



ANALYSIS OF BEHAVIOURAL DATA

What is this Course About?

Fundamentally, this course is about understanding people. How are we going to do that? In a way you might not have explored much before: by learning about statistics. Statistics are tools that researchers in psychology and other disciplines use to gain insight into how and why people do what they do. No more, no less. Statistics aren't magic. They don't tell us exactly what's going on (but they can give us insight, as long as our interpretations are correct). And statistics are certainly not something to be feared. Yes, there are calculations and calculators and computers involved. But those are just about getting the numbers. What's really important is how we interpret them, so that we can evaluate hypotheses and learn things about people.

Keep in mind that this course is an *introduction* to statistics. We're not going to master everything. Sometimes the ideas we'll be learning about might not seem relevant to understanding behaviour, but they're laying a foundation that you can take with you into the world and into future courses. For many people, this course will present quite a challenge. Prepare to put in the work, don't fall behind, seek help when you need it, and you'll find yourself off and running toward developing statistical literacy and understanding people a bit better. You might even learn something about yourself in the process!

Quick Facts: Where? When?

Classes are held **Monday, Wednesday, Friday, 9-9:50 (Sec 1) or 10-10:50 (Sec 2) in AERL Room 120**. Attendance is expected and is necessary for success. Please show respect for your fellow learners and leaders, including arriving on time and leaving after dismissal. Bring your iClicker device, paper and writing tools. You may choose to bring a computer, but beware of its tendency to side-track attention and decrease comprehension – yours and others (Fried, 2008; Sana, Weston, & Cepeda, 2013).

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Meet your Leaders in Learning

INSTRUCTOR Dr. Catherine Rawn

Office: [Kenny Psychology Building](#), Room 2523

Welcome to my drop-in office hours:

Mon 11-12, Wed 12-1.

Email: cdrawn@psych.ubc.ca All general questions should be posted on the Discussion Board in Canvas so everyone can help each other quickly. If you need to email me directly, please put "PSYC 218" in the Subject line and use your [UBC alumni email account](#) or your message could get misdirected. I try to respond as quickly as possible, but 48 hours for a reply (excluding evenings and weekends) is about typical.

Web: www.psych.ubc.ca/~cdrawn, **Twitter:** @cdrawn

Dr. Rawn in ≤ 20 words: Ontario-born; happily married; half-marathon runner; likes travel, historical fiction, chocolate, coffee, wine, Vancouver, a good challenge; dislikes horror movies, cheating.



TEACHING FELLOWS



Stef Bourrier, Email: scbourrier@psych.ubc.ca

Office: Kenny 3508; **Office hour:** Tues 11-12

Stef in ≤ 20 words: Cognitive science research student who enjoys crosswords, making beer, chats about consciousness. Hardline skeptic, LGBT Ally, vegan, Star Trek nerd.

Sam Can, Email: phuong.can@ubc.ca

Office: Kenny 1906; **Office hour:** Thurs 3-4pm

Sam in ≤ 20 words: a previous American Southerner, love conceptual math, architecture and interior design, like tiramisu and all kinds of good food.



Mana Ehlers, Email: manaehlers@psych.ubc.ca

Office: CIRS 4342A; **Office hour:** Thurs 1-2pm

Mana in ≤ 20 words: PhD student in Neuroscience; studies stress and emotional learning; likes hiking, running, lifting, ice cream and coffee.



Iris Lok, Email: iris.lok@psych.ubc.ca

Office: Kenny 2222; **Office hour:** Fri 11-12

Iris in ≤ 20 words: Born and raised in Hong Kong; studies happiness; loves Korean food, visiting Japan, top-rope climbing, and all kinds of games.



Learning Goals: Where are We Going?



I designed this course with specific goals in mind to keep all of us focused throughout the term. By the end of this course, you should be able to...

1. Compare, contrast, and critique descriptive statistics (including effect size) versus inferential statistics (Null Hypothesis Significance Testing method).
2. Calculate, by hand and using computer software, a variety of statistics commonly used in psychology (e.g., correlation, regression, z-scores, t-tests, ANOVA).
3. Choose and apply the appropriate statistic to analyze a dataset, when provided with a study's design and a researcher's purpose.
4. Interpret what the statistics you calculate mean about the variables and the hypothesis.
5. Evaluate others' interpretations of statistical analyses.
6. Discuss the strengths and weaknesses of various statistical tests, and the NHST framework broadly.
7. Define and discuss the relationships among major statistical concepts (e.g., alpha, effect size, power, sample size).
8. Appreciate the value of developing statistical literacy.

