

PSY 2317.001 Location: [GR 3.302](#)
 Tuesday/Thursdays 11:30 AM - 12:45 PM



Instructor Kristin Kuhlman Atchison, Ph.D.
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Office [JO 3.206](#)

In-Person Visiting Hours Monday/Wednesdays 2:30 -3:30 PM

 *if you need to meet on Teams, please email me

MS Teams Voicemail 972-883-2371

Graduate Teaching Assistant Parisa Soleymani
 Parisa.Soleymani@UTDallas.edu

 Mondays 3:30 - 4:30
Visiting Hours Teams Link in eLearning

Undergraduate Teaching Interns Kennedy Ownby
 Kennedy.Ownby@UTDallas.edu
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 Mary.Xiong@UTDallas.edu

Visiting Hours Kennedy: Thursdays 1-2 PM
 Teams Link in eLearning
 Mary: Friday 10 - 11 AM
 [Teams Link](#)

If the above visiting hours do not work, please email any of us to schedule an appointment

The course syllabus provides a general plan for the course; deviations may be necessary. Unanticipated circumstances including discovery of the need to spend more time mastering particular content may require changes to the syllabus. In such situations, I will discuss the need for changes with the class prior to making them both in class and on our eLearning site.

- *My syllabi are longer than most, because it is also a "Frequently Asked Questions" document. Please refer back to this throughout the semester with questions you may have about course structure or policies.*

Discrimination Policy

I am committed to equal opportunity for all students. No one shall be treated differently, or separately, on the basis of race, religion, national origin, marital status, sex, sexual orientation, gender identity or expression, age, or disability. Discipline will be imposed where appropriate for any act of discrimination.

General Core Area 020 Mathematics

Description: Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

Objectives:

- Critical Thinking (CT)–to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information
- Communication (COM)–to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
- Empirical and Quantitative Skills (EQS)–to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Course Pre-requisites, Co-requisites, and/or Other Restrictions: MATH 1306 or MATH 1314 or equivalent

Course Description: Introduces concepts and calculations of descriptive statistics, including mean, sum of squares, variance, standard deviation, correlation and regression. It also includes the logic of statistical decision making, the use of binomial and Gaussian distributions, and fundamental considerations in the design of psychological experiments. This course is designed to introduce

students to basic statistical methods for the design and analysis of psychology experiments. Subject areas include measurement, graphs, descriptive statistics (e.g., mean, median, mode, variance, standard deviation), elementary probability, simple correlation and regression, distributions (e.g., normal, t, Chi-square, F), and inferential statistics (e.g., hypothesis testing, criterion, sources of error, power, effect size, and an introduction to analysis of variance and factorial designs).

- The word “statistics” often stirs fear in students. ***This course is structured in a way to support all students of various comfort levels with math.***




Student Learning Objectives/Outcomes

The recently published “[APA guidelines for the Undergraduate Psychology Major](#)” (2023) is a list of skills and knowledge recommended by American Psychological Association for psychology majors. Goal 2 of these guidelines is “Scientific Inquiry and Critical Thinking,” and is highly relevant to this course content. Several of APA’s outcomes and foundational indicators are listed below. Program Learning Outcomes (PLO) for Psychology majors are also indicated.

<u>Course Outcomes</u>	<u>Learning Objectives</u>	<u>Measurements</u>
<i>Students will be able to:</i>	<i>Students will be able to:</i>	
“2.1c Describe common fallacies in thinking (e.g., post hoc explanations, implying causation from correlation) that potentially impair accurate research conclusions and predictions” (APA, 2023) (CT; PSY PLO 2)	<ol style="list-style-type: none"> 1. ... distinguish the nature of designs that permit causal inferences from those that do not. 2. ... distinguish between statistical significance and practical significance. 	<ul style="list-style-type: none"> • Preparation Assignments • Participation Assignments • Homework • Assessments
“2.4a Describe the four scales of measurement (e.g., nominal, ordinal, interval, and ratio) used in research” (APA, 2023) (ESQ; PSY PLO 2)	<ol style="list-style-type: none"> 1. ...identify each of the four scales of measurement. 2. ...test hypotheses using different types of measurement. 	<ul style="list-style-type: none"> • Preparation Assignments • Participation Assignments • Homework • Assessments
“2.4b Describe the value of and calculate basic descriptive and inferential statistics” (APA, 2023) (ESQ; PSY PLO 2)	<ol style="list-style-type: none"> 1. ...compute and interpret basic descriptive statistics <ul style="list-style-type: none"> • central tendency • variability • standardized scores 2. ... compute and interpret inferential statistical tests <ul style="list-style-type: none"> • chi-square • t-tests • one-way ANOVA • two-way ANOVA • correlation • regression 	<ul style="list-style-type: none"> • Preparation Assignments • Participation Assignments • Homework • Assessments

