Society for the Teaching of Psychology
Division 2 of the American Psychological Association

Research & Analysis - I
PSYC 2231 – Section I
Spring 2019

CLASS INFORMATION

MWF 1:25 – 2:15 PM
University Hall 110

INSTRUCTOR

Virginia (Ginger) Wickline, Ph.D.
(please call me Dr. Wickline or Professor Wickline)

For class-related issues use:
Folio messaging (Go to Folio – Click Communication tab – then Email)

For other, non-class related issues:
vwickline@georgiasouthern.edu
912-344-2589 (work)
330-635-6807 (cell; emergencies only)
For a brief introduction to me as a person & educator, click the "Me in Real Life" icon below.

OFFICE LOCATION & DROP-IN REVIEW HOURS

(Science Center 227): MWF 10:15-10:45 and 2:30-3:00, TR 1:00-1:30, & by appointment

STUDENT WRITING FELLOWS AND UNDERGRADUATE ASSISTANTS

Jane Doe, jd00000@georgiasouthern.edu. Review hours: Monday 4-5; Friday 2:30-4:30 in Science Center 265.

Ann A. Namous, an00000@georgiasouthern.edu, Psychology Department, office hours TBD

These peer mentors will be available to answer questions in drop-in review hours or by Folio, provide verbal feedback on portfolios, conduct tutoring or review sessions, and read your writing assignment drafts. Please keep in mind they are peers – not experts – yet they are a valuable resource to you. They will not be grading assignments, nor will they know what is on Celebrations of Learning (i.e., exams). Any questions about grades should come to me. Whether you are struggling or want to make your best possible grade in PSYC 2231, please use resources like me, your peer mentors, the SMART Success Center, and/or the Writing Center.

COURSE MATERIALS

- REQUIRED: Privatera, G. J. (2018). *Statistics for the behavioral sciences (3rd Ed.)*. Los Angeles: SAGE. ISBN: 9781506386256.
- SUGGESTED: Privatera, G.J. (2018). *Student study guide with IBM SPSS workbook for statistics for the behavioral sciences (3rd Ed.).* Los Angeles: SAGE. ISBN: 9781506389929.
- SUGGESTED: American Psychological Association (2010). *Publication manual of the American Psychological Association (6th Ed.).* Washington, D.C.: Author. ISBN: 1-4338-0561-8.

CLASS OVERVIEW

We will conduct our class as an active and collaborative learning environment, meaning students will be taking an ***active*** role in learning about psychological statistics and research methods. Research shows that when students learn material in an active-learning environment, they understand the material at a deeper level and thus retain it for longer. To facilitate this active learning component of the course, we will spend most of our time engaged in learning activities rather than straight lecture. These will include reviewing portfolio problems, answering discussion questions, in-class exercises, and group work. In regard to the ***collaborative learning*** component, this means that everyone in the class is responsible for teaching everyone else and learning from other members of the class. To facilitate this component of the class, we will spend a lot of time working with other class members.

PSYCHOLOGY DEPARTMENT STUDENT LEARNING OUTCOMES (SLO)

*(*Denotes SLO emphasized in PSYC 2231)*

STUDENT LEARNING OUTCOME # 1 (Diversity): Students will recognize and respect the complexity of sociocultural diversity and individual differences.

STUDENT LEARNING OUTCOME # 2 (Fundamental Knowledge): Students will recognize, compare, and apply information from the core domains (abnormal, cognitive, developmental, learning, physiological, and social psychology).

***STUDENT LEARNING OUTCOME # 3 (Research Design):** Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science.

*STUDENT LEARNING OUTCOME # 4 (Professional and Personal Values): Students will recognize the value of psychology in professional and personal domains.

*STUDENT LEARNING OUTCOME #5 (Writing and Communication): Students in Psychology programs will demonstrate effective written communication by:
1. appropriately summarizing and citing primary literature.
2. synthesizing and expressing ideas supported by primary literature.
3. adhering to format style guidelines (APA style).
4. organizing ideas and information, flowing with appropriate transitions from a purpose through logical arguments.
5. adhering to acceptable writing mechanics, grammar, spelling, punctuation, and sentence structure to craft clear sentences.

PSYC 2231 SPECIFIC COURSE GOALS

Course Specific Goal	Department SLO	Mechanism for Reaching Goal
A- Compute and interpret the descriptive (measures of central tendency, variability, frequency distributions) and inferential (z-tests, t-tests, correlation, chi-square) statistics covered in this course by hand, using SPSS (a popular software program for statistics), and/or both	(SLO 1, 3, 5)	• In-class lecture & exercises • Portfolios #5-23, 25 • Celebrations of Learning 1-4 • Writing research reports 1-2 • Department assessment
B- Explain and adhere to ethical issues and principles associated with the research in human behavior in general and in specific research studies	(SLO 2)	• In-class lecture & exercises • Portfolios #3-4 • Celebrations of Learning 1 • CITI Ethics Training
C- Demonstrate the ability to formulate and statistically test hypotheses	(SLO 3, 5)	• In-class lecture & exercises • Portfolios #15-23, 25 • Celebrations of Learning 2-4
D- Create and interpret graphical representations of data (e.g., tables, bar charts, histograms, scatterplots, box and whisker plots, stem and leaf plots)	(SLO 3, 5)	• In-class lecture & exercises • Portfolios #6-23, 25 • Celebrations of Learning 1-4 • Writing research reports 1-2
E- Identify the assumptions and limitations inherent in the application of relevant descriptive and inferential statistics and when to apply each	(SLO 3)	• In-class lecture & exercises • Portfolios #5-23, 25 • Celebrations of Learning 1-4 • Department assessment
F- Detect statistical analyses in existing literature, describe the rationale for their selection, and identify potential limitations and biases	(SLO 3)	• In-class lecture & exercises • Portfolios 4-23, 25 • Celebrations of Learning 2-4
G- Describe the importance of critical thinking, including quantitative literacy (statistical reasoning and analyses) in personal and professional domains	(SLO 4)	• In-class lecture & exercises • Portfolios #1-2, 24 • Research participation or evaluation
H- Effectively communicate the results and interpretation of statistical findings to professional audiences in scientific genres	(SLO 3,4,5)	• In-class lecture & exercises • Portfolios #4-23, 25 • Celebrations of Learning 1-4 • Writing research reports 1-2
I- Explore and describe different career options available to psychology majors	(SLO 4, 5)	• In-class lecture & exercises • Portfolios #1-2, 24

