Statistics for Psychology – 31226 – PSYCH1003 – 013
Credit Hours: 3.0 – Spring 2021

Class Time/location: Wednesday: 11:00 – 11:50am
Instructor: Isabelle Chang, Ph.D.
Office: Weiss Hall Room 522
Office Hours: Tuesday and Thursday: 12:00 – 1:30pm (flexible, see "office hours" below)
Email: isabelle.chang@temple.edu

Office Hours:
I am available to help you succeed in this course. Office hours will be held via Zoom. Please email me to arrange a specific time so that we can meet individually. The time is flexible, including evening hours. Contact by e-mail is preferable whenever possible. When contacting me, please use "**PSYCH1003_013**" in the subject line and remember to include your **name** in the email, and please allow 24-48 hours for a response to your questions or concerns. You are also encouraged to approach me at the end of class with questions or to make an appointment to discuss your questions or concerns.

Every Sunday, I will send a Google Docs appointment sign-up sheet with 20 time slots (30 minutes each) titled "T with your instructor" to invite you to meet. Please select a time slot that works for you. At the designated time you can click the Zoom link and we can meet and discuss the material being presented in class or any other related questions or interests you have. If none of those time slots in the Google Docs work for you, please let me know and we can arrange a time during an evening or weekend.

Required Text: Aron, A., Coups, E.J., & Aron, E.N. (2013). Statistics for Psychology (6th ed.). Upper Saddle River, NJ: Pearson Education. (ISBN-10: 205258158)

Course Description: The purpose of this course is to provide an introduction to statistics in psychology. We will spend the semester learning the concepts and corresponding methods that will allow us to ask the question, "But how do you know that is true?" Statistics are essential in allowing us to assess whether or not an observed phenomenon might have occurred by chance alone. Additionally, we will read psychological journal articles that utilize the statistics we are learning so that we can see how psychologists use and write about statistics.

Objectives

At the end of the semester, students will be able to:

1. Understand and explain the nature and structure of quantitative data including concepts such as variables, levels of measurement, and unit of analysis
2. Formulate detailed research hypotheses about social research in general.
3. Build and define quantitative datasets from raw surveys or archival records.
4. Conduct quality control of quantitative data.
5. Manipulate data.
6. Understand and explain basic concepts of probability, data distributions, sampling, inferences, and statistical significance.
7. Understand and perform univariate and bivariate statistical analyses.
8. Explain the nature, purposes, and limitations of various statistical techniques.
9. Conduct significance tests, including, but not limited to:
    a. Descriptive statistics
    b. Frequencies
    c. z-scores
    d. Probability and samples
    e. Hypothesis testing

f. One sample ***t***-test
g. Repeated measures ***t***-test
h. Independent samples ***t***-test
i. Analysis of variance (ANOVA)
j. Correlation
k. Regression

10. Communicate data and findings summarily and clearly, orally and in writing.
11. Present data and findings in tables created with word-processing computer applications.
12. Discuss statistical findings accurately and meaningfully. Use a popular computer application package (e.g., SPSS) to perform or assist with tasks described above.
13. Inspire reasonable enthusiasm and creative thinking about the possibilities for the improvement of social research and human learning through computer technology.

COURSE POLICIES

Class Preparation

This class meets 3 hours a week. You are expected to read the assigned text prior to each class meeting, a minimum 4 to 6 hours of preparation (reading, reflecting, preparing assignments, reviewing notes, preparing for tests, etc.) per week. It is very important that you read the text closely. Attendance is highly recommended, as material covered in lecture may not be included in the textbook but will be included in exams. Although this is a lecture class you are encouraged to familiarize yourself with the material and participate throughout the semester. My experience shows that students who interact with one another and familiarize themselves with the course material assimilate it better and enjoy the class much more. Assigned readings are listed in this syllabus. Additional required and supplemental readings will be posted on the course website.

Assessment

Exams (140 points, 35 points each)**:** There will be 4 online Canvas exams during the semester, worth 35 points each consisting of 35 multiple choice questions. The correct answers will display at the end of the exam. Exams will *NOT* be cumulative. All exams will be online. The dates and times of all scheduled exams are listed in the course schedule. Please plan on attending all four scheduled exams.
The Canvas will provide item analysis statistics that are used in determining your grade. For each exam, any "bad" (e.g., invalid, unreliable, poor discriminator) questions will be removed from calculations. The percentage of correct responses will be your grade for the exam.