<p>"2.4c Explain findings presented in data visualizations" (COM; PSY PLO 3)</p>	<ol style="list-style-type: none"> 1. ... interpret data visualizations. 2. ...create data visualizations. 	<ul style="list-style-type: none"> • Preparation Assignments • Participation Assignments • Homework • Assessments
<p>"2.4d Describe how psychologists determine the statistical outcomes of their research from a scientific and ethical perspective" (APA, 2023) (ESQ; PSY PLO 2)</p>	<ol style="list-style-type: none"> 1. ...understand the role probability plays in inferential statistics. 2. ...test research hypotheses using null hypothesis significance testing. 3. ...compute a measure of effect size. 4. ...compute confidence intervals. 	<ul style="list-style-type: none"> • Preparation Assignments • Participation Assignments • Homework • Assessments
<p>"4.2d Deliver basic communication projects that meet established conventions and professional guidelines" (APA, 2023) (COM; PSY PLO 3)</p>	<ol style="list-style-type: none"> 1. ...recognize the parts of an APA-style statistical statement and research finding. 2. ...prepare an APA-style statistical statement. 3. ... prepare an APA-style research finding. 	<ul style="list-style-type: none"> • Participation Assignments • Homework • Assessments

Textbooks and Materials

- **Reliable internet access:** Aspects of this course are online, thus you are expected to have reliable access to the internet to complete assignments and participate in learning objectives.
- **Basic calculator.** You are required to have access to a simple (not graphing) calculator for the class. These will be used on assessments as well. (Cell phones, communication devices, and graphing calculators are not permitted in assessments). See eLearning for more details. The library has Scientific Calculators that can be checked out as well.
- **8.5x11 paper:** Bring one sheet for each class period. These will be used for in-class participation assignments. This can be lined filler paper or plain printer paper, but should not be ripped out of a notebook. Assignments turned in on scraps, or with ripped edges will be graded at reduced credit.
 -  You will also need something to write with (preferably pencil in this class) 
- **Note Taking Materials:** You are expected to take notes in this class. How you take them is up to you; paper and pencil, tablet, or computer, doesn't matter to me. But come prepared each class to take notes! 
- **Scantrons:** You will need a #229630 (pink, Exam System II) scantron form for each of the assessments. There are 5 Assessments. These are available at the UTD Bookstore, and the [Basic Needs Resource Center](#).
- **Course Website:** *New assignments, articles, videos, revisions to the syllabus, announcements, and your grades will be posted on eLearning. You are then responsible for checking this site frequently (at least twice weekly).*

Required Text:

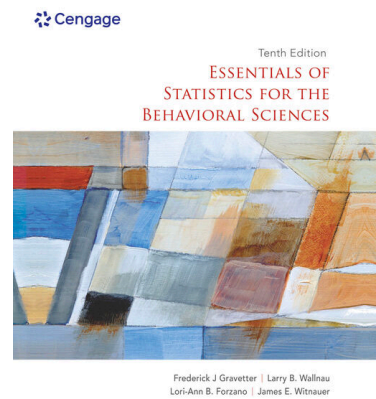
Gravetter F. J., Wallnau L. B., Forzano L.-A. B. & Witnauer J. E. (2021). *Essentials of statistics for the behavioral sciences (Tenth edition Asia)*. Cengage Learning.

DIGITAL ISBN-13: 9780357035528

(use this ISBN, as I negotiated a lower price with Cengage than the list price)

MindTap Online Platform (including eBook)
Hardcopies of the book are NOT REQUIRED!

Cengage MindTap Tech Support: 1 (800) 354-9706
or online: <https://cengage.force.com/s/login/>



Frederick J. Gravetter | Larry B. Wallnau
Lori-Ann B. Forzano | James E. Witnauer

If you prefer a print/hard copy of the book, they may be available at the campus bookstore. Textbooks and some other bookstore materials can be ordered online or purchased at the [UT Dallas Bookstore](#). Again hardcopies of the text are NOT required, as MindTap comes with e-book access.

MindTap offers an option for **Temporary Access**. You can obtain 14 days of MindTap access without having to enter a registration code or purchase online. This option is designed to provide interim access if you are waiting for financial aid or if your access code card is currently out of stock at the bookstore. The 14-day Temporary Access period begins on the day you register with this option. Any work done while using Temporary Access will be saved when you fully registered for your MindTap course as long the same email address is used (UT Dallas email addresses ONLY!).

If you encounter any difficulties with Connect registration, sign-ins, activities, links to these activities in eLearning, or grade transfer to eLearning, contact Cengage MindTap Tech Support (not your instructor).