INTEGRATION OF COURSE IN CURRICULUM This course requires successful completion of Psyc 217 Research Methods and declaring a major in Psychology, Cognitive Systems, or Speech Sciences. It is a requirement for the BA Psychology major, and is a prerequisite for Honours and Psyc 359 (advanced statistics).

A NOTE ON WITHDRAWING This is an intense course. If you find yourself unable to handle the demand at this time, I encourage you to talk to me. Withdrawal from this course without record of the course on your transcript must occur before **14 January 2019**, or before **8 February 2019** for withdrawal with a standing of "W" on your transcript.

Materials: What Do You Need?

You'll need 6 materials to set yourself up for success.

1. TEXTBOOK Nolan, S. A., & Heinzen, T. E. (2016). *Essentials of Statistics for the Behavioural Sciences*, (3rd Ed.). New York, NY: Worth. The looseleaf and ebook versions are available from the bookstore, and come with access to the (optional but recommended) Launchpad study tool, which you can try out for 3 weeks for free ([select "I need to pay later"](#)). Other options are available [directly from the publisher's website](#).

2. LAB GUIDE Cuttler, C. (2014). *A student guide to SPSS (2nd Edition)*, including download code for SPSS Student Version 22 or 24. This guide is available to purchase (\$46.20US) as an ebook from <https://he.kendallhunt.com/product/student-guide-spss> or in physical form at the bookstore (with an access code to download SPSS). Notes: the older edition refers to a much older edition of SPSS software and is less helpful; used access codes will not work.

The Cuttler lab guide will be indispensable when it comes to completing the assignments throughout this course. Install SPSS on your computer ASAP as some students have had problems installing it in the past. If you choose to access SPSS some other way and/or in some other version, *do not expect us to be able to help you with it*.

3. BASIC CALCULATOR Bring a basic, non-programmable calculator to every class and to all tests. It should be able to do squares and square roots; that's the fanciest calculation ability you'll need ([here's an example](#) for \$7.99 from Staples).

4. CANVAS COURSE WEBSITE canvas.ubc.ca. Keep organized here. Find **weekly announcements, learning objectives before and PowerPoint slides after class, discussion threads, forms, submit assignments, your grades**, calendar to sync, and links and instructions for all other websites. **Rather than emailing questions to the teaching team, please post your questions in the discussion threads here.** Log in often using your CWL.

5. COGLAB 5.0 ACCESS An access code for CogLab 5.0 is available for \$24.99 at the following website: www.nelsonbrain.com/webapp/wcs/stores/servlet/en/micrositesca/UBC-PSYC218. Then, once you have an access code, use the instructions on Canvas to register in our course on CogLab. Please use the same first and last name as your official UBC registration.

6. iClicker. Communicate and engage during class using an iClicker. Questions and polls will be integrated into every class. Physical iClickers can be purchased at the bookstore, used or new. You must REGISTER YOUR iClicker *on our Canvas course website* to receive the points you earn in class. (Note, although there is an app version, I do not set up the software to enable using it. Former students reported being distracted by having their mobile device out on their desks.)

SHORT ON CASH? If you're choosing between buying food or course materials, *please* come see me. I have iClickers to borrow, and can arrange for a few textbook access codes for people experiencing financial hardship. Note that you can also borrow a copy of the text on course reserve from Koerner library. *Let me know if that's not so.* SPSS is also available in the Buchanan drop-in computer labs. Please check the [room schedule](#).



Learning Appraisals: How Will We Know If We Have Met Our Goals?