Important: If you have an emergency situation that prevents or will prevent you from taking an exam or submitting an assignment on-time, please advise me as soon as you are able so that we can make alternative arrangements.

Quizzes (60 points, 15 points each)**:** There will be 4 Canvas quizzes throughout the semester, worth 15 points each. Quizzes are scheduled one week before the exams with the intent to help you to prepare for your exams. Quizzes will consist of 15 multiple choice questions. You can have **two** attempts (20 minutes each) within a one-week window period for each Canvas quiz. You keep the **higher** of the two scores. The correct answers will display at the end of the window time.

Homework (110 points, 10 points each): There will be homework assignments throughout the semester to reinforce the material covered in class. These homework assignments are essential to your success in this course. There will be one homework assignment per chapter consisting of 3 – 10 items on Canvas. For each assignment, be sure to read the textbook and class notes carefully before doing the exercises to be handed in. Pay careful attention to the explanations, examples and illustrations in the text; they will serve as additional examples to prepare you to do the exercises. You are encouraged to work with your classmates on the assignments. However, you must turn in your own assignment accompanied by your own work. I have created an assignment in each module for each chapter that we will cover this semester. Assignments that are not completed by the **due date and time** will be considered late and deductions will accrue. Solutions to all assignments will be available on the course website after you have submitted your work.

Class Activities (110 points, 5 points each): A group of two students will work together to solve problems. Each student will discuss and explain the assignment to each other and complete it together.

Laboratory Assignments (60 points, 10 points each): The Jamovi assignments not uploaded to Canvas by the end of the class will be considered late and deductions will accrue.

Reflection (10 points): A nine-item reflection form in a Word document can be downloaded from Canvas. Respond to the prompts, save it, and upload it to Canvas.

Exam Wrappers (6 points, 2 points each): After three of four exams during the semester (except the final), the instructor will post a self-evaluation survey ("Wrapper") in Canvas. Approximately five items in both multiple-choice and essay formats will be included in each of the self-evaluation forms.

Meet and Greet: Welcome to the course! [Details in "Discussions"] (10 points)

Temple Resources:

Paley Library
The library offers online resources and individual instruction to help you search for empirical studies and research papers in Psychology. Review the online Research Guides in Psychology at this website: guides.temple.edu/cat.php?search_cat=Psychology&mode=profile_search and/or contact Rick Lezenby (rlfile@temple.edu) in the library for help.

Disability Statement
A disability disclosure statement that invites students to disclose their need for accommodations, such as: Any student who has a need for accommodations based on the impact of a documented disability or medical condition should contact Disability Resources and Services (DRS) in 100 Ritter Annex (drs@temple.edu; 215-204-1280) to request accommodations and learn more about the resources available to you. If you have a DRS accommodation letter to share with me, or you would like to discuss your accommodations, please contact me as soon as practical. I will work with you and with DRS to coordinate reasonable accommodations for all students with documented disabilities. All discussions related to your accommodations will be confidential.

A statement on the Student and Faculty Academic Rights and Responsibilities Policy (#03.70.02), such as: Freedom to teach and freedom to learn are inseparable facets of academic freedom.

Canvas Course Website
This class will require that you access the course website regularly. I have set up a Canvas website for the course; if you are formally enrolled in the course you should have access to this site. If you are unable to access the site, please contact me as soon as possible. You can access the site by typing "canvas.temple.edu" into your web browser, or you can access it through TUPortal. PSYCH1003_013/Statistics for Psychology should be listed as one of your courses; just click to enter the site.

Each week, I will post PowerPoint slides of lecture notes. Please note that these slides will not be as complete as those presented in lecture, so it is still recommended you take some notes during class. The Canvas site will also be used to post announcements, grades, study guides, class activities, discussion boards, and additional readings. Some readings will be added to supplement the textbook. As these will be required, it is highly recommended that you check the Canvas site regularly to stay up to date.

Academic Honesty (https://bulletin.temple.edu/undergraduate/about-temple-university/student-responsibilities/#academichonesty)
The Temple University community believes strongly in academic honesty and integrity. Essential to intellectual growth and the university's core educational mission is the development of independent thought and respect for the thoughts of others. Academic honesty fosters this independence and respect. Academic dishonesty undermines the university's mission and purpose and devalues the work of all members of the Temple community. Every member of the university community is responsible for upholding the highest standards of

academic honesty at all times. Students, as members of the community, are responsible for adhering to the principles of academic honesty and integrity.

Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling or distribution of term papers or other academic materials. Normally, all work done for courses — papers, examinations, homework exercises, laboratory reports, oral presentations — is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources — journals, books, or other media — these resources must be cited in a manner appropriate to the course. It is the instructor's responsibility to indicate the appropriate manner of citation. Everything used from other sources — suggestions for organization of ideas, ideas themselves, or actual language — must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism.

Cheating includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the university faculty or staff; (4) engaging in any behavior specifically prohibited by a faculty member in the course syllabus, assignment, or class discussion; (5) or otherwise engaging in behavior that gives the student an unfair academic advantage including, but not limited to, fabrication of data or sources, resubmitting work already submitted for another academic requirement without prior authorization, or other similar behavior.

Refer to the Student Conduct Code (policy # 03.70.12) for more specific definitions of cheating and plagiarism.

The penalty for academic dishonesty can vary from receiving a reprimand and a failing grade for a particular assignment, to a failing grade in the course, to suspension or expulsion from the university. The penalty varies with the nature of the offense, the individual instructor, the department, the school or college, and the Office of Student Conduct and Community Standards.

Students who believe that they have been unfairly accused may appeal through the school or college's academic grievance procedure. For more information see https://bulletin.temple.edu/undergraduate/about-temple-university/student-rights/#grievances.

Grading

Course grade percentages will be calculated by dividing the points earned by the total points offered in the course.

$$Percentage = \frac{Points\ Earned}{Total\ Possible\ Points}$$

4 Exams	140
4 Quizzes	60
Homework	110
Class Activities	110
Lab assignments	60
Reflection	10
Exam Wrappers	6
Meet and Greet	10
TOTAL POSSIBLE POINTS	**506**

Grades are non-negotiable. Final letter grades for the course will be assigned based on the percentage ranges below.

Grading System					
A	92.50 - 100.0	**B-**	80.00 - 82.49	**D+**	67.50 - 69.99
A-	90.00 - 92.49	**C+**	77.50 - 79.99	**D**	62.50 - 67.49
B+	87.50 - 89.99	**C**	72.50 - 77.49	**D-**	60.00 - 62.49
B	82.50 - 87.49	**C-**	70.00 - 72.49	**F**	59.99 and lower

Extra Credit: Extra credit opportunities may or may not be offered at the instructor's discretion. If any extra credit opportunity is offered, it will be directly related to the class material and will be available to all students in the class. Individual extra credit inevitably leads to inequities therefore no individual extra credit opportunities will be permitted.

Policy on Religious Holidays: *Policy on Religious Holidays: If you will be observing any religious holidays this semester which will prevent you from attending a regularly scheduled class or interfere with fulfilling any course requirement, I will offer you an opportunity to make up the class or course requirement if you make arrangements by informing me of the dates of your religious holidays within two weeks of the beginning of the semester (or three days before any holidays which fall within the first two weeks of class).*

Policy on Incomplete (I) Grades: (policy # 02.10.13) https://bulletin.temple.edu/undergraduate/academic-policies/incomplete-coursework/
An instructor will file an "I" (Incomplete) only if the student has completed the majority of the work of the course at a passing level, and only for reasons beyond the student's control.

An instructor may file an "I" when a student has not completed the work of a course by the time grades must be submitted, but has completed the majority of the work at a passing level and has a written agreement with the instructor and the department regarding completion of the work, including the nature of the work to be completed, the means by which the final grade will be determined, and the date by which the work must be completed. The completion date may be no later than one year from the end of the semester in which the student took the course. The agreement shall also specify a default grade to be received if the work is not completed by the date indicated. One copy of the agreement shall be retained by the instructor, one shall be given to the student, and one shall be filed with the department office or, in colleges or schools without departments, the Dean's office.

When reporting the grade of "I" for a student, the instructor shall also file a report of the default grade in the electronic grading system. If the instructor does not change the grade of "I", pursuant to the agreement with the student, by the end of one year from the time the grade of "I" was awarded, the appropriate University official shall automatically change the grade of "I" to the reported default grade, and the default grade shall appear on the transcript and be used for all other grading purposes as the actual grade received in the course.