Cengage also offers start of semester office hours webpage: https://www.cengage.com/coursepages/CengageCourse_Support

- This is available for students who run into any issues with registering for their course materials. Students will simply click the link representing the day/time they are joining, and they will enter a zoom room where they will be connecting with 1-1 assistance.

Make sure you register through eLearning, so your grades transfer properly

Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the [Getting Started with eLearning](#) webpage.

Course Access and Navigation

- This course can be accessed using your UT Dallas NetID account on the [eLearning](#) website.
- Please see the course access and navigation section of the [Getting Started with eLearning](#) webpage for more information.
- To become familiar with the eLearning tool, please see the [Student eLearning Tutorials](#) webpage.
- UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

Grading Policy: The course grade will be based on the following assignments.

Assignment/Category	Percentage of Overall Grade
Preparation Assignments (Online)	10%
Participation Assignments (In-class ONLY)	15%
Homework Assignments (submitted online)	15%
Pillar Assessments <ul style="list-style-type: none"> 5 assessments administered in-class 	60%

Grades for each assignment will be posted on eLearning. Please check these regularly and notify me immediately if you notice any errors. **No posted grades will be changed after the last full week of regular classes (i.e., Final Exam week is too late!).**

Final grades will be calculated as follows:

Final Grades will be calculated as follows:			
96.50-100= A+	92.50-96.49 points = A	89.50-92.49 points = A-	
86.50-89.49 points = B+	82.50-86.49 points = B	79.50-82.49 points = B-	
76.50-79.49 points = C+	72.50-76.49 points = C	69.50-72.49 points = C-	
	59.50-69.49 points = D		0-59.49 points = F

If you are concerned about your grade, see me as early as possible.

Academic Support Resources

The information contained in the following link lists the University’s academic support resources for all students. Please see <http://go.utdallas.edu/academic-support-resources>. Note: This is not just for “struggling” students. This is for students who want to improve their study and learning skills!

Student Evaluation of Instructor: I grade you, it is only fair you get to grade me! Your constructive assessment of this course plays an indispensable role in shaping education at UT Dallas. Upon completing the course, please take time to fill out the online course evaluation. You are also encouraged to provide me with feedback throughout the course. I will also offer an opportunity for a midterm instructor evaluation.

Instructor Support and Student Visiting Hours: My Visiting hours are set up to allow students additional time for questions and help. Additional appointments may also be scheduled if needed. I understand college can be challenging and I want to provide you the support needed to succeed in this course. Visiting hours create opportunities to ask questions and get faculty support in a one-on-one setting. If you can not attend in person, please email me for a link for a virtual option. **Student Visiting hours may also be used just to chat!** Stop by and get a cup of hot tea or grab a piece of candy and say **“Hi!”** 🙌

Additional Student Support: As your instructor I recognize that you have a life outside of this class that may impact your success in this class. As the discrimination policy on page 1 indicates, I am committed to an equal opportunity for all students. To that end, I have compiled a list of campus and community

resources to support students where they need it. In the **"Getting Started"** folder there is a folder titled **"Student Support Resources."** In there you will find links to services provided by UTD (Comet Cupboard, Emergency Financial Assistance, First-Generation Students, Basic Needs Resource Center, Graduation Help Desk, Military and Veteran Center, and the Student Counseling Center) as well as links to community resources that are available to anyone in the community, not just UTD students. Please feel free to contact me if your class performance is being affected by outside life-circumstances. We have the same goal, YOUR SUCCESS in this course!

Course Policies and Requirements

1. **Class Attendance:** Attendance is expected, but not graded. **Do NOT attend class if ill.**
 - The University's attendance policy requirement is that individual faculty set their course attendance requirements. **Regular and punctual class attendance is expected. Students who fail to attend class regularly are inviting scholastic difficulty.**
2. **eLearning Set Up:** eLearning is the primary means by which I will share information with students. All members of the class are expected to check the eLearning site associated with this class on a regular basis, **at least twice a week.** eLearning is organized by week. Each week's module is organized into 3 components. "Prepare," "Learn" and "Your Learning Products". **PREPARE:** Consists of assigned materials you should read/watch prior to class, including **graded preparation assignments.** Failure to complete these assignments will result in zeros. **LEARN:** This is class time. On eLearning any external materials presented in lecture may be shared here for review. Lecture outlines will be posted here. **LEARNING PRODUCTS:** (AKA Homework!) These are your **graded homework assignments** for the week. Failure to complete these assignments will result in zeros. Additionally, some topics may have **"Supplement"** folders. The materials posted here are NOT ASSIGNED, but are offered for students who need alternate explanations or want more information on a topic.
3. **Generative AI Policy:** As technology continues to change and evolve, we have access to new and interesting tools to help us learn. With that in mind, this policy on generative AI (ex: Chat GPT, Bard, Claude, Dall-E, Grammarly, QuillBot etc.) is meant to outline the do's and don'ts in this course. As a psychology course, I want students to leave this class with a better understanding of the field of psychology, part of that is how psychology views AI. Psychology recognizes generative AI as both a useful tool and an interesting research topic. (For an overview read: <https://www.apa.org/monitor/2023/07/psychology-embracing-ai>). As science, part of psychology requires the publication of research findings. Publishers agree that generative AI can't take responsibility for its work, and thus can not be an author (For overview read: <https://publicationethics.org/cope-position-statements/ai-author>). Psychology views generative AI as a tool that can help students learn. (For an overview read: <https://www.apa.org/monitor/2023/06/chatgpt-learning-tool>) As your instructor for this course, the **process of learning** (rather than the product) is chiefly important to me and helped me create this do and don't list.