CAREER-RELATED SKILLS: ACQUISITION AND MARKETING

What career-related skills can you acquire in this class, and how do you market these skills during the hiring process? The Georgia Southern University Psychology Department (Statesboro, Armstrong, and Liberty Campuses) provides our majors with abundant opportunities to acquire and strengthen the five following broad categories of skills that potential employers value in college graduates, which are published by the American Psychological Association.

1. Cognitive Skills
2. Communication Skills
3. Personal Skills
4. Social Skills
5. Technological Skills

Each psychology class provides a unique set of opportunities to acquire several of these skills, and the following sections provide the five skills you can develop **in PSYC 2231, PSYC 3141, PSYC 4131, and PSYC 4132** if you take full advantage of (1) the statistical decision making/analysis and research methods skills emphasized in these courses, (2) the collaborative and leadership roles you can take when working with peers in class and/or on projects, (3) the research posters, projects, and papers you will perform in PSYC 2231, 3141, and PSYC 4132, and (4) the Student Scholars Symposium or Southeastern Psychological Association Conference, where you and your research team could present the results of your independent projects.

To help you understand the nature and importance of these skills, you will want to include them in the cover letters and résumés you will create when you begin the job search process. This information can also help you create, organize, and practice convincing answers that you can give to challenging interview questions such as "How did you use your college education to develop the skills you will need to succeed in the job to which you are applying?" Please see *The Skillful Psychology Student: Prepared for Success in the 21st Century* (Naufel et al., 2018) for more detailed examples of these five skill categories and ways to describe them effectively.

Please be aware that the skills listed above are very similar to those skills that psychology graduate schools value in their applicants. So, if you are planning to apply to graduate school immediately after graduation—rather than entering the workforce—you can increase your chances of being accepted by (1) including these skills in your application materials (e.g., your personal statement) and (2) choosing letter of recommendation authors who can provide strong and credible evidence that you possess them.

Caveat:
Be aware that simply passing this class and having it appear on your transcript does not certify that you have developed the skills identified above in a manner that will impress potential employers. Two ways to persuade employers that you have developed sufficient competence in these skills are to (1) earn a high grade in this class, which will reflect your ability to meet your instructor's expectations of excellence, and (2) be prepared to describe or provide specific examples of the work you created in this class that will **convince employers that you possess these skills** at the levels you will need to succeed at the job for which you are applying. For example, you could create an electronic portfolio that contains a video of the presentation you make during the Georgia Southern Student Scholars Symposium, a copy of

the paper summarizing the project your research team produced, and a letter of support or recommendation from your instructor that verifies your attainment of these skills.

ASSESSMENT OF STUDENT LEARNING

Deep learning (or higher-order learning) goes beyond multiple choice, and experiential learning is a cycle, not a straight line, that requires practice and effort. In order to promote higher-order and experiential learning, student learning will be assessed via five primary mechanisms. Please see Carnegie Mellon University's Eberly Center website to understand formative and summative learning. Formative learning is low stakes/low points and gives you opportunity to learn, practice, and make mistakes without killing your grade. You WANT this so it builds your knowledge and grade base. Summative learning is higher points/higher stakes and helps demonstrate mastery of skills (or lack thereof).

Formative Learning

First, student learning will be assessed via portfolios. A portfolio represents a body of work for each of the topics covered in this course. Parts of the portfolio are *preparation* (before we go over a topic) and others are *review* (homework). Twice per week, each student will be required to submit a portfolio for each topic that is covered – **on paper (in person, for grading) AND on Folio (to check for plagiarism)**. **Any portfolio that is not submitted in both forms by the due date will have a 10% penalty.** All portfolios must be submitted when class starts and may contain any or all of the following:

1. Hand-calculation problems
2. Discussion questions
3. Active-learning activities and written reflections
4. Videos or screencasts with written learning reflections
5. SPSS problems
6. Multiple choice quiz problems

Second, student learning will be assessed via daily quizzes or activities in class. **If you are absent for a class, or you miss more than 15 minutes of the class for any reason, then you will receive zero points for the day's portfolio and quiz. There will be no exceptions to this policy. Late portfolios will not be accepted for a grade, regardless of your reason, although you can still receive feedback.**

Summative Learning

Third, there will be four Celebrations of Learning that could consist of a variety of question formats (e.g., in-class or take home; myriad components – multiple choice, short answer, computations, extended writing). As statistical analysis and interpretation are skills that build upon themselves, each Celebration of Learning could include content from the previous tests as well. The fourth and final Celebration of Learning is most definitely cumulative. Please see course assignment handouts for more details.

Finally, there are two major 3-10 page writing assignments: These research reports are designed to help you 1) comprehend and communicate statistical findings **(SLO 3, SLO5)** and 2) encourage your professional development by expanding your knowledge about the factors that influence salaries for psychology majors **(SLO4)**. Writing assignments, like all other assignments, must be turned in **BOTH in person** (hard copy, typed, on paper, which is how I prefer to grade) **AND on Folio** (which allows me to

check for plagiarism). Writing assignments that are late can be accepted within a week for a late penalty (see "Course Policies").