Learning Appraisal Activity	Points to Earn	Dates
Two-Stage Tests (12% x 3)	36%	January 23, February 25, and March 20
Cumulative Final Exam	34%	During exam period as scheduled by registrar
Assignments (4% x 6)	24%	Due on Canvas on Fridays January 25, February 16, March 15, March 29, and Monday April 8 (Assignments 5 + 6 combined)
In class participation (iClicker)	3%	Continuous
Research Experience Component (Human Subject Pool Participation)	3%	Complete by the last day of class
Points Available for you to Earn	100%	

TWO-STAGE TESTS (3 x 12%) AND TWO-STAGE CUMULATIVE FINAL EXAM (34%) All tests will consist of a mix of multiple-choice and short answer/calculation questions. **You will be challenged to push beyond memorization of facts and to integrate and apply course material.** Research shows greater long term retention with multiple testing—not just studying—opportunities (Roediger & Karpicke, 2006). Therefore, to best prepare you to apply course material in the future, **the final exam is cumulative.**

What is a 2-Stage test? In class, take the test on your own, then immediately get into a team and retake it together so you have the chance to discuss and debate answers. Sit near the people you want to work with, or join a group spontaneously. Individual tests will count for 90% of your test score, and team tests will count for 10%. In the rare case where an individual score is higher than that person's team score, the individual score will count for the full 100%.

Why 2-Stage tests? Data show this test format helps students learn and engage in courses (Gilley & Clarkston, 2014). It provides you with immediate feedback while you still remember the test questions. See my blog post for more references and a lengthier rationale: <http://ow.ly/ztdv6>.

PARTICIPATION (3%) Your participation will be evaluated in class by responding to **iClicker** questions, and outside of class by discussion on **Canvas**. At the end of the course, all points you earned via iClicker for just answering questions (participation) and getting them correct will be added together. In each class period, earn a maximum of two points by **answering at least 75% of the iClicker questions (1 point) and any one of those correctly (1 point)**. To earn 3% toward your course grade, earn full marks **for at least 90% of the classes** during the term. Outside of class, meaningful engagement on **Canvas** may also be considered (e.g., if your final mark falls just below the next grade).

RESEARCH EXPERIENCE COMPONENT (3%) As part of this course, you will be asked to spend **three hours participating in psychology studies** through the Department of Psychology's Human Subject Pool (HSP) system. The REC is designed to help you learn more about psychology and how research is conducted by providing you with first-hand experience with psychological research. **As an alternative to participation in subject pool studies you may choose to fulfill the required REC by completing three library writing projects**, for which you read and summarize a research article; each article summary counts as one hour of research participation. Study sign-ups and details about the alternative assignment are posted on <https://psych.ubc.ca/undergraduate/human-subject-pool/> (see the *HSP Information for Participants* document). **The REC is worth 3% of your course grade: 1 hour of participation or 1 article summary = 1% x 3.**

Learning Appraisals, Continued

ASSIGNMENTS (6 x 4%) Six lab assignments spread across the term will give you practical experience analyzing data using SPSS (a commonly used statistical software package) and reporting the results. Note that Assignments 5 and 6 will be combined at the end of the course. Each lab assignment has three components. Consult the Course Schedule on the last page of this syllabus and due dates set in Canvas. It is possible these dates could change. You are responsible for coming to class, checking Canvas, and finding out about any changes.

(1) CogLab or Survey. You will be asked to spend 10-30 minutes completing an online experiment or survey. This step will allow us to generate a dataset the class will use for the assignment, and will help you develop a deeper understanding of data analysis and interpretation because you have experienced the study as a participant. *These are always due on Mondays at the start of class. Check the Course Schedule for specific dates.*

You will lose ¼ (25%) of your assignment grade (i.e., 1% of your final course grade) for each CogLab or Survey you do not complete by the due date and time. You will not be able to make up lost marks because of failure to complete a component on time. **See Canvas for links to the CogLab experiments and survey.**

(2) Student Guide to SPSS and In-Class SPSS Labs. It is important to read the appropriate chapter(s) for each lab assignment in *Cuttler's A Student Guide to SPSS (2nd edition)*, to be announced on Canvas and in class. These chapters provide detailed information about how to perform all the SPSS functions you will need for the assignments, including screen shots from SPSS. Five times during the term, class time will involve hands-on demonstrations of how to use SPSS for the upcoming assignment. Bring (or share) an SPSS-enabled computer.

(3) Lab Assignment. After each in-class SPSS demonstration, I will post an assignment for you to complete on your own time. All assignments will be posted on Canvas, where you will submit them. The assignments will require you to analyze and interpret the data from one of the CogLab or Surveys our class has generated. You will have about 1.5 weeks to complete each assignment. Check the Course Schedule for specific due dates.

