<b>Test 2</b>	
Tues. March 26	Chapter 8 & SPSS Chapter 6	Introduction to the <i>t</i> Test	
Thurs. March 28		Introduction to the <i>t</i> Test	
Tues. April 2	Chapter 9	T <i>t</i> Test for Independent Means	Lab Assignment 5
Thurs. April 4		T <i>t</i> Test for Independent Means	
Tues. April 9	Chapter 10	Analysis of Variance	
Thurs. April 11		Analysis of Variance	
Tues. April 16	Chapter 11 & SPSS Chapter 7	Chi-Square Tests and Non-Normal Distributions	Lab Assignment 6
Thurs. April 18		Chi-Square Tests and Non-Normal Distributions	
Tues. April 23		<b>Test 3</b>	
Thurs. April 25	Chapter 12	Statistics and Research	
Tues. April 30		Statistics and Research	
<b>May 2-8</b>		<b>Final Exam Week</b>	