GRADING POLICIES

Portfolios

Remember, portfolios are *formative assessment* – lots of practice, low stakes, in order to protect you while you are learning statistical skills & scientific reasoning. Each of the portfolios will be graded using the following point values:

- 0 points = did not complete or completed less than half of the assignment
- 25 points = completed half of the assignment, or completed all of the assignment but with minimal effort and/or correctness
- 40 points = completed most of the assignment, or completed all of the assignment with moderate effort and correctness
- 50 points = completed all of the assignment, mostly correctly, with substantial effort

Celebrations of Learning

For the first three Celebrations of Learning, each is eventually worth 10% of your grade (as your lowest of the first three Celebration of Learning scores is dropped). The final Celebration of Learning assessment is worth 20% of your grade, is cumulative, and is never dropped. However, if you turn in all three of the first Celebration of Learning assessments, you may opt to complete an abbreviated final. The abbreviated final consists of a topical reflection paper (graded satisfactory/unsatisfactory); if satisfactory, you can thus impute the average score of these first three assessments as your final Celebration of Learning score, in lieu of completing the extended final.

Writing Assignments

Statistics, research methods, and written communication are important for your professional development, no matter your major or the next steps you pursue after graduation (work, grad school, etc.). This class is a Quality Enhancement Plan (QEP) *Think in Ink* writing and critical thinking enhanced course. As such, you will be required to complete two major writing assignments throughout the semester. These two writing assignments will help you demonstrate technical writing skills and quantitative literacy by analyzing and reporting statistical analyses in the form of a short research report.

Attendance/Daily Quizzes

You are expected to come to class each day. If you miss class two sessions in a row without contacting me to provide an explanation, you may be dropped from the class. Quizzes, in a variety of forms, will occur daily in class. Each of the daily quizzes are worth 10 points, graded on a complete/incomplete basis. These cannot be made up for any reason. Three are dropped from your grade, as we will all likely have reasons to miss class on particular days (illness, called into work, car breaks down, sickness, weather, etc.).

Research: Participation or Evaluation

Psychologists learn about behavior, thoughts, and feelings by conducting research. By participating in psychological research, you help other psychology students and researchers learn more about people's thoughts and behavior. You also benefit from gaining a better perspective regarding the psychological research process.

For these reasons, the psychology department expects that you and all students enrolled in PSYC 2231 (Psychological Statistics) to participate in **at least three credit hours of research participation**. The department allows instructors to substitute library or other assignments for students who desire an alternative means of meeting the research requirement, but any assignment must be done while studies are being conducted (turned in no later than one week before the end of the semester). Students who are not adults (18 years or older) must fulfill the research requirement by completing the alternative research assignment (see below for details on Research Evaluation).

Option 1: RESEARCH PARTICIPATION

Participation in a research study lasting 30-50 minutes generally earns one credit. Each study lasting less than 30 minutes is worth ½ credit. Occasionally a study may run over 50 minutes or require a return visit; for such studies, you would receive one additional credit for every 50 minutes of your time. For example, if your study lasts 60 minutes, it would be worth two credits; if it lasts 110 minutes, it will be worth 3 credits, etc. Please see detailed information regarding the Department of Psychology research participation policy.

The Department of Psychology uses an online system for research participants called SONA. You will need to create an online account to sign-up for research studies. You can use the SONA system to keep informed of the total number of credits you earned, **minus the credits lost for missed appointments**. For the two weeks following a study, you can discuss possible errors in the report with the researcher whose study you performed. Do this by contacting the researcher by email or during her/his posted office hours. Remember: In order to do this, you must keep a record of your studies and the dates on which you performed them.

Option 2: RESEARCH EVALUATION

For students that are philosophically opposed to participating in psychological research, logistically challenged, OR not at least 18 years of age (the legal age in Georgia to consent to participation in research), the Psychology Department allows instructors to substitute library or other assignments. For the alternative assignment, students will summarize peer-reviewed scholarly research articles conducted in the field of psychology. If you decide to complete the alternative assignment to fulfill your research requirement, the following policies apply:

1. You will need to select articles from a list suggested by the professor or locate peer-reviewed articles using a psychology scholarly database such as PsycINFO or PsycArticles (available through the library).
2. You will need to print out the articles and summarize each one using the Article Review Instructions provided by the professor.
3. Article Reviews **MUST** be typed in a sans serif font (e.g., Times New Roman, Arial, Calibri), no more or less than 2-3 double-spaced pages, with 1" margins in APA format.
4. As each article is worth one research credit, you will need to complete three article reviews in order to fulfill the research requirement for the course.

5. You will need to upload the .pdf for each of your three articles along with your three typed article reviews to Folio.

All research participation or alternative research assignments must be completed by before 11:59 PM on Friday, 05/03/18).

Department Assessment

The Georgia Southern University Psychology Department assesses the learning of students in PSYC 2231 annually across all sections of the course. This 20-25 minute assessment is open from April 8-April 18th and must be completed online during that time frame.

Grading Scale

Grades will be posted throughout the semester on Folio. Given that you have many extra credit opportunities, I do not round up. The Grading Scale for all work (expressed in terms of percentages) is as follows:

A	*B*	*C*	*D*	*F*
90-100	80.00-89.99	70.00-79.99	60.00-69.99	59.99 and below

How Each Major Component of the Course Weighs Into Your Final Grade

Assignment (Percentage)	*Points*
Portfolios – preparation/review (23%)	1,150 points (50 points each, lowest two are dropped)
Celebrations of Learning #1-3 (20%)	1,000 points (500 each, lowest is dropped)
Final Celebration of Learning (20%)	1,000 points
Writing Assignment #1 (10%)	520 points
Writing Assignment #2 (10.6%)	550 points
Daily Quizzes (7.60%)	380 points (10 points each, three are dropped)
Research Participation/Evaluation (7%)	350 points (ALL OR NOTHING; NO PARTIAL CREDIT)
Departmental Assessment (1%)	50 points
TOTAL	**5,000 points**

If you have a dispute about any grade, you must make your case within one week of receiving the score/feedback. Otherwise, your grade stands.