Generative AI Use in this course:	
Do	Don't
Use it as a study partner: create study guides, evaluate your own ideas, think through a problem, evaluate different perspectives.	Use it to generate, edit or create materials to be turned in as your own (this is cheating!)
Include a disclosure statement of any generative AI use, including why you used it.	AI can't take responsibility for its output, so it can't be an author - that is YOU!

Generative AI Use in this course:	
Do	Don't
Be aware that it can be used to cheat, plagiarize and fabricate. Please see: https://policy.utdallas.edu/utdsp5003	Don't use it cheat, plagiarize or fabricate materials. Please see:
Do use a spell or grammar checker (within Word, GoogleDocs, or Pages) for any type written work. These typically underline your mistakes so YOU can correct them.	Don't run your work through generative AI to edit. (Ex: Grammarly, QuillBot, etc). These are sometimes called "Paraphrasing Tools". But you should paraphrasing and editing your work, NOT AI! Note: <i>Predictive text, is also AI generated</i>
If you aren't sure if it is an appropriate use, ASK!	Use it to generate an answer and cite as generative AI - I am interested in the learning process and that has to come from you!

Note: This policy applies to ALL assignments and assessments in this class. Any suspected misuse of generative AI will be submitted to the Office of Community Standards and Conduct for suspected academic dishonesty.

4. **Assessments.** (60%) There are 5 non-cumulative assessments based on lectures, readings, and assignments. Formatting of the exams will include multiple choice, true/false, short answer, and computations. Assessments are given in-class. NO DEVICES or CELL PHONES ARE PERMITTED DURING THE EXAM. The lowest of the five assessments will be dropped. Thus, each counted assessment is worth 15% of your course grade.
- (A) **Assessment Procedures and Policies.** Any material offered in the course (lectures, readings, videos, MindTap assignments, etc.) is fair game for assessment content.
 - a. You will be given access to a formula sheet that can be printed front-to-back for each assessment. You may use this, along with any notes you have written on the sheet during your assessment. You may also reformat the formula sheet to allow for more room for notes. But you are **ONLY** allow **ONE** piece of paper (front and back). These will be collected with you assessment.
 - b. You are encouraged to use a calculator for assessments. A simple basic calculator is encouraged (typically less than \$5). You may use scientific calculator as well, but graphing calculators are not allowed during the assessment.
 - c. Bring a pencil. Mistakes are part of being human, so please don't use pen on your assessment! Highlighters are often helpful as well.
 - (B) **Grades.** Your assessment grades will be posted on eLearning. Time will be available before or after class to view your assessment. Mistakes are a learning opportunity, and you are encouraged to view every assessment. In the calculation of your final grade, the lowest assessment score will be dropped (see "[How eLearning calculates your grade.](#)") If you missed an assessment and received a zero, this will be counted as your lowest assessment score.
 - (C) **Make-up assessment policy:** The first assessment that you fail to take, **regardless of the reason**, will serve as the assessment grade that is dropped before calculating the final grade for the course. If you miss a second assessment, you may make up the assessment only if the reason for missing the assessment is due to an **extreme and unforeseen circumstance** (e.g., car accident, hospitalization, death of an immediate family member). In order to make up an assessment for these reasons, you must petition to make it up by **thoroughly documenting** the reason for your absence. This documentation includes a typewritten explanation of reason for your absence and copies

of any supporting official materials which must have the date, the name of the issuing party (e.g., your physician), or **proof of positive COVID-19 test, or notification from the university of quarantine**. This must also clearly indicate that you were unable to take the assessment on the regular dates, according to some relevant authority. As an example, a bill from a physician's office showing that you were there around the time of an assessment is not enough to warrant the approval of your petition. You must have a signed note from the physician saying that you were hospitalized or ordered to stay home from school and work on the day of the assessment because of your physical or mental condition. Elective medical or dental appointments are never excused. All documentation relevant to your make-up petition must be submitted via email ASAP after the missed assessment, but no later than when you return to classes (virtually or face-to-face.) If your documentation is late or incomplete, I will not accept it and your petition will not be considered. After assessing the evidence, I will notify you by e-mail as to whether your case warrants permitting a make-up. If it does not, you will receive a grade of 0 for the missed assessment. Falsification of materials related to makeup work is considered a violation of the Student Code of Conduct and will result in a minimum of a failing grade on the assessment for which the documentation was submitted.

