

## PSYC 2444-001 Research Design and Statistics II

Fall 2016

### Lecture:

Instructor: Dr. Shannon Layman  
Class Room: LS 122 (Lecture); LS 318 (Lab)  
Class Hours: Monday/ Wednesday 3:00pm - 4:20pm  
Campus Mail box: Box 19528

Contact information for Dr. Layman  
Email: [shlayman@uta.edu](mailto:shlayman@uta.edu)  
Office: LS 307  
Office hours: Monday 1:30pm – 2:30pm  
OR by appointment

### Lab 002 – Thursday 5:30pm - 7:20pm:

Instructor: Cory Newell  
Email: [cory.newell@mavs.uta.edu](mailto:cory.newell@mavs.uta.edu)  
Office: LS 519  
Office Hours: Tuesdays 2pm – 3pm  
OR by appointment

### Lab 003 - Friday 11:00am - 12:50pm

Instructor: Jaclyn West  
Email: [jaclyntwest@mavs.uta.edu](mailto:jaclyntwest@mavs.uta.edu)  
Office: LS 537  
Office Hours: 10am – 11am  
OR by appointment

### Lab 004 – Friday 1:00pm – 2:50pm:

Instructor: Akshay Parchure  
Email: [akshay.parchure@mavs.uta.edu](mailto:akshay.parchure@mavs.uta.edu)  
Office: LS 536  
Office Hours: 3pm – 4pm  
OR by appointment

### Tutoring:

Tutor: Ryan Gertner  
Email: [ryan.gertner@mavs.uta.edu](mailto:ryan.gertner@mavs.uta.edu)  
Classroom: LS 318  
Tutoring Hours: Monday 9am – 2:30pm  
Tuesday 9:30am – 12pm  
Wednesday 12pm – 2pm

### Manuscript

**Graders:** Maxine Geltmeier  
Email: [maxine.mcroym@mavs.uta.edu](mailto:maxine.mcroym@mavs.uta.edu)  
Office: LS 513  
Office Hours: 11:30am – 12:30pm  
OR by appointment

Zhen Wang  
[zhen.wang89@mavs.uta.edu](mailto:zhen.wang89@mavs.uta.edu)  
ERB 442  
TBA  
OR by appointment

**Lab: Three (3) lab sections are available.** You must be registered in lecture (PSYC 2444-001) and one lab section (PSYC 2444-002, 003, or 004) concurrently. Please see the **lab schedule** for further information.

## Course Information

**Course description: PSYC 2444: RESEARCH DESIGN AND STATISTICS II (3-2) 4 hours credit.** This course provides theoretical and practical approaches to research methodology, statistical analyses and reporting of research. Prerequisites: PSYC 2443

**Course goals:** This course consists of learning a variety of methods and procedures commonly used to conduct psychological research, analyzing the data collected in such research, and communicating the research results to the scientific community.

**Learning objectives:** Objectives are provided for each of the three course modules at the bottom of each page of the schedule grid.

**Required texts and course materials:** (Note: We used these texts in PSYC 2443 – retain for advanced Psychology electives.)

1. Gravetter, F.J., & Wallnau, L.B. (2014). *Essentials of Statistics for the Behavioral Sciences* (8th ed.). Belmont, CA: Wadsworth. Cengage. **ISBN: 978-1-133-95657-0**
2. McBride, D.M. (2013). *The Process of Research in Psychology* (2nd ed.). Thousand Oaks, CA: Sage. **ISBN: 978-1-4129-9955-7**
3. *Publication Manual of the American Psychological Association* (6th edition). Washington, D.C.: American Psychological Association. **ISBN: 978-1-4338-0561-5**
4. **HEADS UP FOLKS, THIS IS A NEW REQUIRED TEXT:** Departmental Lab Manual. **ISBN: 978-1-60904-545-6**
5. A calculator with statistical functions (programmable calculators and cellphones will not be permitted)
6. Three Scantrons for your lecture exams: Version 882-E
7. Blackboard will be an important resource throughout the semester. Your assignments, grades, and supplemental readings will be posted through Blackboard. Make sure you have access to Blackboard.
  - a. Blackboard support is available 24/7 by calling 1-855-308-5542 or visiting <http://bbsupport.uta.edu>
8. A 3 inch (minimum), 3-ring binder which will serve as your portfolio (optional)

NOTE: This course will be computer/internet intensive. However, you do not need to own a computer to participate effectively in the class. You will, however, need to access and use the computers available to you on campus on a routine basis that has SPSS access.