Extra Credit Policy

You may earn up to a total of 100 points (or 2%) added to your final grade by:

1) Attending extra credit on-campus lectures/activities related to psychology or cultural diversity that will be announced throughout the semester and writing a 1-2 page reflection paper on what happened, what you experienced (thoughts/feelings/personal reactions), and what you learned. Each activity & reflection paper worth up to 25 points, graded based on quality. This kind of writing **(SLO5)** encourages your understanding of diversity **(SLO1),** your knowledge about the topic areas in psychology **(SLO2),** your professional development and competencies **(SLO4)**, as well as your engagement on campus **(SLO4)**.

2) Summarize each hour of your participation in SONA studies by writing a 1-2 page reflection paper on what happened, what you experienced (thoughts/feelings/personal reactions), and what you learned. Each activity & reflection paper worth up to 25 points, graded based on quality. This encourages your professional development and competencies, as well as your understanding of research methods **(SLO3 and SLO4)**.

3) Schedule a 20-30 minute meeting with the professor during office hours to review one or more professional documents (résumé, curriculum vitae, cover letter, personal statement), talk about your professional goals or opportunities, or do a mock job or graduate school interview. Each meeting & reflection paper worth up to 15 points, graded based on quality. This encourages your written and oral communication **(SLO5)** , as well as your understanding of critical thinking and following the data, not just opinions, for making decisions based on statistics and research methods in everyday life **(SLO4)**.

4) Watch a full episode (not a clip) of "Adam Ruins Everything" and write a 1-page reflection paper on what happened, what you experienced (thoughts/feelings/personal reactions), and what you learned. Each episode & reflection paper worth up to 20 points, graded based on quality. This encourages your written communication **(SLO5)**, as well as your critical thinking, which increases your chances of securing successful employment and/or admission to graduate school **(SLO4)**.

5) Reading (or listening to the audiobook) and reflecting on the text, *They say/I say: The moves that matter in academic writing* by Graff & Birkenstein (2014 or 2017). The reflection paper is worth up to 25 points, graded based on quality. This encourages improvement in your technical writing, as well as your understanding of critical thinking using persuasive arguments for making decisions in academia and everyday life **(SLO4 and SLO5)**.

6) Completing a portfolio for up to half credit (graded based on quality) for a day you have the work done and submitted on Folio **ON TIME** but have an unexpected circumstance develop that prohibits your in-class attendance (car breaks down, sick child, called into work, etc.). This encourages persistence despite challenges and setbacks, a valuable professional skill to be learned **(SLO 4)**. The paper copy must be submitted in person by the next class session to receive credit. Up to 50 of the 100 possible extra credit points may be earned from this option.

7) Other class-relevant suggestions you have may be discussed with the instructor in person or by Folio message.

Experiential extra credit reflections are due on the last day of the month in which the event was attended (e.g., an event from March 10th would be due by March 31st). The last possible date for submitting extra credit is the last regular day of class at the beginning of class. Avoid thinking of extra credit as an opportunity for that "hail Mary" touchdown pass or "Oh, but I'm so close…" desperate scramble. Extra credit assignments will not be accepted during the final examination time – you and I both need to be attending to summative assignments then.

EXPECTATIONS OF STUDENTS AND INSTRUCTOR

For you and this class to work successfully, I have high expectations you. In addition to reading the assigned texts BEFORE class, you will also be required to complete sample problems, read articles, or prepare for in-class activities (i.e., portfolio work) and turn them in at the beginning of class. If you believe that you will be unable to meet any of the following expectations, then you should consider dropping the class now.

You, as a student, will try your best to:

- Attend class regularly (see Course Policies for more detailed requirements).
- Actively participate in all aspects of the course, including discussions, in-class activities, group work, portfolio review, and computer activities.
- Put appropriate time and your best effort into all work. The university expects a minimum of 2 hours of work out of class for every hour in class. Thus, because this is a 3-credit class, you should be working at least 6 hours on reading, homework, studying, preparing, writing, etc., in

addition to the time we meet each class session. You should **expect to spend 6+ hours per week on this course each week in addition to class time** if you want to perform well. Students who want an A and those who struggle likely will work more than 6 hours.

- Log-on to the class Folio site at least 3 times a week, if not more often, to make sure you are up to date on all assignments and expectations.
- Check your Georgia Southern email every 24 hours during the week.
- Submit assignments on time.
- Keep an open mind regarding the material, your experiences, and other people's opinions. All opinions, thoughts, answers, and ideas expressed by anyone in the class ought to be treated with respect, no matter how far those ideas might deviate from your own.
- Notify the instructor in a timely, professional manner if you have problems of any kind.

I, as your professor, will try my best to:
- Look over the class Folio site at least once a day, during the week.
- Check & respond to my email/Folio Inbox every 24-48 hours, during the week.
- Grade written assignments & assessments within 2 weeks (or less).
- Notify you if I will be unavailable for any reason.

I adopt the definition of teaching as "the adoption of opportunities that facilitate learning" (Bates & Poole, 2003). In my role as the teacher, I will try to do everything I can to create enriching learning opportunities for you. However, ultimately, **YOU ARE RESPONSIBLE FOR YOUR LEARNING**. Learn to ask for help from me (and your other professors) if you do not understand the material or the assignments. There are several ways in which you can communicate with my assistants and me. I prefer the Folio general discussion forum or Folio messages for quick, easy questions but face-to-face meetings for longer questions or discussions (especially if you do not understand anything from class or the readings, or you have something happening in life that affects your performance in class).

