

# RESEARCH DESIGN & STATISTICS II

## THE SEQUEL

Mon January 8<sup>th</sup> to Fri May 3<sup>rd</sup>, 2024

PSYC 221 sections 005 & 006 — Spring 2024 — 3 credit hours

---

### Class times & locations:

- **Lectures:**
    - Mondays & Wednesdays: 11am –11:50am in Alumni Hall 1301
  - **Labs:**
    - Section 005: Fridays 11am – 11:50am in Founder’s Hall 3103
    - Section 006: Fridays 12pm – 12:50pm in Founder’s Hall 3103
  - **Office hours:** to get help, and/or chat!  
(also by appointment, meaning just email us and we’ll schedule to meet)
    - Wed: 3-5pm w/ Kaitie in TA Office Hallway
    - Thurs: 1-3pm w/ Dr. Finley in 0130 Alumni Hall
    - Fri: 9-11am w/ Kayobe in TA Office Hallway
  - **Last day to drop (100% refund):** Jan 19<sup>th</sup>    **Last day to withdraw (W grade):** Mar 22<sup>nd</sup>
- 

### Your instructors:

- **Dr. Jason Finley**, professor
  - *email:* [jafinle@siue.edu](mailto:jafinle@siue.edu)
  - *phone:* 949-433-4216
  - *office:* 0130 Alumni Hall
  - *office hours:* Thursdays 1-3pm
- **Kaitie Van Pelt**, Graduate Teaching Assistant
  - *email:* [kavanpe@siue.edu](mailto:kavanpe@siue.edu)
  - *office hours:* Wednesdays 3-5pm in TA Office Hallway
- **Kayobe Ajibose**, Graduate Teaching Assistant
  - *email:* [kajibos@siue.edu](mailto:kajibos@siue.edu)
  - *office hours:* Fridays 9-11am in TA Office Hallway

**Required course texts:**

Gravetter, F. J. & Forzano, L. B. (2018). *Research methods for the behavioral sciences* (6th ed.). Belmont, CA: Cengage.

Gravetter, F. J., Wallnau, L. B., Forzano, L. B., & Witnauer, J. E. (2018). *Essentials of statistics for the behavioral sciences* (10th ed.). Cengage.

**Tech we will be using:**

- **Blackboard:** <https://bb.siue.edu>
  - Powerpoints, assignments, handouts, and everything will be posted here
- **Microsoft Teams:** via link on Blackboard. I recommend downloading and installing the app on your computer.
  - Ask questions here
  - Work on group projects
- **Zoom:** <https://www.siue.edu/its/zoom/>
  - We *might* use Zoom at some point for online office hours, and/or in the event 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 experiment 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>

---

Contact ITS at [618-650-5500](tel:618-650-5500) or at [help@siue.edu](mailto:help@siue.edu) with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the [ITS System Status page](#), or search the [ITS Knowledge Base](#) for various how-to and troubleshooting guides.

---

---

**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?**

If you have questions, the best way to get in touch with me is MS Teams. Please post in the “HELP” channel unless your question is personal or very specific to you, in which case you can direct message me on Teams. Email is also an option, but I get a deluge of those everyday so I’m more likely to miss an email. I will do my best to respond within 24 hours on weekdays. Please address me as Dr. Finley, Professor Finley, or Prof. Finley.

If you email me, 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.

---

**Course Catalog Description:** Methods for designing psychological studies and the statistics used to analyze and interpret the data. Focus on non-experimental methods.

**Prerequisite(s):** PSYC 220 Minimum Grade of C, and psychology major

**Course Description:**

Psychology is the science of mind and behavior, and science is a way of knowing. This course (combined with PSYC220) 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 office hours (free 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.