You will lose 1/8 (12.5%) of your assignment grade (i.e., 0.5% of your final course grade) for each day your assignment is late. Late assignments will not be accepted after 7 days.

Lab assignments must be completed independently. You are encouraged to meet with your Teaching Fellows during their office hours if you require assistance with the assignments. You may also use the discussion boards on Canvas to discuss with your Teaching Fellows and peers any issues you encounter while completing the assignments. Although you may ask for assistance, *you must complete the analyses and write-ups on your own. You may not share your work with other students or use another student's work.*

Expectations and Course Policies

What We Expect from You

ATTEND CLASS Please come to every class prepared to participate in your learning. Bring your iClicker device, paper and writing tools (in addition to a laptop, if you choose to bring one; but consider Fried, 2008; Glass & Kang, 2018; Sana et al., 2013), and an open mind. *If you must miss class* you are responsible for obtaining missed notes and important announcements. You will not be able to regain participation points for missed classes.

WRITE ALL TESTS AND THE CUMULATIVE FINAL EXAM If you must miss a test due to an extenuating circumstance like severe illness, you must submit the **Request for a Make-Up Test Form** (available on Canvas) plus appropriate documentation to Dr. Rawn. *Unless it is an emergency*, this form must be submitted at least 7 days before the test date. In an emergency, the form should be submitted within 3 days of missing the test (or as soon as possible) A makeup test will then be scheduled with a TA. **Presence at the Final Exam is mandatory.** If you absolutely must miss the final exam due to an extenuating circumstance like severe illness, you or your caregiver must apply for Academic Concession by contacting your Faculty's Advising Office (e.g., Arts Advising through the Centre for Arts Student Services). If you have 3 or more exams scheduled to start and finish within a 24 hour period you may request to write the second exam on a different day. However, you must give the instructor of the second exam one month notice.

PARTICIPATE Success in this class depends upon your active participation. **I will ask you to do only those activities that I believe will help you learn.** Class time is designed to mix lecture-based explanations of course material with demonstrations, pair and small group discussions, large group discussions, writing, iClicker questions, and feedback. Come ready.

TREAT OTHERS RESPECTFULLY You are expected to treat all classmates, teammates, instructor, and Teaching Fellows, with respect in and out of the classroom, face-to-face and in writing (e.g., on email). This includes arriving on time and minimizing distractions for other students.

ACT ETHICALLY You are responsible for your own learning. Cheating of any kind will **not** be tolerated, including dishonest use of iClicker (e.g., entering responses for an absent classmate) and copying other's work. See the syllabus section on *Ethical Conduct* for more information.

SHARE CONSTRUCTIVE FEEDBACK We invite you to share your ideas and suggestions with us, particularly about things we are able to change, and be open to working together to make this course a positive experience for all of us.

USE ELECTRONICS IN THE CLASSROOM RESPONSIBLY You may choose to use electronic devices to support your learning—not distract from it. Please see the Announcement on Canvas for further information.

What You Can Expect from Us

BE AVAILABLE We are here to help you and your classmates in your choice to succeed. Visiting us in person is typically more effective than email for clearing up questions. If our office hours absolutely cannot work for you, respectfully email us a few time and day options to make an appointment. Because of our class size, there may be limits on the number of appointments possible.

POST SOME MATERIALS ONLINE PowerPoint slides and handouts will be available *after* class on our course Canvas site. Learning Objectives will be available there before class. Slides cannot be posted before class because they will undermine iClicker questions and reduce by ability to be responsive to what happens in class. Moreover, data shows that having notes in advance rather than after class does not influence performance (Babb & Ross, 2009).

CONSIDER RE-GRADE REQUESTS If you feel strongly that any test or assignment question was graded unfairly, please submit the **Re-Grade Request Form** available on Canvas. You must submit the form within 2 weeks of the date grades were made available on Canvas. I will consider your request carefully and will respond via email in approximately one week of receiving it. Re-grading may result in an increase or decrease. That re-grade is final.

PROVIDE FEEDBACK We will endeavour to provide you with feedback on learning appraisals as promptly and as with as much detail as possible, given the size of our class.

ACT RESPECTFULLY & ETHICALLY At all times, we aim to treat each of you with respect, and to make all course decisions with the highest standard of ethics in mind. If you feel you are being treated unfairly or disrespected by us or a classmate, we invite you to talk to us so we can sort out the issue together. To be clear: such a discussion would not impact your grade.