MYTHBUSTERS:

- *Myth - The 5th assessment is optional or replaces your lowest grade*
 - **FALSE**
 - The 5th assessment is not optional, if you fail to take it, you will receive a zero. If this is your lowest grade, it will be dropped
 - If your 5th assessment grade is higher than your lowest assessment grade, that lower score continues to remain dropped, and will continue to not be calculated.
- *Myth: The 5th assessment is a comprehensive final*
 - **FALSE**
 - The 5th assessment covers Ch 14 & 15

5. **Preparation Assignments. (10%)** Preparation assignments are assigned in "Prepare." They are assigned as a way to facilitate reading the chapters, and preparation before attending class. Preparation assignments are due Mondays at 11:59 PM. These are open note/open book assignments, and reference materials are allowed. The due date allows you to come to class prepared for the new materials. The lowest 2 assignments will be dropped. These primarily consist of Mastery Training Assignments in MindTap, but additional preparation assignments may be included to facilitate the reading of materials outside of the textbook. **There will be NO makeups or grace periods for missed Preparation assignment opportunities.**

- Mastery Training Assignments are set up for distributed practice. It allows me to set the timeframe, **but the minimum I can set is 2 days**. That means you need to do the assignment in more than one day! They are also adaptive, so if you have read the chapter you will likely finish the assignment in less time (over two days!) than if you go in with no prior prep. These will auto-grade in MindTap

6. **Participation Assignments. (15%)** These are in-class participation assignments that will be completed synchronously during class and will be graded on completion by your UGTI (anonymously.) The lowest (2) participation assignments will be dropped. In-class assignments may not be announced and could occur during any class period, at any point in our scheduled class time. So plan to arrive to each class on-time and stay the entire period.

- (A) One extra opportunity will be provided at the end of the semester to replace a 3rd low /missing participation assignment. This will be the **ONLY** makeup opportunity offered (outside of DOS

involvement). More information will be posted the last weeks of class on eLearning.

(B) **There will be NO additional makeups or grace periods for missed participation assignment opportunities.**

7. **Homework Assignments. (15%)** These are out-of-class homework assignments that will be graded on accuracy by your Graduate Teaching Assistant. These assignments will be submitted in eLearning. Homework assignments are due Fridays at 11:59 PM. The due date allows you to turn in assignments with ample time to give you feedback. The grade is feedback on your progress so you can use mistakes as a learning opportunity and improve before the summative assessments. The lowest (2) homework assignments will be dropped.

(A) **There will be NO additional makeups or grace periods for missed homework assignment opportunities.**

MYTHBUSTERS:

- *Myth: I can email Dr. Atchison for an extension/makeup on one of the above assignments if I am sick or have a conflict*
 - **FALSE**
 - Each of the assignments has a drop policy in place to protect you for when something comes up! The drop policy isn't there to drop low grades (but it can do that too). It is there to drop missing grades. Your life will intervene in this class, we just schedule it into the syllabus!!
 - *NOTE: If you have circumstance that is affecting all of your classes, please contact me or the [Dean of Students Office](#).*

8. Research Exposure Credit Requirement (REC):

- One requirement of all students enrolled in this class is completion of two research exposure credits. This requirement provides students practical and direct experiences with research and is an important means to understanding behavioral research. Details about this requirement appear on the separate Research Exposure Credit Requirement handout distributed on the first day of class and/or posted on the course eLearning page.
- Failure to complete the research exposure requirement will result in lowering your total grade in this class. For each Research Exposure Credit you fail to complete, your course grade will be reduced by 1/3 letter grade. For example, if you only complete one of the two required credits and your grade for all other course requirements is an A+, then your grade would be lowered from an A+ to an A. If you do not complete both credits, your grade would be lowered from an A+ to A-. The deadline for completion of these credits is **May 1st at 11:59pm CST**.
 - Alternative assignments will be posted in the first month of the semester. These alternative assignments are helpful for students who do not qualify to participate or choose not to participate in research.

MYTHBUSTERS:

- *Myth: Dr. Atchison manages RECs for her classes.*
 - **FALSE**
 - This is a school-wide requirement for several courses. All parts of this are handled by the school (SonaBBS@utdallas.edu). I just receive a list of students whose grades need to be changed because they have not met the above requirements. All the information I have about this is posted in "Getting Started" in eLearning.