**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.
- **Don't mess around with your phone for purposes unrelated to class.**
- 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:**

- Attend the Monday and Wednesday lectures
  - Do the assigned readings from the textbook.
  - Attend the lab sessions on Fridays during your assigned section
  - Do by Sunday 11:59pm at end of each week, as applicable:
    - Lecture Worksheet
    - Quiz
    - Lab Worksheet (if applicable)
    - Project components (if applicable)
  - Work with your group to create and run an experiment project.
    - Do project components (including individual paper drafts) 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 midterm, final exam, and post-course questionnaire.
  - **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.**
-

**Evaluation:** Your grade in this course will be based on:

Lecture Worksheets 14 worth 16 points each	224
Lab Worksheets 7 worth 16 points each	112
Quizzes 13 worth 12 points each	156
Group Research Project Seed Article Worksheet: 20 Project Lit Review & Ideas: 20 Project Proposal [group]: 20 Paper Draft 1 (intro): 20 Experiment Posted Online [group]: 10 Paper Draft 2 (+method): 20 Paper Draft 3 (+results): 20 Paper Draft 4 (final paper): 24 Final Group Presentation [group]: 20 Peer evaluation: 20	194
Midterm Exam	100
Final Exam	200
Post-Course Questionnaire	10
Total:	1000

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

895	≤	A	≤	1000
795	≤	B	<	895
695	≤	C	<	795
595	≤	D	<	695
0	≤	F	<	595

Note that 895 points is 89.5%, 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.

**Lectures + worksheets:**

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

**Labs + worksheets**

Every Friday, there will be lab sessions. This is where you will get hands-on practice and guidance. You must attend the lab session you are enrolled in. About half the labs will have an associated worksheet due by 11:59pm on Sunday at the end of that week.

**Comprehension Check Quizzes:**

Most weeks 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 the 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  $\approx 4$  students. You will work with your group to design and conduct an experimental study. The project will be completed in stages with due dates throughout the course as you create an APA style paper as individuals. Drafts will be submitted on Blackboard, which can automatically detect plagiarism.

Group vs. individual evaluation: There are three times you will be graded as a group: (1) the project proposal, (2) getting your experiment posted online and ready to run on time, and (3) the final group presentation. On all three of these, everyone in the group will receive the same score. For all the other project components you will complete your own individual version and receive your own individual score. To emphasize: WRITE YOUR OWN PAPER!

**Midterm Exam:**

The midterm exam will be ONLINE with a 2 hour time limit, and only one attempt allowed. It will be available on Blackboard for 72 hours and due by 11:59pm on the Sunday at the end of Week 8 (before Spring Break).

**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 16 of the semester (see schedule below). The final exam will be cumulative, covering everything in the course.

**Post-Course Questionnaire:**

A self-report questionnaire to measure knowledge of research methods and statistics. Full credit just for completing it. A similar pre-course questionnaire was done at the start of PSYC220. The Department looks at the change in scores from pre-course to post-course as a measure of learning.

**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*. Here's something for you right now though, for reading the syllabus, on Blackboard find the "Secret Syllabus Extra Credit" and enter the following phrase: sampling distribution

**Attendance:**

Does not count toward your grade, but if you miss lectures and labs, you're not going to learn as much and your performance will certainly suffer.

**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 16. 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.siu.edu/policies/3c2.shtml>

---



## **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.siu.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.siu.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.siu.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.siu.edu/lss/writing-center/index.shtml>) or utilize one of the many online resources they have identified to help students (<https://www.siu.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.

---

## University Policies

### **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 <https://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](mailto:myaccess@siue.edu) or by calling 618-650-3726.

***If you have accommodations from ACCESS, you MUST COMMUNICATE WITH ME, so I can know what your needs are and work with you. For example, if you are approved for extra time on exams, and you want to use that accommodation, you have to talk to me about it first so we can schedule something.***

### **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 Hub <https://www.siu.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 in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or [jball@siue.edu](mailto:jball@siue.edu). There is also an online form for reporting bias incidents at [https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout\\_id=10](https://cm.maxient.com/reportingform.php?SIUEdwardsville&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.

## **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.siu.edu](http://cougarcare.siu.edu) or by calling [618-650-2842](tel:618-650-2842).

Through either a mobile app or your desktop, TimelyCare provides 24/7 access to virtual care from anywhere in the United States at no cost. Visit [timelycare.com/SIU](http://timelycare.com/SIU) or download the TimelyCare app from your app store and register with your school email address.