COURSE POLICIES

How Does This Work, Exactly?
Unless you just plain love logic and math, this may not be your favorite class. However, it very well could be! Remember that positive psychology shows us that your mindset and approach to it are **EXTREMELY IMPORTANT**. If you have a fixed mindset and say, "I'm going to hate (or dread) this class" or "I'm going to stink at this," you probably will. If you have a growth mindset and say, "This is important stuff for me to learn," or "I'm going to make the most of it and do the best I can," you have much more room to benefit. You have the freedom (and subsequent responsibility) to express opinions that differ from the texts, the instructor, or each other at any given time. Indeed, I support you speaking your mind **respectfully**. I value both personal expression and community-mindedness.

Do You Take Late Work, Dr. Wickline? Well, yes and no…
All assignments are due in electronic (posted on Folio under "assignments" tab) AND printed (hard copy, paper) form, unless otherwise noted in writing. Folio gets you a "date stamp" to prevent your writing assignment from being late and scans for plagiarism. All assignments are due at the beginning of class on the day noted. All students are expected to participate in all aspects of the course. Students are also expected to attend each of the class sessions in its entirety (e.g., schedule your work and dentist appointments outside of class time). If you miss a class or more than 15 minutes of a class **for any**

reason, then you will generally not be permitted to turn in any of your work, which will seriously affect your final grade. Please come to class on time, and please do not leave class early. When you are employed, your employer will expect you to come to work on time and not leave until the work day is over, so the habit of doing this while you are in college is a great way to prepare yourself for success in the workplace.

Because you can drop the lowest score of your first three Celebrations of Learning, **make-up Celebrations of Learning will not be given regardless of your reason** for missing the Celebration. Do not ask for a make-up Celebration of Learning. Do not miss the final Celebration of Learning.

Late work is ONLY accepted for the QEP writing assignments (not Portfolios or Celebrations of Learning). For writing assignments, 10% will be deducted for the first calendar day (NOT class day) late, and 20% for 2 days to 1 week late. For example, if your work is due on Monday, 9:05 AM, turning it in after class begins Monday or by Tuesday 9:05 AM makes the highest possible grade a 90%. Anything more than 24 hours late will be an automatic 20% deduction, so after Tuesday, 9:05 AM, the highest possible grade is 80%. **LATE WORK FOR THESE PAPERS WILL NOT BE ACCEPTED AFTER ONE WEEK, EXCEPT IN RAREST CIRCUMSTANCES.** If you have a printing glitch the day the paper is due or cannot come to campus, the electronic form of the paper (uploaded to Folio under "assignments" tab) is accepted to prevent a late penalty; you are still required to deliver a printed copy of the paper within one week in order for the assignment to be graded without penalty. If both the digital and hard (paper) copy are not delivered to me within one week, late penalties could apply.

In the case of personal/family emergencies, late work for QEP writing assignments may be accepted without penalty ONLY with appropriate, timely documentation. For instance, if you were very ill, bring in a doctor's note by next class session. If someone dies, bring a funeral bulletin. If your car breaks down, bring in the dated mechanic's receipt by the next class. You must contact me by phone and/or email at the first possible and reasonable opportunity for me to consider accepting late work without penalty. In other words, just because you were sick and saw the doctor does not mean you can make up the work, especially if you wait more than a week to get in touch with me regarding your situation. **Basic principle: I care about whether you are here and how you're doing.** Take care of yourself & your issue yet act respectfully and keep me informed about your situation in a timely manner.

Because there are often very good reasons to miss a class, remember that your lowest two portfolio grades, three daily quizzes, and your lowest of the first three Celebration of Learning grades (but not the final Celebration of Learning) will be dropped. Please understand where I am coming from – every time an assignment is due, I field loads of emails and conversations with good and not-so-good reasons regarding why students could not submit the assignment. Add to that the students who submit the wrong file or file type or link that I cannot open; the students who do not submit anything; or students who try to submit an assignment late. It is not humanly possible for me to judge fairly of all of these reasons, so I drop a few scores so that I am not put in the position of judging. This is why I ask students not to ask me to grant exceptions. I understand that students have very good reasons, including honestly submitting the wrong file or the wrong link, forgetting to bring a paper to class, cars breaking

down, kids or you getting sick, etc. It happens to me, too. However, if I grant one student an exception, then fairness and ethical behavior would oblige me to grant EVERY student an exception, or I risk accusations of giving preferential treatment. Rather than run that risk, I just drop some grades in some grade categories – no heat, no shame, no judgment. Remember, in "real life," missing work has consequences and could get you fired.

So, remember…If you are absent or miss more than 15 minutes of the class, then you will receive zero points for the day's portfolio (where applicable) and quiz. There will be no exceptions to this policy. Late portfolios will not be accepted for points, regardless of your reason, although you can still receive feedback. (Please note that these rules are similar to those you will have to follow when you are employed, such as meeting deadlines.)

A Word about Technology

Technology can and will fail. Therefore, please save us both heartaches, and do not wait until the last minute on assignments. If your internet or printer goes down, for example, then you may not be able to get me your work. If you decide to wait until the evening of a due date to complete an assignment and your technology fails, then your assignment may be late or not accepted. **In other words, I understand and feel for you on technology failures, but they are not valid excuses for missing or late assignments. Please do not ask me to grant an exception to this policy.**

Code of Student Conduct

Georgia Southern University students are expected to engage in ethical behavior as a member of the university and global community, to respect and adhere to the standards and expectations set before them in pursuit of knowledge, and to be honest in every endeavor. With this in mind, all students should be familiar with the Code of Student Conduct.
Academic misconduct includes, but is not limited to:

- Self-plagiarism: Submitting work (tests, homework, papers, etc.) to me that you did for another course, without gaining my approval.
- Submitting the work of another as your own. This includes copying on tests, submitting work (whether in part or in whole) created by another student, website, book, etc., or failing to provide appropriate citations for ideas that are not your own.
- Allowing another student to submit your work as their own.
- Possessing prohibited materials during a test or quiz.
- Providing or receiving assistance from another student unless explicitly permitted to do so by the instructor.