Tips for Success: Choosing to Learn!

I believe you can master this course material, *if you consistently choose to put in the effort required to do so*. Here's a rough guideline for how much time you should be spending on this course this year: **3-5 hours out of class for every 1 hour in class**. Note that some people will need more time than this.

What can you do *in class*?

- **Take notes** about what's being discussed, using what's on the slides to guide and organize your notes. (Don't just copy down what you see on the slides; you'll get those words later!).
- **Keep focused**. For example, avoid bringing a computer (or sitting behind someone else's) if it will be a distraction for you. Get adequate sleep and nutrition.
- **Actively participate in activities, demonstrations, and discussions; thoughtfully answer iClicker questions**. The point of all of these is to help you think about the material so you can master it and make it meaningful for your life.
- **Ask questions**. Be brave! If you would like clarification or are interested in how a concept connects or applies in some way... ask it!

What can you do during those 9-15 hours per week you spend on this course *outside class*?

- **Complete Assignments**. It might feel like assignments are an extra task, but completing them *is studying!* You need to link concepts together and apply them to real examples. You need to calculate and explain and interpret the results you find using our course material. What could be a better way to study?
- **Add to your class notes**. Fill in any missing gaps before you forget! Integrate your notes with the slides posted on our Canvas course website. *Build your notes so you can use them to study later.*
- **Come to office hours and post questions and answers on Canvas**. Get to know your Leaders in Learning, ask questions about course material, and find out more about psychology and statistics.
- **Prepare for the next deadline**. There are many components and deadlines to track. Stay organized and plan ahead to set yourself up for success.
- **Actively read the text**. For example, convert section headers into questions to help you identify the most important points to write. Take every chance to test yourself (Bjork & Bjork, 2011). For example, complete "Practice Problems," "Questions and Problems," and quiz yourself on the "Important New Terms." After each chapter, close your book and freely recall everything you can remember, then go back and check what you got and what you missed (Karpicke & Blunt, 2011). *Build your notes so you can use them to study later.*

- **Test yourself using learning objectives from class and the text**. What should you be able to do with the course material? Learning objectives are meant to help you answer this question so you can study more effectively.

Learning Tools to Investigate



I encourage you to take responsibility for your learning and check out what these resources have to offer.

ONLINE STATISTICS RESOURCES Psychology doesn't own the topic of statistics. Many resources exist online to help people better understand statistics. The videos linked here <https://www.learner.org/courses/againstallodds/unitpages/index.html> might not use examples from psychology directly, but they might be helpful for you to understand some concepts in our course.

TIME MANAGEMENT Search online for productivity and project management tools/apps (e.g., trello.com, www.rescuetime.com/, todoist.com). Try planning time to complete papers with assignmentcalculator.library.ubc.ca.

UBC ACADEMIC REGULATIONS Information about academic regulations, course withdrawal dates and credits can be found in the [University Calendar](#).

LEARNING COMMONS is UBC's online hub for study and research support. This interactive website provides you with a wealth of academic resources, from tutoring and workshops to study groups and online technology tools. It also offers plenty of information on a variety of academic topics, and links to nearly all of the academic resources offered at UBC. Make the Learning Commons your first stop for all things academic! <http://learningcommons.ubc.ca>

PHYSICAL OR LEARNING DISABILITIES UBC is committed to equal opportunity in education for all students and so are we! If you have a documented disability that affects your learning in the classroom or your performance on tests or exams, please **contact Access & Diversity** in Brock Hall 1203, 1874 East Mall, Contact: 604.822.5844, www.students.ubc.ca/access. **If your disability requires extra exam time, meet with Dr. Rawn as soon as possible to discuss accommodation options for the two-stage exams.**

TUTORS Some students who have done well in this course in the past are serving as tutors for hire. More information will be available in the first few weeks of class.

Psychology Department Grading Policies

To meet department policy, the typical student demonstrating adequate performance on learning appraisals will earn around 63-67% in this course.

Read on for details.