9. **Slide Presentations and Outlines:** Outlines of the slide text are provided, but copies of the slides are not offered due to copyright laws on distributing images. These are in the "Learn" folder for each week. A formula sheet for each assessment will also be offered.

10. **Email.** For security reasons, email communications between instructors and students regarding this class will be conducted using a UTD email account. When sending email messages related to this

course, please include **PSY 2317 & Section/Time in the subject line**. I teach 4 courses, so it speeds up my response to your question, if I know what class we are discussing.

11. **eLearning Functions.** eLearning is the primary means by which I will share information with students. All members of the class are expected to check the eLearning site associated with this class on a regular basis, at least twice a week.

- a. **How eLearning calculates your grade:** I have put the above grading and drop policies into eLearning "Weighted Total" category. At the beginning of the semester this means that eLearning will drop even high grades, because those are the only grades there. As you get more variety in grades other grades will drop. For example, if a higher grade comes in, previous lower grades remain dropped. Conversely, if lower grades come in (like not completing an assignment/assessment) previous grades that were being dropped will be calculated into your course grade. **What this means for the end of the semester if you decide not to complete any assignment or assessment your current grade could go down.** The new zero will be the could be your lowest grade, and a previously dropped grade will now be calculated in your course grade. Because what is dropped in each category changes as grades come in, eLearning does NOT mark grades as "Dropped" in the grade book at ANY POINT. Grades are not "dropped" from eLearning, they are "dropped" from calculation. Additionally, eLearning has slightly different breakdowns for +/- grades than I have above. When I go to submit final grades, I will make corrections to those in Orion (not eLearning) to properly apply those policies.

MYTHBUSTERS:

- *Myth: Dr. Atchison will go in at the end of the semester and drop my lowest grades.*
 - **FALSE**
 - eLearning has been dropping your lowest grades per the syllabus policies from the moment you get your first grade. It will continuously update what is being dropped all semester based on what grades are the lowest in a given category. But eLearning does not mark them as "dropped."
- *Myth: Calculations for the final course grade don't happen until the end of the semester.*
 - **FALSE**
 - eLearning is attempting to calculate your final course grade from day 1. Your course grade is visible at any point in the semester under "Weighted Total".
- *Myth: If a grade is "dropped" it will no longer appear in eLearning.*
 - **FALSE**
 - eLearning drops grades from **calculation**, not from showing up in eLearning.

b. **Server Unavailability or Other Technical Difficulties:** The University is committed to providing a reliable learning management system to all users. Students should immediately report any problems to the instructor and **also contact the online [eLearning Help Desk](#)**. The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time. In the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation but **ONLY** with an **incident number** from the eLearning Help Desk.

12. **Extra Credit:** There are no extra credit assignments for the course.

- a. Please seek guidance early in the semester to improve homework and assessment grades. The best plan is to ask for help on participation assignments, so we can help you learn the material from the beginning.

13. Required Syllabus Information:

- a. **Class Conduct, Norms and Citizenship:** The university-wide policies are available in the [Student Code of Conduct](#), however we will work together to establish a code of class conduct and expected norms. These norms of conduct will address how we treat each other and the expectations we have of respect and professionalism as a community of learning on the first day of class. eLearning will be updated with this information once we have created it.
- b. **Class Materials:** The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course; however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class or uploaded to other online environments except to implement an approved AccessAbility Resource Center accommodation. Failure to comply with these University requirements is a violation of the Student Code of Conduct
- c. **Class Participation:** Regular class participation is expected. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the Student Code of Conduct.
 - Texas Senate Bill 17, the recent law that prohibits diversity, equity, and inclusion programs and activities at public universities in Texas, does not in any way apply to academic course instruction. Students should not feel the need to self-censor or limit their participation in academic courses pertaining to topics of race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and inclusion, and related topics.
- d. **Class Recordings:** Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the Student Code of Conduct.
 - i. The instructor **may** record meetings of this course. These recordings will be made available to all students registered for this class if the intent is to supplement the classroom experience. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law. Class Materials
- e. **Comet Creed:** *This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:* "As a Comet, I pledge honesty, integrity, and service in all that I do."
- f. **Accommodations for Students with Disabilities:** Please review [the section](#) within the UT Dallas Syllabus Policies and Procedures webpage.
- g. **UT Dallas Syllabus Policies and Procedures:** Please visit the [Syllabus Policies](#) page to view the University's policies and procedures segment of the course syllabus. Please review the catalog sections regarding the [credit/no credit](#) or [pass/fail](#) grading option and withdrawal from class.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

Assignments & Academic Calendar (Topics, Reading Assignments, Due Dates, Exam Dates)

The course syllabus provides a general plan for the course; deviations may be necessary. Unanticipated circumstances including discovery of the need to spend more time mastering particular content may require changes to the syllabus, including the addition of assignments. In such situations, I will discuss the need for changes with the class prior to making them both in class and on our eLearning site.