**Required journal articles:** Articles will be available on electronic reserve through Blackboard.

### Optional resources:

- See [www.apastyle.org](http://www.apastyle.org) (NOTE: the 2009 Publication Manual will be used for all grading)
- See the publisher's Web site for workshops at: [www.mcbride2e](http://www.mcbride2e) and [www.cengagebrain.com](http://www.cengagebrain.com)

**Course structure:** The course is divided into 3 modules: Module 1 spans weeks 1 through 5; Module 2, weeks 6-10; and Module 3, weeks 11-15. Exams (lecture and lab) are given at the end of each module. There is no comprehensive final exam. This is a Blackboard assisted course so you will need to be proficient in the use of Blackboard to perform well. This is an intense course with multiple projects both in and out of class. **You must be prepared to take on an intensive course load in order to do well in this class.**

### Assignments and exams:

1. **Lecture:** In-class exercises may be given but will not count toward final grade. The lecture grade will be based on three exams adding up to 300 points. Each exam will be broken into a multiple choice part given in the lecture (50 points) plus the short answer/practical (statistical exercise) part given in the lab (50 points). Exam questions will be drawn from required reading, lecture material, and class activities. If you are late on the day of the exam you will NOT be permitted to take the exam if any class member has completed the exam and left the room. Any make-up exams will be given at the discretion of faculty (See the course schedule on page 8 for exam dates.)
2. **Lab:** Exercises, research papers, and other assignments will be scheduled throughout the term. Unless otherwise instructed, **all assignments must be typewritten and in compliance with APA formatting.** (See the **lab schedule** for further details.)

### Attendance:

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section I have determined:

1. **Lecture:** Classroom attendance is required and necessary for success in this course. Lecture material and classroom activities will supplement material covered in the reading. Your Class Participation grade will be based on participation in class discussions, in-class activities, as well as coming to class. *Attendance will be taken on all non-test days starting with the second lecture – it counts for 10 points of your grade.* Students can miss up to **three (3)** days attendance with no penalty to their Attendance grade. **There will be no opportunities to make-up missed Attendance credit, regardless of the reason,** so use your freebies wisely. I frequently hear from students (frequently enough in fact, that I've added it to this syllabus) after missing the first three classes that they had an excellent reason for the fourth class they missed, such as illness, family emergency, or car trouble. I highly recommend saving up your freebies for unforeseen circumstances that may indeed arise.

Students do not need to submit any documentation for missed days of lectures, the first three missed days will simply be dropped, and all subsequent missed days will result in a deduction, regardless of the reason. This policy does not apply to Exams. No make-up exam will be given unless documentation is received for a University-approved absence and are at the discretion of faculty approval.

Students who miss a class meeting(s) for any reason or miss portions of classes due to tardiness or early departure will **still be held accountable for all of the material that is covered** during those sessions, including materials presented in lecture that are not in the book. If you miss a class, find a classmate (or two) with whom you can share resources. **Please do not email or phone the professor to ask what materials you missed in class.** Material covered in class is your responsibility.

2. **Lab: Lab attendance is mandatory.** *Lab attendance will be assessed via In-Class Assignments (ICAs).* The information you receive in the lab sections is necessary to aid you in writing papers and doing homework assignments. The information obtained will carry over from the first semester into the second semester. Lab attendance is crucial. Students **arriving more than 10 minutes late to lab will be counted as absent.**

**Make-up work:** Make-up assignments and exams will be granted only for University-approved, documented absences. For exams and homework you must make faculty and Lab TAs aware of any absence **PRIOR to the missed component.** You must make-up the missed work within 5 working days.

**Extra credit:** Research Participation through SONA will grant up to **5** extra credit points for the lecture portion. You may participate in additional research voluntarily. To gain these Extra Credit points you **MUST** be enrolled in SONA. Details are available on the psychology website at <http://www.uta.edu/psychology/>. Also you may not use the same experiment for SONA credits in more than one course at a time.

Visiting the writing center before deadlines designated on Blackboard will grant up to **5** extra credit points for the lab portion. See Blackboard for more details.

**Grading:** You will receive one course grade for your combined performance in the lecture and lab. (Note: while the short answer parts of the exams are given during labs, they are part of the *lecture* grade!)

Examples of the rubrics we will use for grading manuscript components will be provided on Blackboard.