Find an online therapist through PATH: <https://www.pathmentalhealth.com/siue>

If you're in crisis: <https://www.siu.edu/counseling/online-emergency-services/index.shtml>

Self-help resources: <https://www.cci.health.wa.gov.au/Resources/Looking-After-Yourself>

Online therapy worksheets and activities: <https://www.therapistaid.com/>

## **Student Success Coaches**

[Student success coaches](#) work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If

you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize [Starfish](#) to connect with a coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

---

### **Academic integrity/plagiarism**

The expectations and academic standards outlined in the [Student Academic Code \(3C2\)](#) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location.

Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](#). Students are responsible for complying with University policies about academic honesty as stated in the [University's Student Academic Conduct Code](#).

Unless expressly allowed by the instructor, the use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited.

*We have ways of detecting plagiarism and use of AI, so don't do it!*

ANY case of academic dishonesty (e.g., cheating on a writing assignment, quiz, or exam or allowing others to cheat off of you, or other dishonest act *regardless of the point count*) will receive the recommended university policy, failure of the course and reporting of the case to the Provost. Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>

**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.

Week	Date	Topic	Reading Chapter	Due by 11:59pm	Also Due by 11:59pm
1	Mon Jan 8	<b>The biggest new idea in this course: Distribution of Sample Means, and SE</b>	Stats Ch. 7		
	Wed Jan 10				
	Fri Jan 12	<i>LAB: review 220, work on lecture worksheet</i>			
	Sun Jan 14			Lecture Worksheet: Stats Ch. 7 Quiz: Stats Ch. 7	
2	Mon Jan 15	No Class MLK Day			
	Wed Jan 17	Hypothesis testing (if we knew $\sigma$ ): The z-test	Stats Ch. 8		
	Fri Jan 19	<i>LAB: review using PsycINFO</i>			
	Sun Jan 21			Lab Worksheet: PsycINFO	
3	Mon Jan 22	Hypothesis testing (if we knew $\sigma$ ): The z-test	Stats Ch. 8		
	Wed Jan 24	But we never actually know $\sigma$ ! Enter the t-test (single sample).	Stats Ch. 9		
	Fri Jan 26	<i>LAB: Reading an article</i>			
	Sun Jan 28			Lecture Worksheet: Stats Ch. 8 Quiz: Stats Ch. 8 Lab Worksheet: Reading an article	

Week	Date	Topic	Reading Chapter	Due by 11:59pm	Also Due by 11:59pm
4	Mon Jan 29	But we never actually know $\sigma$ ! Enter the <i>t</i> -test (single sample).	Stats Ch. 9		
	Wed Jan 31	EXPERIMENTS: The big guns of science.	Methods Ch. 7		
	Fri Feb 2	<i>LAB: Counting Experiment</i>			
	Sun Feb 4			Lecture Worksheet: S Ch. 9 & M Ch. 7 Quiz: Stats Ch. 9 & Methods Ch. 7 Lab Worksheet: Counting Exp.	
5	Mon Feb 5	Between-subjects experiments	Methods Ch. 8		
	Wed Feb 7				
	Fri Feb 9	<i>LAB: Group Project Assignment, Seed Article</i>			
	Sun Feb 11			Lecture Worksheet: Methods Ch. 8 Quiz: Methods Ch. 8	Seed Article Worksheet
6	Mon Feb 12	<i>t</i> -test for two independent samples (aka between-subjects)	Stats Ch. 10		
	Wed Feb 14				
	Fri Feb 16	<i>LAB: Project Lit Review &amp; Ideas</i>			
	Sun Feb 18			Lecture Worksheet: Stats Ch. 10 Quiz: Stats Ch. 10	Project Lit Review & Ideas