Check the "Preparation", "Learn" and "Learning Products" folders to make sure you have completed the materials assigned.

All times are listed as US CENTRAL STANDARD TIME

Week 1: January 21 - 26	
Lecture Topics: Introduction to Statistics	
Preparation (ASAP after the first day of classes)	Read: Syllabus, Note Taking 101 and Chapter 1
Learn	Tuesday: Course Introduction, <i>Syllabus Reconnaissance</i> , <i>Classroom Norms</i>
	Thursday: <i>Introduction to Statistics</i>
Your Learning Products (Due 1/24 @11:59 PM CST)	Complete: No Homework this week (BUT Mastery Training #1-3 due Monday!)

Week 2: January 27 - February 2	
Lecture Topics: Frequency Distributions and Measures of Central Tendency	
Preparation (Due Monday 1/27 @11:59 PM)	Read: Chapters 2 & 3 Complete: Mastery Training Chapters 1-3
Learn (at least one participation assignment will be offered)	Tuesday: <i>Frequency Distributions</i>
	Thursday: <i>Measures of Central Tendency</i>
Your Learning Products (Due Friday 1/31 @11:59 PM CST)	Complete: Homework #1 (Intro to Stats, Frequency Distributions, and Central Tendency)

Week 3: Feb 3 -9	
Lecture Topics: Variability & Z-Scores	
Preparation (Due Monday 2/3 @11:59 PM CST)	Read: Chapter 4 & 5 Complete: <i>Mastery Training Chapter 4 & 5</i>
Learn (at least one participation assignment will be offered)	Tuesday: <i>Variability</i>
	Thursday: <i>Z-Scores</i>
Your Learning Products (Due Friday 2/7 @11:59 PM CST)	Complete: <i>Homework #2 (Variability)</i>

Week 4: Feb 10 - 16	
Lecture Topics: Probability	
Preparation (Due Monday 2/10 @11:59 PM)	Read: Chapter 6 Complete: <i>Mastery Training Chapter 6</i>
Learn (at least one participation assignment will be offered)	Tuesday: <i>Probability</i>
	Thursday: 2/13: Assessment 1 (Chapter 1-4) <i>No students will be admitted for the assessment after the first assessment is turned in (BE ON TIME!)</i> Bring: Pencil, Basic Calculator (memory cleared), and Formula Sheet
Your Learning Products (Due Friday 2/14 @11:59 PM CST)	Complete: <i>Homework #3 (Z-Scores)</i>

Week 5: Feb 17 - 23	
Lecture Topics: Probability & Samples	
Preparation (Due Monday 2/17 @11:59 PM)	Read: Chapter 7 Complete: <i>Mastery Training Chapter 7</i>
Learn (one participation assignment may be offered)	Tuesday: <i>Probability</i>
	Thursday: <i>Probability and Samples</i>
Your Learning Products (Due Friday 2/21 @11:59 PM CST)	Complete: <i>Homework #4 (Probability and Samples)</i>

Week 6: Feb 24 - March 2	
Lecture Topics: Hypothesis Testing	
Preparation (Due Monday 2/24 @11:59 PM)	Read: Chapter 8 Complete: <i>Mastery Training Chapter 8</i>
Learn (at least one participation assignment will be offered)	Tuesday: Hypothesis Testing
	Thursday: Hypothesis Testing, Effect Size and Power
Your Learning Products (Due Friday 2/28 @11:59 PM CST)	Complete: <i>Homework #5 (Null Hypothesis Significance Testing; Effect Size & Power)</i>

Week 7: March 3 - 9	
Lecture Topics: Introduction to the t-Statistic	
Preparation (Due Monday 3/3 @11:59 PM)	Read: Chapter 9 Complete: <i>Mastery Training Chapter 9</i>
Learn (at least one participation assignment will be offered)	Tuesday: Introduction to the t-statistic
	Thursday 3/6: Assessment 2 (Chapters 5-8) <i>No students will be admitted for the assessment after the first assessment is turned in (BE ON TIME!)</i> Bring: Pencil, Basic Calculator (memory cleared), and Formula Sheet
Your Learning Products (Due Friday 3/7 @11:59 PM CST)	Complete: <i>Homework #6 (Intro to t-test)</i>

Week 8: March 10 -16	
Lecture Topics: t Statistic for Independent Means	
Preparation (Due Monday 3/10 @11:59 PM)	Read: Chapter 10 Complete: <i>Mastery Training Chapter 10</i>
Learn (one participation assignment may be offered)	Tuesday: t statistic for independent means
	Thursday: t-statistic for independent means
Your Learning Products (Due Friday 3/14 @11:59 PM CST)	Complete: <i>Homework #7 (t-Statistic for independent means)</i>