Faculty advisors and staff advisors have the option of not permitting a student to register for an "overload" if the student is carrying one or more active incomplete courses, or for a "full load" if the student is carrying two or more active incompletes.

Controversial and Personal Subject Matter
The material covered in the readings, lectures, and discussions in this course may be considered controversial by some students. Our purpose in this class is to explore challenging subject matter and consider multiple perspectives and arguments. You are expected to contribute to the course and expected to listen to the instructor and classmates with respect. You are free to disagree, respectfully, with views expressed in class or in assigned readings. Please refrain from discussing confidential or personal experiences of psychological disorders in class. If you are interested in presenting such information, you are required to do so in a way that protects the identity of yourself or the person you are discussing. Students seeking psychological services are referred to the Temple University Psychological Services Center: 1509 Cecil B Moore Ave. E.C.E.C. Building, Room 420; phone: (215) 204-7100 or Tuttleman Counseling Services: 1700 N. Broad St., 2nd floor; phone: (215) 204-7276.

COURSE SCHEDULE AND ASSIGNED READINGS

Day	Date	Topic	Assigned Reading
Wed	01/20	Course Overview How to Effectively Study (UC San Diego Department of Psychology)	
Fri	01/22	Displaying the Order in a Group of Numbers Using Tables and Graphs The Two Branches of Statistical Methods (p. 1) – Levels of Measurement (Kinds of Variables) (p. 6)	Chapter 1 – 1 (pp. 1 – 6)
Mon	01/25	Displaying the Order in a Group of Numbers Using Tables and Graphs BOX 1-1 Important Trivia for Poetic Statistics Students (p. 6) – How to Make a Histogram (p. 15)	Chapter 1 – 2 (pp. 6 – 15)
Wed	01/27	Displaying the Order in a Group of Numbers Using Tables and Graphs Shapes of Frequency Distributions (p. 16) – Frequency Tables and Histograms in Research Articles (p. 23) Chapter 1 Jamovi Assignment Due	Chapter 1 – 3 (pp. 16 – 23)
Fri	01/29	Central Tendency and Variability Central Tendency (p. 34) – The Mode (p. 39) Chapter 1 Homework Due	Chapter 2 – 1 (pp. 34 – 39)
Mon	02/01	Central Tendency and Variability The Median (p. 40) – Comparing the Mean, Mode, and Median (p. 43) Ch_2_Class_Activity (SD)	Chapter 2 – 2 (pp. 40 – 43)
Wed	02/03	Central Tendency and Variability Variability (p. 44) – Central Tendency and Variability in Research Articles (p. 58) Chapter 2 Jamovi Assignment Due	Chapter 2 – 3 (pp. 44 – 58)
Fri	02/05	Some Key Ingredients for Inferential Statistics z scores (p. 68) – The Normal Curve and the Percentage of Scores Between the Mean and 1 and 2 Standard Deviations from the Mean (p.77) Chapter 2 Homework Due **Quiz 1 opens**	Chapter 3 – 1 (pp. 68 – 77)
Mon	02/08	Some Key Ingredients for Inferential Statistics The Normal Curve Table and z Scores (p. 77) – Figuring z Scores and Raw Scores from Percentages Using the Normal Curve Table (p. 84) Ch_3_Class_Acitivity (z-scores)	Chapter 3 – 2 (pp. 77 – 84)
Wed	02/10	Some Key Ingredients for Inferential Statistics Sample and Population (p. 84) – z Scores, Normal Curves, Samples and Populations, and Probabilities in Research Articles (p. 97) Chapter 3 Jamovi Assignment Due	Chapter 3 – 3 (pp. 84 – 97)
Fri	02/12	Introduction to Hypothesis Testing Introduction to Hypothesis Testing (p. 108) – Step 5: Decide Whether to Reject the Null Hypothesis (p. 115) Chapter 3 Homework Due **Quiz 1 closes at 11:59pm, Sun, 02/14**	Chapter 4 – 1 (pp. 108 – 115)
Mon	02/15	**Exam I (Chapters 1, 2, and 3)**	