Unless explicitly stated in assignment guidelines, all work submitted is to be entirely your own work, including work for which you are allowed to consult with other students (e.g., group projects). Engaging in academic misconduct can result in penalties ranging from a minimum of an F on the assignment to an F in the course, academic suspension, expulsion from Georgia Southern, or other sanctions.

It is not unusual for students to be unclear about what constitutes academic misconduct, but misunderstanding of the appropriate academic conduct will not be accepted as an excuse for academic misconduct. Please feel free to visit me during office hours if you would like any of the above policies

clarified. I also encourage you to meet with me if you suspect that another student in the course has engaged in academic misconduct.

Diversity and Inclusion

Psychologists value diversity and inclusion because the goal of psychology is to improve understanding and outcomes for *all* individuals. We value persons of all identities, including dimensions such as age, culture, national origin, ability, ethnicity, gender, gender identity, language, race, religion, sexual orientation, socioeconomic status, and others. As psychologists, we understand that diverse groups bring diverse perspectives; this diversity produces better outcomes in a variety of contexts, including learning, decision making, and our ability to work with one another. We all should strive to improve our intercultural knowledge, skills, and attitudes. We value diversity because multiple perspectives improve our ability to understand psychological processes and to understand and contribute to the communities we serve.

Statement Regarding Title IX Policies

Reporting

Georgia Southern University is committed to supporting its students and responding promptly to complaints made regarding discrimination through the Equal Opportunity and Title IX Office. Title IX prohibits discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Georgia Southern University does not discriminate on the basis of *sex, race, color, sexual orientation, gender identity or expression, national origin, religion, age, veteran status, political affiliation, or disability.* While students are encouraged to share with faculty any issues or concerns they may be having, please be aware there are reporting requirements which are a part of the job requirements at Georgia Southern University. For example, if you disclose an issue of sexual misconduct, rape, sexual assault, harassment, or domestic violence to me, I will keep as private as possible, but faculty and staff are required to bring it to the attention of the institution's Title IX Coordinator/Director of Equal Opportunity and Title IX. Additionally, you can report incidents or complaints to the individuals listed below.

Pregnant and Parenting Students

Georgia Southern University does not discriminate against students who are pregnant, give birth, experience a false pregnancy, termination of pregnancy, or recovery therefrom. Students should work with their faculty as soon as possible to arrange appropriate accommodations based on this status; delays in reporting may impact available accommodations. Both students and faculty are able to consult with the Title IX Coordinator regarding any questions or issues which arise. Students who are pregnant, give birth, experience a false pregnancy, termination of pregnancy, or recovery therefrom will be treated similarly to other similarly situated students. Absences from class may be excused due to pregnancy or childbirth for as long as medically necessary. At the conclusion of medical leave, the student will be allowed to return to the same academic status. Medical certification may be requested from the student.

Places to Report an Incident

Reporting Form

Title IX Coordinator/Director of Equal Opportunity & Title IX	Dean of Students Office
Joel P. Wright, J.D., CAAP Statesboro Campus Rosenwald Building, Room 1066 (912) 478-5136 jpwright@georgiasouthern.edu	Armstrong/Liberty Campuses Student Union D206 (912) 344-2514 armdeanofstudents@georgiasouthern.edu libdeanofstudents@georgiasouthern.edu

University Police – Armstrong Campus	University Police – Liberty Campus
11935 Abercorn Street, Savannah, GA 31419 (912) 344-3333/911	175 West Memorial Drive, Hinesville, GA 31313 (912) 877-1906/911

Confidential Reporting Options

University Counseling Center	University Health Services
Armstrong/Liberty Campuses Compass Point 11935 Abercorn Street Savannah, GA 31419 (912) 344-2529	Statesboro Campus 984 Plant Drive P.O. Box 8043 Statesboro, GA 30460 (912) 478-5641

PROFESSIONAL DEVELOPMENT EVALUATION (PDE)

By taking this course, you are consenting to the documentation of your performance, above and beyond grade assignments, for psychology departmental evaluation purposes. Professional Developmental Evaluations (PDEs) are used by the psychology department in order to evaluate students' attainment of professional skills and standards, such as being prompt, reliable, and receptive to feedback. This information is used to give constructive feedback to students and also is used to establish readiness for senior internship placement (where applicable). Non-psychology majors will likely not be affected by this process, although PDEs are completed on all students enrolled in psychology courses, beginning in Spring 2016. If you are unfamiliar with items assessed on the Professional Development Evaluation, you may request a copy from the instructor.

CLASSROOM COURTESIES

There are four primary classroom courtesies. Disregard for these courtesies can result in a class dismissal (and, therefore, no grade for the day's portfolio or quiz).

1. Please DO NOT talk if the instructor or another student is speaking. DO have professional and personal courtesy.

2. Please DO NOT turn on or use the computers unless you are instructed to do so. DO use the computers when instructed.

3. PLEASE DO NOT surf the web, play games, Facebook, etc. during class. Do not talk about your weekend plans when you are supposed to be doing group work. **STAY FOCUSED ON YOUR LEARNING.**

4. Please DO NOT use your cell phone during class to text, tweet, Instagram, Snapchat, Yik Yak, WhatsApp, WeChat, answer phones, take pictures, etc. Unless there is a legitimate emergency, it all can – and needs to – wait until we are on break or done with class. If you have a personal situation that requires you to leave your phone on, please put it on vibrate and let me know. For example, my cell phone stays on vibrate in case my children's school needs to let me know about an emergency. You MAY take pictures of the board or instructor if you ask permission first.