SPRING BREAK: March 17-23	
Preparation	Read: Anything you want, or nothing at all....
Learn	Relaxing and recharging (NO CLASSES)
Your Learning Products	Catching up on sleep, reading for pleasure, connecting with family and friends

Week 9: March 24 - 30	
Lecture Topics: t Statistic for Repeated Measures	
Preparation (Due Monday 3/24 @11:59 PM)	Read: Chapter 11 Complete: Mastery Training Chapter 11
Learn (at least one participation assignment will be offered)	Tuesday: t-statistic for related/repeated samples Thursday: t-statistic for related/repeated samples
Your Learning Products (Due Friday 3/28 @11:59 PM CST)	Complete: Homework #8 (t-Statistic for repeated means)

Week 10: March 31 - April 6	
Lecture Topics: <u>Analysis of Variance</u>	
Preparation (Due Monday 3/31 @11:59 PM)	Read: Chapter 12 Complete: Mastery Training Chapter 12
Learn (at least one participation assignment will be offered)	Tuesday: <u>Analysis of Variance</u> (ANOVA) Thursday 4/3: Assessment 3 (Chapters 9-11) <i>No students will be admitted for the assessment after the first assessment is turned in (BE ON TIME!)</i> Bring: Pencil, Basic Calculator (memory cleared), and Formula Sheet
Your Learning Products (Due 4/4 @11:59 PM CST)	Complete: Homework #9 (Intro to ANOVA)

Week 11: April 7 - 13	
Lecture Topics: <u>Analysis of Variance</u>	
Preparation (Due Monday 4/7 @11:59 PM)	Read: Review Ch 12 (previously assigned) No Mastery Connect this week
Learn (one participation assignment may be offered)	Tuesday: <u>Analysis of Variance</u> (ANOVA)
	Thursday: ANOVA Review; Intro to Factorial Designs for Two-Factor ANOVA
Your Learning Products (Due Friday 4/11 @11:59 PM CST)	Complete: Homework #10 (One-Way ANOVA)

Week 12: April 14 - 20	
Lecture Topics: ANOVA (One- and Two-Factor)	
Preparation (Due Monday 4/14 @11:59 PM)	Read: Chapter 13 Complete: Mastery Training Chapter 13
Learn (at least one participation assignment will be offered)	Tuesday: Two-Factor ANOVA
	Thursday: Two-Factor ANOVA
Your Learning Products (Due Friday 4/18 @11:59 PM CST)	Complete: Homework # 11 (Two-Factor ANOVA)

Week 13: April 21- 27	
Lecture Topics: Two-Factor ANOVA and Correlation	
Preparation (Due Monday 4/21 @11:59 PM)	Read: Chapter 14 Complete: Mastery Training Chapter 14
Learn (at least one participation assignment will be offered)	Tuesday: Correlation
	Thursday 4/24: Assessment 4 (Chapters 12 & 13) <i>No students will be admitted for the assessment after the first assessment is turned in (BE ON TIME!)</i> Bring: Pencil, Basic Calculator (memory cleared), and Formula Sheet
Your Learning Products (Due Friday 4/25 @11:59 PM CST)	Complete: No Homework this week

Week 14: April 28 - May 4	
Lecture Topics: Correlation and Regression	
Preparation (Due Monday 4/28 @11:59 PM)	Read: Review Ch 14 (previously assigned) No Mastery Connect this week
Learn (one participation assignment may be offered)	Tuesday: Correlation & Regression
	Thursday: Regression
Your Learning Products (Due Friday 5/2 @11:59 PM CST)	Complete: Homework #12 (Correlation and Regression)
May 1st @ 11:59 PM All REC credits due - Please see handout in "Getting Started" folder on eLearning	

Week 15: May 5 - 9	
Lecture Topics: Chi-Squared Test	
Preparation (Due Monday 5/5 @11:59 PM)	Read: Chapter 15 Complete: Mastery Training Chapter 15
Learn (at least one participation assignment will be offered)	Tuesday: Intro to Chi-Squared
	Thursday: Chi-Squared
Your Learning Products: Due Friday 5/9 @11:59 PM CST)	Complete: Homework #13 (Chi-Squared)

Finals Week: May 12-16	
Preparation	Study: Ch 14 & 15
TBA Date and Time will correspond to the time assigned by the registrars office - It will be released in Orion	Assessment 5: Chapters 14 & 15 - Correlation, Intro to Regression and Chi-Squared <i>No students will be admitted for the assessment after the first assessment is turned in (BE ON TIME!)</i> Bring: Pencil, Basic Calculator (memory cleared), and Formula Sheet