**Five points/day (i.e. each 24-hour period) will be deducted from your final score for any project that is received late.**

***Be sure to check the schedule below for interim evaluation dates!***

<b>Point Distribution and Grading Policy</b>						
<u>LECTURE POINTS</u>		<u>LAB POINTS</u>		Total possible points = 620 (+10)		
				Letter	%	# of Points
Exam 1 (lecture) 50	Lab 50	Manuscript	100			
Exam 2 (lecture) 50	Lab 50	Poster	60	A	89.5-100%	555-620
Exam 3 (lecture) 50	Lab 50	In class Lab Assignments	70	B	79.5-89.4%	493-554
Attendance	10	Homework Assignments	80	C	69.5-79.4%	431-492
Extra credit via Sona	5	Extra credit via WC	5			
<b>Total Lecture</b>	<b>310 (+5)</b>	<b>Total Lab</b>	<b>310 (+5)</b>			

**Students must receive a passing grade (a “C”) in both lecture and lab (216 points out of 310 possible points or 69.7% in each section) to pass the course and become eligible to enroll in upper-level courses that require 2444.**

**Important lab notes:**

**Review:** Given the “hands on” nature of instruction, **Lab Attendance is crucial to your success in this course.** You must attend every lab meeting. The information you receive in the lab sections is necessary to aid you in writing papers and doing homework assignments. The information obtained will carry over from the first semester into the second semester.

- a. Assignments are due at the beginning of the lab meeting, within the first 10 minutes of lab. If you are more than 10 minutes late, you will be counted as absent, additional points may be deducted from your assignment as needed.
- b. **Failure to hand in assignments on time will result in a grade of zero for that assignment.**

- c. If your writing is not up to the level required for this course (i.e. the grader cannot understand what you are trying to convey in your manuscript sections) you will be required to take said section(s) to the UTA Library Writing Center for assistance (see Student Support Services section in syllabus below).

The Writing Center will send Dr. Layman an e-mail regarding what progress occurred during your visit. **Your final manuscript will not be graded if you do not attend the Writing Center to assist in improving your writing.**

- d. **Any work presented using previous assignments from other classes/projects is considered academic dishonesty (See Academic dishonesty section below) and will not be accepted as gradable material.**

**If you are caught plagiarizing, you will receive a grade of “F” for the entire course. If in doubt, ask your TA to look at your work and the sources that you are citing from before you hand in an assignment. Similarly, if you are caught cheating on an exam, you will receive a grade of “F” for the entire course.**

**Important dates: (These are also listed on the UTA calendar.)**

September 5th:	Labor Day Holiday
September 12th:	Census Date
November 2nd:	Last day to drop classes; submit requests to advisor prior to 4:00pm
November 24th, 25th	Thanksgiving Holiday
December 7th:	Last class day for the University (Note: All work must be completed by this date.)

**Student Grievance Procedures Related to Grades:** In attempting to resolve any student grievances regarding grades, it is the student’s obligation first to make a serious effort to resolve the matter with the individual with whom the grievance originated. Individual course instructors retain primary responsibility for assigning grades. The instructor’s judgment is final unless compelling evidence shows discrimination, preferential treatment or procedural irregularities. Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog: <http://catalog.uta.edu/academicregulations/grades/#undergraduatetext>

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](#), [major-based learning centers](#), developmental education, [advising and mentoring](#), personal counseling, and [federally funded programs](#). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

- **The IDEAS Center** (2<sup>nd</sup> Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email [IDEAS@uta.edu](mailto:IDEAS@uta.edu) or call (817) 272-6593.
- **Library information** can be obtained through Peace Ossum Williamson: phone (817-272-6208), e-mail ([peace@uta.edu](mailto:peace@uta.edu)). You will find useful information for psychology at <http://libguides.uta.edu/psychology> or simply go to the library ([www.uta.edu/library](http://www.uta.edu/library)) and select Subject Guides and select Psychology.
- **The Writing Center** Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at

<http://uta.mywconline.com>. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Disability Accommodations:** UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD):** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS):** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).*

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto:jmhood@uta.edu).*

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

***I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.***

***I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.***

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory," are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** for semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located on the North and West sides of the building. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**Emergency Phone Numbers:** In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911.

