



PSY 612.01W: Psychological Statistics (Fall 2012)
COURSE SYLLABUS (subject to change until first class day)

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Office Hours: Due to the online nature of this course, it would be best to email me questions.

Textbook: *Discovering Statistics Using SPSS*, 3rd edition, by Andy Field

CATALOG DESCRIPTION OF THE COURSE:

This course, a Graduate School approved level II research tools course, is an introductory level course that concentrates on statistical methods applicable to educational and psychological research procedures and interpretations.

Note: Students will be required to use computational software to assist in the analysis and interpretation of data.

GENERAL INFORMATION:

This is an online course, which is not to be interpreted as self-paced. Rather, you are required to log on regularly in order to succeed. You may consume the material at a more rapid pace than set by the below schedule, but assignments and exams will still take place according to the schedule. The time and effort required for this course is equivalent for any graduate level statistics course that you might take face-to-face. A high level of both will be necessary to succeed.

REQUIRED MATERIALS:

- 1) The textbook mentioned above.
- 2) A calculator or knowledge of using formulas in Excel.
- 3) Access to either the new version of SPSS (called PASW) or an older version of SPSS (I still use 15.0). One of these is available in Henderson 214 (Psychology department computer lab) and another version is available on library computers (and most academic libraries and computer labs have some version of SPSS). Do keep in mind that many versions of SPSS are not backward-compatible, so you must be very careful when saving/exporting your work. For data files, just save as the default .sav file, which should be accessible in any version of SPSS. However, for output files, the story is different. You must always export these files rather than simply saving them. If necessary, early in the term I will specify the type of file to which to export your work, but it will likely be .rtf or .pdf.

ASSIGNMENTS (20%):

There are eight assignments, worth a range of points depending on difficulty, adding up to 20% of your grade. You may work with others in the class on these assignments, but quizzes and exams are to be taken individually.

QUIZZES (20%):

There are four quizzes, worth a range of points depending on the number of items, adding up to 20% of your grade. These are meant to be taken closed-book, therefore time to take them is limited (i.e., you must study hard for each, and will not have time to look answers up in the book and are not allowed to do so anyway).

EXAMS (60%):

There are four exams (60% of your overall grade), the value of each breaks down as follows: Exam 1 (10%), Exam 2 (14%), Exam 3 (16%), Exam 4 (20%). **Due to the nature of the material, these will be cumulative: On each exam, there will be questions relating to material covered on the previous exam(s).** The questions will require not only recognition of concepts and correct answers, but will be designed to test comprehension and application of concepts as well. Material for the exams will be drawn from the textbook and the online lectures. Each exam will be open to take via eCollege during a particular week. There will be no make-up exams except as mandated by University policy for University-excused absences, religious holidays and major illnesses. You must contact me **prior** to the scheduled exam to re-schedule if you absolutely cannot take the exam that particular week. Each exam is to be taken closed-book, therefore time to take each is limited (i.e., you must study hard for each, and you will not have time to look up answers in the book and are not allowed to anyway).

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide Handbook, Policies and Procedures, Conduct).

There are 100 points available. You need 90 points or better for an 'A', 80 points or better for a 'B', 70 points or better for a 'C', and 60 points or better for a 'D'. A total below 60 points will result in an 'F'.

Though we will try to abide by the following schedule, it is possible that it may change.

<u>Week</u>	<u>Topic</u>
Aug. 27-Sept. 1	Introductions, Syllabus, Intro to Descriptive Statistics (Ch. 1)
Sept. 2-8	More Descriptive and Some Inferential Stats, Hypoth. Testing (Ch. 2); <i>Q1</i>
Sept. 9-15	Learning SPSS (Chs. 3-4) and lecture on z -scores; Assignments 1 & 2
Sept. 16-22	Q2; EXAM 1
Sept. 23-29	Exploring Assumptions (Ch. 5) and more on Hypothesis Testing
Sept. 30-Oct. 6	Refresher: Study ch. 2 again, and re-read ch. 5; <i>Q3</i>
Oct. 7-13	EXAM 2 (cumulative)
Oct. 14-20	Probability (HyperStat); Assignments 3 & 4; Q4
Oct. 21-27	Comparing Two Means: Independent t -test (Ch. 9); Assignment 5
Oct. 28-Nov. 3	Comparing Two Means: Dependent t -test (Ch. 9); Assignment 6
Nov. 4-10	Comparing Several Means: ANOVA (Ch. 10)
Nov. 11-17	Comparing Several Means: ANOVA (Ch. 10 continued); Assignment 7
Nov. 18-24	EXAM 3 (cumulative)
Nov. 25-Dec. 1	Correlation (Ch. 6)
Dec. 2-8	Regression (Ch. 7); Assignment 8
Dec. 9-14	EXAM 4 (cumulative)