Wed	02/17	Introduction to Hypothesis Testing Implications of Rejecting or Failing to Reject the Null Hypothesis (p. 115) – When to Use One-Tailed or Two-Tailed Tests (p. 123) Exam I Wrapper Due	Chapter 4 – 2 (pp. 115 – 123)
Fri	02/19	Introduction to Hypothesis Testing Example of Hypothesis Testing with a Two-Tailed Test (p. 123) – Hypothesis Tests in Research Articles (p. 130)	Chapter 4 – 3 (pp. 123 – 130)
Mon	02/22	Hypothesis Tests with Means of Samples The Distribution of Means (p. 139) – Summary of Rules and Formulas for Determining the Characteristics of a Distribution of Means (p. 146) Chapter 4 Homework Due	Chapter 5 – 1 (pp. 139 – 146)
Wed	02/24	Hypothesis Tests with Means of Samples Example of Determining the Characteristics of a Distribution of Means (p. 146) – Figuring the z Score of a Sample's Mean on the Distribution of Means (p. 150) Ch_5_Class_Activity_1 (Standard Error)	Chapter 5 – 2 (pp. 146 – 150)
Fri	02/26	Hypothesis Tests with Means of Samples Example (p. 150) – Hypothesis Tests About Means of Samples (z Tests) and Standard Errors in Research Articles (p. 157) Ch_5_Class_Activity_2 (z-test)	Chapter 5 – 3 (pp. 150 – 157)
Mon	03/01	Making Sense of Statistical Significance Making Sense of Statistical Significance (p. 177) – Type II Error (p. 179) Chapter 5 Homework Due	Chapter 6 – 1 (pp. 177 – 179)
Wed	03/03	Making Sense of Statistical Significance Relationship Between Type I and Type II Errors (p. 180) – Figuring Effect Size (p. 185)	Chapter 6 – 2 (pp. 180 – 185)
Fri	03/05	Making Sense of Statistical Significance Effect Size Conventions (p. 185) – BOX 6-1 Effect Sizes for Relaxation and Meditation: A Restful Meta-Analysis (p. 188) Chapter 6 Homework Due	Chapter 6 – 3 (pp. 185 – 188)
Mon	03/08	Introduction to *t* Tests The *t* Test for a Single Sample (p. 226) – Degrees of Freedom (p. 231) Ch_7_Class_Activity_1 (Table 7 – 4) **Quiz 2 opens**	Chapter 7 – 1 (pp. 226 – 231)
Wed	03/10	Introduction to *t* Tests The Standard Deviation of the Distribution of Means (p. 231) – Summary of Steps for a *t* Test for a Single Sample (p. 240) Ch_7_Class_Activity_2 (Single Sample)	Chapter 7 – 2 (pp. 231 – 240)
Fri	03/12	Introduction to *t* Tests The *t* Test for Dependent Means (p.240) – Summary of Steps for a *t* Test for Dependent Means (p. 245) Ch_7_Class_Activity_3 (Example 7 – 8) **Quiz 2 closes 11:59pm, Sun 03/14**	Chapter 7 – 3 (pp. 240 – 245)