Week	Date	Topic	Reading Chapter	Due by 11:59pm	Also Due by 11:59pm
7	Mon Feb 19	Within-subjects experiments	Methods Ch. 9		
	Wed Feb 21				
	Fri Feb 23	<i>LAB: between-subjects t-tests, work on project</i>			
	Sun Feb 25			Lecture Worksheet: Methods Ch. 9 Quiz: Methods Ch. 9 Lab Worksheet: between-subjects t-tests	PROJECT PROPOSAL
8	Mon Feb 26	<i>t</i> -test for two related samples (aka within-subjects)	Stats Ch. 11		
	Wed Feb 28				
	Fri Mar 1	<i>LAB: within-subjects t-tests, review</i>			
	Sun Mar 3			Lecture Worksheet: Stats Ch. 11 Quiz: Stats Ch. 11 Lab Worksheet: within-subjects t-tests	<b>MIDTERM EXAM ONLINE</b>
	Mon Mar 4 - Fri Mar 9	SPRING BREAK WEEK OFF			

Week	Date	Topic	Reading Chapter	Due by 11:59pm	Also Due by 11:59pm
9	Mon Mar 11	Effect sizes: beyond stat. significance? +multiple comparison problem + when to use what stat. test	Gurnsey (2017) Ch. 9 pp. 1-18, 39-47		
	Wed Mar 13	Chi-Square: nominal DVs	Stats Ch. 15		
	Fri Mar 15	<i>LAB: work on Chi Square lecture worksheet, writing Intro</i>			
	Sun Mar 17			Lecture Worksheet: G Ch. 9, S Ch. 15 Quiz: Gurnsey Ch. 9, Stats Ch. 15	PAPER DRAFT 1 (intro)
10	Mon Mar 18	ANOVA: comparing more than 2 [samples] (1 IV with 3+ conditions)	Stats Ch. 12		
	Wed Mar 20				
	Fri Mar 22	<i>LAB: ANOVA</i>			
	Sun Mar 24			Lecture Worksheet: Stats Ch. 12 Quiz: Stats Ch. 12 Lab Worksheet: ANOVA	
11	Mon Mar 25	Factorial designs (>1 IV)	Methods Ch. 11		
	Wed Mar 27				
	Fri Mar 29	<i>LAB: writing Method, running exps in Qualtrics</i>			
	Sun Mar 31			Lecture Worksheet: Methods Ch. 11 Quiz: Methods Ch. 11	PAPER DRAFT 2 (+method)



Week	Date	Topic	Reading Chapter	Due by 11:59pm	Also Due by 11:59pm
12	Mon Apr 1	Two-factor ANOVA (2 IVs)	Stats Ch. 13		
	Wed Apr 3				
	Fri Apr 5	<i>LAB: work on project</i>			
	Sun Apr 7			Lecture Worksheet: Stats Ch. 13 Quiz: Stats Ch. 13	PROJECT EXPERIMENT POSTED IN QUALTRICS
13	Mon Apr 8	TOTAL SOLAR ECLIPSE! no in-person class.	Twenge (2010)		
	Wed Apr 10	Developmental Research Designs			
	Fri Apr 12	<i>LAB: Bar graph worksheet, analyze project results</i>			
	Sun Apr 14			Lecture Worksheet: Dev. designs Quiz: Developmental designs Lab Worksheet: Bar Graph	

Week	Date	Topic	Reading Chapter	Due by 11:59pm	Also Due by 11:59pm
14	Mon Apr 15	Quasi-Experimental IVs	Methods Ch. 10		
	Wed Apr 17				
	Fri Apr 19	<i>LAB: analyze project results, prepare presentation</i>			
	Sun Apr 21			Lecture Worksheet: Methods Ch. 10 Quiz: Methods Ch. 10	PAPER DRAFT 3 (+results)
15	Mon Apr 22	Small-N experiments	Methods Ch. 14		
	Wed Apr 24	Bonus topic: Bayesian approach to stats, plus preparing for Capstone			
	Fri Apr 26	<b>LAB: GIVE PROJECT PRESENTATIONS</b>			
	Sun Apr 28			Lecture Worksheet: Methods Ch. 14 & Bayes	
16	Wed May 1				PAPER FINAL DRAFT
	Fri May 3	<b>FINAL EXAM ONLINE: Available Thurs-Fri</b>			