Mueller and Oppenheimer (2014) demonstrate that learning is better when you take notes by hand rather than on computer. Therefore, unless you require assistive strategies for a specific situation (e.g., disability, English Language Learners, etc.), take notes by hand. Your computers should be on but not used until indicated by your instructor. These technologies – so much a part of our culture and so helpful in many ways – can also tempt and distract you and your classmates from our primary goal of learning from and with each other in our time together.

STUDENT SERVICES

My Life is Tough…I Need Help!
First and foremost, please talk to me. We all have lives outside of class. It helps me know what to expect from you, and I might be able to connect you with someone to help. Pamphlets can be found online for help with common student concerns. Counseling services are free and confidential to talk to someone about your stresses, issues, or career. Academic advisers can help with academic concerns, like picking classes, selecting or changing a major, etc.

Disability-Related Accommodations
If you have a disability of any kind that affects your ability to work successfully in this course, please see contact me within the first two weeks of class. This includes physical, emotional, medical, or psychological disabilities. While the Student Accessibility Resource Center evaluates your needs, and I do not need to know what your disability is, an early conversation between you and me about your needs and accommodations will allow all you to participate fully and quickly in the course. Additional resources for students with disabilities are available through Disability Services (M-F, 8 AM – 5 PM).

Georgia Southern University is committed to providing reasonable accommodations to students with documented disabilities as required under federal law. Disabilities may include ADD or AD/HD, autism spectrum disorder, brain injury, chronic medical conditions, communication disorders, hearing loss, learning disabilities, mobility impairment, psychological disorders, visual impairment or temporary injuries. The purpose of disability accommodation is to provide equal access to the academic material and equal access to demonstrate mastery of the material. If you have a disability and need accommodations, please contact the Student Accessibility Resource Center (SARC). You will need to meet with a SARC staff member who can help you gather documentation of your disability or refer you to an appropriate resource for assessment. Once documentation of the disability is approved, SARC staff will provide you with an accommodation letter detailing the approved accommodations which you

should present to me so we can discuss and implement your accommodations. Disability accommodations work best starting at the beginning of the semester but can be approved and started at any point in the semester. Accommodations start at the time the accommodation letter is presented to faculty within reasonable timelines; accommodations are not given retroactively.

Armstrong Office Location	*Statesboro Office Location*
Second Floor of Memorial College Center 11935 Abercorn Street Savannah, GA 31419 Phone: (912) 344-2572 Fax: (912) 344-3068 sarcsav@georgiasouthern.edu	Second Floor of Cone Hall P.O. Box 8037 Statesboro, GA 30460 Phone: (912) 478-1566 Fax: (912) 478-1419 Video Phone: (912) 225-9877 sarcboro@georgiasouthern.edu

Counseling Services

The **Counseling Center** at Georgia Southern University is where students can go to participate in programs and receive services designed to help them handle day-to-day challenges and encourage their personal growth and development. The Counseling Center is staffed by clinicians who provide services on an individual and group basis at no additional cost to those enrolled as full-time students at Georgia Southern. Counseling sessions are scheduled by appointment.

Armstrong Location	*Statesboro Location*
Compass Point, 11935 Abercorn Street Savannah, Georgia 31419-1997 Phone: 912-344-2529 Fax: 912-344-3437	Forest Drive, PO Box 8011 Statesboro, GA 30460 Phone: 912-478-5541 Fax: 912-478-0834

School is Tough…I Need Help!

First and foremost, please talk to me. We can discuss study strategies that can help you and go over assignments to make sure you know what's expected.

Student Resources

Please see time management, academics 101, class success tips, and helpful apps at Student Resources.

FREE Tutors

Please reach out to your PSYC 2231 undergraduate teaching assistants or writing fellows (if available) for individual or group tutoring help. Also, peer tutoring for select classes is free to all students. Tutoring appointments are scheduled on an as-needed basis. If you are experiencing difficulty in coursework or in writing a paper, or even if you just want extra support to do your personal best, you are encouraged to contact the Academic Success Center at the campus addresses below to explore your options. You will be guided to the appropriate person for academic help, as well as to any needed support courses and resource materials.

ARMSTRONG CAMPUS	STATESBORO CAMPUS
SMART Success Center	Cone Hall, Second Floor
Science Center Room 132-134	2254 Southern Drive
912-344-3165	912-478-5371
mbrown@georgiasouthern.edu	asc@georgiasouthern.edu

Career and Professional Development

Want help finding a job, planning your career, writing a résumé and cover letter, or practice interviewing? The Georgia Southern University's Office of Career and Professional Development is first and foremost committed to working in the best interest of the student. The Office of Career Services policies have been developed to contribute to a positive, successful, and ethical experience for recruiters, students, alumni, and faculty. We provide facilities and services to our customers who follow these guidelines in their recruiting efforts. Contact 912-344-2563, email ocpdsav@georgiasouthern.edu.

Academic Advising

Need help picking classes? Choosing a major? Relocating to Statesboro? Visit the College of Behavioral and Social Sciences (CBSS) Advisement Center.