PSYC 2444 SCHEDULE GRID

Lecture Schedule

Lab Schedule  
**No labs on 8/25 or 8/26**

Wk	Date	Lecture Topic	Reading Assignments	Date: (Write in)	Lab Exercises	Assignment Due
1	M 8/29	2443 course review (measures of central tendency, variability, z-test, hypothesis testing)	Gravetter & Wallnau Chapters 4, 5, 7, & 8		Lab Overview, Review APA format <b>Discuss Poster Project</b>	
	W 8/31	2444 course overview - Main effects/ Interactions for manuscript	McBride Ch. 3 & Ch. 4 pgs. 71-78		In class 1: Library resources/ APA format (10 pts.)	
2	M 9/5	<b>Labor Day Holiday—no class</b>	McBride Ch. 14 pgs. 283-295		Single Sample <i>t</i> -test: Hand calculation & SPSS  In class 2: Single Sample <i>t</i> -test (10 pts.)	Assignment #1 – z-test, Library, and APA Format (10 pts)
	W 9/7	Introduction to the <i>t</i> -statistic: Single sample <i>t</i> -test	Gravetter & Wallnau Ch. 9		<b>Discuss Manuscript Project</b> – In class 5: Hypothesis Worksheet (10 pts.)	
3	M 9/12	Repeated-measures/ Within-subjects design	McBride Ch. 11 pgs. 229-230  Gravetter & Wallnau Ch. 11.1		Repeated-measures/ Within-subjects design  Repeated-measures/ Dependent Samples <i>t</i> -test: Hand calculation & SPSS	Assignment #3 – Single Sample <i>t</i> -tests (10 pts)
	W 9/14	<i>t</i> -test for Two Related/Dependent Samples (repeated measures)	<b>On Blackboard: Jackson Ch. 9</b>  Gravetter & Wallnau Ch. 11		In class 4: Dependent Samples <i>t</i> -test (10 pts.)	
4	M 9/19	Between-subjects design  Validity, control, & confounds	McBride Ch. 11 pgs. 223-229  Gravetter & Wallnau Ch. 10		Between-subjects Design  Independent Samples <i>t</i> -test: Hand calculation & SPSS	Assignment #5 – Dependent Samples <i>t</i> -tests (10 pts)  Manuscript – Introduction/References (20 pts)
	W 9/21	<i>t</i> -test for Two Independent Samples	<b>On Blackboard: Jackson Ch. 9</b>		In class 3: Independent Samples <i>t</i> -test (10 pts.)	
5	M 9/26	Surveys and sampling			Assignment #2 – Surveys (10 pts - due by the end of lab)	Collect Data for Manuscript
	W 9/28	Catch-up and review for Exam 1			Assignment #4 – Independent Samples <i>t</i> -tests (10 pts – due by the end of lab)  Exam 1 Review	

**Learning Objectives Module 1:** At the end of this module, students should be able to:

- (1) Explain between- and within-subjects designs and compute the appropriate *t* statistic for each.
- (2) Describe various types of confounds and the means for controlling or minimizing effects of confounds.
- (3) Differentiate between experimenter effects and participant effects and how the design of experiments relates to these concepts.
- (4) Review surveys and sampling methods; review case studies and their value for psychology.

N.B. Learning objectives were adapted from Jackson, S. L. (2006). *Study guide for research methods and statistics* (2nd edition).



Wk	Date	Lecture Topic	Reading Assignments	Date:	Lab Exercises	Assignment Due
6	M 10/3	<b>Exam #1 (part 1 - Multiple Choice)</b>	Gravetter & Wallnau Ch. 4 (Sum of Squares, Sample Variance, Degrees of Freedom)  Gravetter & Wallnau Ch. 12.1 & 12.2		<b>Exam #1 (part 2 - word problems)</b>  <b>Discuss Poster Portion #1 (15 pts)</b>	<b>Poster Portion #1 due in lab</b>
	W 10/5	Logic of Analysis of Variance (ANOVA)				
7	M 10/10	One-way between-subjects ANOVA	McBride Ch. 14 pgs. 295-307		One-way between-subjects ANOVA: Hand calculation & SPSS  In class 7: One-way randomized ANOVA (10 pts.)	<b>Class Data Due (10 pts)</b>
	W 10/12	Planned & Post Hoc Comparisons  Effect size	Gravetter & Wallnau Ch. 12.3, 12.4, & 12.7  Gravetter & Wallnau Ch. 12.5 & 12.6			
8	M 10/17	One-way repeated-measures ANOVA	Gravetter & Wallnau Ch. 13.1 & 13.2		One-way repeated measures ANOVA: Hand calculation & SPSS  In class 8: One-way repeated measures ANOVA and Factorial ANOVA (10 pts.)	<b>Assignment #7 – One-way randomized ANOVA (10 pts)</b>  <b>Manuscript – Title/ Methods - See Blackboard for due date information (10 pts)</b>
	W 10/19	Two-way ANOVA/ Factorial designs				
9	M 10/24	Two-way ANOVA/ Factorial designs	McBride Ch. 14 pgs. 307-311		Assignment #8 – One-way repeated measures ANOVA and Factorial ANOVA (10 pts – <b>Due by the end of lab</b> )  Exam 2 Review	
	W 10/26	Interpreting ANOVA matrices and graphs	Main Effects & Interaction handout on Blackboard			
10	M 10/31	<b>Group Poster Project Work Day and catch-up</b>			<b>Exam #2 (part 2 - word problems)</b>	
	W 11/2	Review for Exam #2				