Mon	03/15	**Exam II (Chapters 4, 5, and 6)**	
Wed	03/17	Introduction to *t* Tests A Second Example of a *t* Test for Dependent Means (p. 245) – Assumptions of the *t* Test for a Single Sample and the *t* Test for Dependent Means (p. 251) Ch_7_Class_Activity_4 (Dependent Means) Chapter 7 Jamovi Assignment Due Exam II Wrapper Due	Chapter 7 – 4 (pp. 245 – 251)
Fri	03/19	The *t* Test for Independent Means The Distribution of Differences Between Means (p. 276) – The *t* Score for the Difference Between the Two Actual Means (p. 283) Ch_8_Class_Activity_1 ($S_{Difference}$) Chapter 7 Homework Due	Chapter 8 – 1 (pp. 276 – 283)
Mon	03/22	The *t* Test for Independent Means Hypothesis Testing with a *t* Test for Independent Means Considering (p. 283) – Summary of Steps for a *t* Test for Independent Means (p. 286) Ch_8_Class_Activity_2 (Equal)	Chapter 8 – 2 (pp. 283 – 286)
Wed	03/24	Wellness Day (no classes held)	
Fri	03/26	The *t* Test for Independent Means A Second Example of a *t* Test for Independent Means (p. 286) – Assumptions of the *t* Test for Independent Means (p. 289) Chapter 8 Jamovi Assignment Due	Chapter 8 – 3 (pp. 286 – 289)
Mon	03/29	The *t* Test for Independent Means How are you doing? (p. 289) – Box 8-1: Monte Carlo Methods: When Mathematics Becomes Just an Experiment, and Statistics Depend on a Game of Chance (p. 292) Ch_8_Class_Activity_3 (Unequal)	Chapter 8 – 4 (pp. 289 – 292)
Wed	03/31	Introduction to the Analysis of Variance Basic Logic of the Analysis of Variance (p. 316) – BOX 9-1 Sir Ronald Fisher, Caustic Genius of Statistics (p. 323) Ch_9_Class_Activity_1 (Example 9 – 1) Chapter 8 Homework Due **Quiz 3 opens**	Chapter 9 – 1 (pp. 316 – 323)
Fri	04/02	Introduction to the Analysis of Variance The *F* Ratio (p. 323) – The *F* Table (p. 331) Ch_9_Class_Activity_2 (Example 9 – 4)	Chapter 9 – 2 (pp. 323 – 331)
Mon	04/05	Introduction to the Analysis of Variance Hypothesis Testing with the Analysis of Variance (p. 333) – The Scheffé Test (p. 344) Ch_9_Class_Activity_3 (Example 9 – 7)	Chapter 9 – 3 (pp. 333 – 344)
Wed	04/07	Introduction to the Analysis of Variance Analysis of Variance in Research Articles (p. 350) – Analysis of Variance Tables (p. 355) Ch_9_Class_Activity_4 (ANOVA Table)	Chapter 9 – 4 (pp. 350 – 355)

		Chapter 9 Jamovi Assignment Due Chapter 9 Homework Due, 11:59PM, Thu, 04/08 **Quiz 3 closes, 11:59pm, Thu, 04/08**	
Fri	04/09	Correlation Correlation (p. 439) – No Correlation (p. 446)	Chapter 11 – 1 (pp. 439 – 446)
Mon	04/12	**Exam III (Chapters 7, 8, and 9)**	
Wed	04/14	Correlation Positive and Negative Linear Correlations (p. 446) – Logic of Figuring the Linear Correlation (p. 452) Ch 11 Jamovi Assignment Due Reflection **and** Exam III Wrapper Due, 11:59PM, Tue, 04/13	Chapter 11 – 2 (pp. 446 – 452)
Fri	04/16	Correlation Interpreting the Correlation Coefficient (p. 453) – Restriction in Range (p. 466) Ch_11_Class_Activity (Example 11 – 3)	Chapter 11 – 3 (pp. 453 – 466)
Mon	04/19	Correlation Unreliability of Measurement (p. 466) – Correlation in Research Articles (p. 475)	Chapter 11 – 4 (pp. 466 – 475)
Wed	04/21	Prediction Predictor (X) and Criterion (Y) Variables (p. 493) – The Linear Prediction Rule (p. 496) Ch_12_Class_Activity_1 (Prediction) Chapter 11 Homework Due **Quiz 4 opens**	Chapter 12 – 1 (pp. 493 – 496)
Fri	04/23	Prediction Another Example (p. 496) – Another Example of Drawing the Regression Line (p. 501) Another Example of Drawing the Regression Line (p. 502) – The Standardized Regression Coefficient (p. 510) Ch_12_Class_Activity_2 (Example 12 – 5)	Chapter 12 – 2 (pp. 496 – 501) Chapter 12 – 3 (pp. 502 – 510)
Mon	04/26	Prediction The Standardized Regression Coefficient (β) and the Correlation Coefficient (*r*) (p. 511) – Prediction in Research Articles (p. 520) Ch_12_Class_Activity_3 (Prediction Rule) Chapter 12 Homework due, 11:59pm, Thu, 04/29 Chapter 12 Jamovi Assignment Due 04/29 **Quiz 4 closes at 11:59pm, Thu, 04/29**	Chapter 12 – 4 (pp. 511 – 520)
Fri	**04/30**	**FINAL EXAM 10:30am – 12:30pm** **Lectures and Chapters (Chapters 11 and 12)** http://www.temple.edu/registrar/documents/downloads/Spring_2021_Exams.pdf	

******Respect others, love learning, and accept personal responsibility******

Note: I reserve the right to modify this schedule.