Psychology (last names A-L) Sociology Political Science	Psychology (last names M-Z) International Studies Law & Society
Ashlie Tyson	Kody Salzburn
Student Success Center 119	Student Success Center 103
Phone: (912) 344-2760	Phone: (912) 344-2774
aptyson@georgiasouthern.edu	hsalzburn@georgiasouthern.edu

COURSE SCHEDULE

Please note: The COURSE SCHEDULE provided below is a guide, but NOT a contract. I reserve the right to make corrections or amendments to any and all material in this syllabus at any point during the course, although I will try not to do so, as it can lead to frustration and confusion. But hey – hurricanes, accidents, and illness do happen. Should changes be necessary, I will make every effort to alert you to such changes in a timely manner. In particular, the class schedule is tentative and subject to change; *please refer to the course Folio site calendar or contact the instructor for the most current information regarding topic and assignment due dates*. If we get slightly "behind" on this calendar, I will post revisions on Folio and ask you to make notes on your printed version. If we get significantly behind, I will likely print a new schedule for you.

DATE	Topic	Readings Due	What is Also Due When Class Starts
01/14/19	Syllabus Review Survey	Syllabus & Folio site	- Preview Folio site & add to your Folio account (picture, bio, contact info) - Register for and browse Georgia Southern's Research Integrity Training (CITI) for Social & Behavioral Research
01/16/19	Critical Thinking Scientific Format Statistics Pre-Test		Portfolio #1, including: - Preview Folio site & add to your Folio account (picture, bio, contact info) - Folio class introductions discussion forum - Register for and browse Georgia Southern's Research Integrity Training (CITI) for Social & Behavioral Research - Online Career Exploration Resource (OCER)
01/18/19	Professional Development Writing in APA format	Appleby, D.C. (2018). Preparing psychology majors to enter the workforce: Then, now, with whom, and how. *Teaching of Psychology, 45*(1), 14-23.	Portfolio #2
01/21/19	**Rev. Dr. Martin Luther King Jr (MLK) Day**		**NO CLASS**
01/23/19	Ethical Issues COLs: In-class or take home?		Portfolio #3
01/25/19	Hypotheses & Theories		Portfolio #4
01/28/19	Measurement Scales (Nominal, Interview, Ordinal, Ratio) Which Test and Why?	Privatera Ch. 1	Portfolio #5
01/30/19	SPSS: Creating a dataset	Privatera Ch. 3	
02/01/19	Descriptive Statistics: Measures of Central Tendency		Portfolio #6
02/04/19	Descriptive Statistics: Measures of Variability	Privatera Ch. 4	Portfolio #7
02/06/19	Descriptive Statistics Introducing Writing Assignment #1	Privatera Ch. 2	

DATE	Topic	Readings Due	What is Also Due When Class Starts
02/08/19	Descriptive Statistics: Graphing and visual displays of data	Review Writing Assignment #1 Requirements	Portfolio #8
02/11/19	Review/Catch-Up Day		
02/13/19	**COL #1**		
02/15/19	Probability	Privatera Ch. 5	Portfolio #9
02/18/19	Probability		Portfolio #10
02/20/19	Writing: Peer Review		**1st DRAFT: Writing Assignment #1**
02/22/19	Probability & *z*-scores		Portfolio #11
02/25/19	*z*-scores	Privatera Ch. 6	Portfolio #12
02/27/19	*z*-scores		**Writing Assignment #1**
03/01/19	Sampling Distributions	Privatera Ch. 7	Portfolio #13
03/04/19	Sampling Distributions		Portfolio #14
03/06/19	How's it Going: Discussion of Mid-Term Evals		
03/08/19	Hypothesis Testing	Privatera Ch. 8	Portfolio #15
03/11/19	Hypothesis Testing		
03/13/19	Review/Catch-Up Day		Portfolio #16
03/15/19	**COL #2** Introduce Writing Assignment #2	Writing Assignment #2 Requirements	
MARCH 18-22			**NO CLASS – SPRING BREAK**
03/25/19	Correlation	Privatera Ch. 15	Portfolio #17
03/27/19	Correlation		
03/29/19	Correlation: Graphing scatterplots		Portfolio #18
04/01/19	Regression	Privatera Ch. 16	
04/03/19	*t*-tests: One sample	Privatera Ch. 9	Portfolio #19
04/05/19	*t*-tests: Independent samples		Portfolio #20 **Group planning meetings for Writing Assignment #2 need to be complete by this date, 11:59 PM**
04/08/19	*t*-tests: Graphing bar charts	Privatera Ch. 10	Portfolio #21

DATE	Topic	Readings Due	What is Also Due When Class Starts
04/10/19	*t* -tests: Dependent samples		
04/12/19	Levene's test for independent samples *t*-test	Privatera Ch. 17	Portfolio #22 **Group peer review meetings for Writing Assignment #2 need to be complete by this date, 4:00 PM**
04/12/19, 4:00 PM			**1ˢᵗ DRAFT: Writing Assignment #2 to GW (OPTIONAL)**
04/15/19	*t*-tests: Pulling it all together		
04/17/19	Review/Catch-Up Day		Portfolio #23
04/19/19	**COL #3**		
04/22/19	Chi-Square (χ^2) goodness of fit test		
04/24/19	Chi-Square (χ^2) test of independence		**Writing Assignment #2**
04/26/19	Review: Which Test and Why?		Portfolio #24
04/29/19	***Student Evals*** Statistics Post-Test		
05/01/19	Pulling It All Together & Review		Portfolio #25
05/03/19	Pulling It All Together & Review		**Last chance for extra credit (9:05 AM) and Research Participation (11:59 PM)**
Weds. 05/08/19	**8:00 – 9:30 AM**		**FINAL COL: Celebration of Learning**

Author notes. Dr. Wickline would like to thank Dr. Drew Appleby, IUPUI, for the skills-based syllabus section, which was modified and incorporated with his permission. Readers can contact Dr. Appleby at dappleby@iupui.edu for more information to include the skills-based syllabus section on their own syllabi.