**Learning Objectives Module 2:** At the end of this module, students should be able to:

- (1) Explain the costs and benefits of using designs with more than 2 levels of an independent variable.
- (2) Identify designs that use ANOVA, compute one-way between-subjects and repeated measures ANOVA and interpret results.
- (3) Describe effect size and compute and interpret Cohen's *d*.
- (4) Describe statistical techniques for planned and post hoc comparisons; compute Tukey's post hoc test and interpret results

Wk	Date	Lecture Topic	Reading Assignments	Date:	Lab Topic	Assignment Due
11	M 11/7	<b>Exam #2 (part 1 - Multiple Choice)</b>			Poster Portion #2 due in lab (15 pts)	Manuscript – Results/ Discussion/ Figure - <b>See Blackboard for due date information (15 pts)</b>
	W 11/9	Quasi designs Developmental designs Analysis of quasi designs	McBride Ch. 12 & 13  <b>On Blackboard: Jackson Ch. 13</b>		Discuss Poster Portion #2  Start working on <b>Assignment #9 – SPSS Review</b>	
12	M 11/14	Case studies	McBride Ch. 13 <b>On Blackboard: Jackson Ch. 13</b>		<b>GROUP POSTER PRESENTATIONS – in lab (30 pts)</b>	
	W 11/16	Professional development Graduate study Majoring in Psychology	Blackboard Handout: Professional development			
13	M 11/21	Careers in Psychology	<b>See Faculty Profiles Assignment #9 (optional)</b>		<b>Thanksgiving Holiday – No labs</b>	<b>Assignment #9 – SPSS Review (10 pts – due via Blackboard)</b>
	W 11/23	<b>Lecture optional: Meet in 318 to work on Assignment #9, or to discuss anything else</b>				
14	M 11/28	Review for Exam # 3			<b>Exam #3 (part 2 - word problems)</b>	
	W 11/30	<b>Exam #3 (part 1 - Multiple Choice)</b>				
15	M 12/5	<b>Manuscript Final Due – See Blackboard for due date information (45 pts)</b>			Poster & Manuscript Feedback	
	W 12/7					
<p><b>Learning Objectives Module 3:</b> At the end of this module, students should be able to:</p> <ol style="list-style-type: none"> <li>(1) Explain what quasi designs are and when and how they are used.</li> <li>(2) Describe the career paths of those majoring in psychology and the occupational opportunities that will exist in the future.</li> <li>(3) Identify the elements of proposal writing and compare components to the manuscript.</li> <li>(4) Understand and experience the basics of conference presenting and poster composition</li> </ol>						

According to **APA's Assessment Cyberguide for Learning Goals and Outcomes**, portfolios have a strong potential for achieving certain learning outcomes: "Explicit criteria that ask students to select "works" based on what these reveal about their research skills can provide an opportunity to evaluate the evolution of their abilities through a focused reflection on why they selected the items they did."

Q. What is a portfolio?

A. A portfolio is a collection of papers, projects, and assignments completed in classes required in the psychology major. For the student, the portfolio represents a record of development in skills and competencies required in the major. It also represents a record of accomplishments, which can be used to support applications for employment and graduate school. For the faculty, the portfolio is a source of information to determine whether the goals of the psychology curriculum are being attained.

Q. What is the purpose of keeping a portfolio?

A. A course portfolio serves primarily 3 functions:

1. A portfolio is an opportunity to integrate your notes, the text, lab assignments and other material, therefore providing an effective **study method**. Thus, you may reinforce and further develop your writing and computer skills. You are expected to retain at least information from earlier courses to later courses. In fact, by obtaining a GPA of 2.0 in PSYC 2443 and 2444, you can be cleared to enroll in upper-level laboratory courses. A course portfolio may be a very valuable resource for your future coursework.
2. A portfolio stands as an **historical record** or documentation summary of some of the content that you learned in the course. This record may help you obtain admission to the graduate program of your choice in that it may help you to write your personal statement or essay for graduate admission. It may also help you convince a potential employer of your readiness for a particular job.
3. Portfolio preparation may help you to **know yourself better** and to define more clearly your personal and professional goals. Part of your portfolio will consist of reflective journaling, that is, writing down your ideas and reactions to assignments and evaluations. Except for weeks in which exams occur, we expect you to make notes weekly. Weekly notations should be made on your reflections upon your experiences as a pre-professional. Obviously, such reflective thinking may assist you in defining your strengths, weaknesses and career aspirations.

Q. How will my portfolio be evaluated?

A. Portfolios are not graded, and how you organize them will be up to you.