In order to reduce grade inflation and maintain equity across multiple course sections, all psychology courses are required to comply with departmental norms regarding grade distributions. According to departmental norms, the average grade in a 100- and 200-level Psychology courses are 67 for an exceptionally strong class, 65 for an average class, and 63 for a weak class, with a standard deviation of 14. The corresponding figures for 300- and 400-level classes are 70, 68, and 66, with a standard deviation of 13. **Scaling** may be used in order to comply with these norms; grades may be scaled up or down as necessary by the professor or department. Grades are not official until they appear on a student's academic record. You will receive both a percent and a letter grade for this course. At UBC, they convert according to the key below:

A+	90-100%	C+	64-67%
A	85-89%	C	60-63%
A-	80-84%	C-	55-59%
B+	76-79%	D	50-54%
B	72-75%	F	0-49%
B-	68-71%		



Guidelines for Grading Criteria

You are earning a degree at a highly reputable post-secondary institution. Therefore, criteria for success are high. The following guidelines broadly characterize the kind of work that is generally associated with the main grade ranges. These characteristics help to put the Psychology Department Grading Policies into context. Note that adequate performance is in the C range, which is the typical class average.

A RANGE: *Exceptional Performance.* Strong evidence of original thinking; good organization in written work; capacity to analyze (i.e., break ideas down) and to synthesize (i.e., bring different ideas together in a coherent way); superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.

B RANGE: *Competent Performance.* Evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.

D-C RANGE: *Adequate Performance.* Understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work; not seriously faulty but lacking style and vigour.

F RANGE: *Inadequate Performance.* Little or no evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.

Consider these characteristics when making choices about the quality of work you submit in all learning appraisals, in this and any other course.

Ethical Conduct: Practices and Policies

Don't Cheat. Don't Plagiarize. It's Not Worth It.

Read on for Key Definitions, Consequences, and Ways to Act Ethically

The consequences for unethical conduct are more severe than you may think: you may fail the assignment or test, you may fail the course, you may be expelled from University, and unable to attend any other post-secondary institution in the future. Think about the long-term implications of that outcome in your life.

Psychology Department's Position on Academic Misconduct

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to *TurnItIn* — a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be compared to over 5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several, sensitive measures of originality that flag instances of matching text suggesting possible plagiarism; instructors receive copies of these reports for every student in their classes.

During exams, the instructor and invigilators reserve the right to move students in their seating arrangement with no explanation provided.

In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>).

Why is Academic Misconduct Treated So Harshly?

Some people don't feel like cheating on a test or taking a sentence or two from someone else's paper without citing it is a big deal. Here's a bit of insight into why we care so much.

In the academic community—a community of which you are now a part—**we deal in ideas**. That's our currency, our way of advancing knowledge. By representing others' ideas in an honest way, we are (1) respecting the rules of this academic community, and (2) showcasing how our own novel ideas are distinct from but relate to their ideas. APA style gives us a formal way to indicate where our ideas end and where others' begin. **Welcome to the academic community. You are expected to act honestly and ethically, just like the rest of us.**

Participating in the Academic Community Ethically

What can you do to ensure you are acting ethically in this course? **First, recognize that all graded work in this course, unless otherwise specified, is to be original work done independently by individuals.** Although you can seek help from your TFs and peers while figuring out the lab assignments, all assignments are to be completed independently.

Visit the Learning Commons' guide to academic integrity UBC offers an online guide to preventing unintentional plagiarism and organizing your writing. Visit <http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/>

Do not copy and paste text from other sources, including other people's work, even in a draft. Don't even read another person's lab assignment before completing your own, as you might unintentionally misrepresent those words as your own in a later draft (which would still qualify as plagiarism).

In cases of lab assignments that have an unusually high degree of overlap in their responses, both parties will receive zero for the assignment, and both will be called in to explain. Cases of cheating will be reported to the department and the university.

Keep up to date with course material and prepare well. Avoid putting yourself in panic mode come exam and deadline time. Treat every assignment and exam as a test of *your* knowledge, without any unauthorized aids of any kind.

If you have any questions about how to seek advice from peers without crossing the plagiarism boundary, please see your Instructor or TF before handing in your assignment.

Our Course Schedule

This plan is subject to change. Changes will be announced in class and/or posted on the Canvas course website.

Wk	Class Dates	Monday	Wednesday	Friday
1	January 2, 4	<i>No classes: New Year's Eve</i>	Syllabus Ch 1 (Intro Statistics, Variables)	Appendix A: Basic Math Ch 2: Frequency Distributions
2	January 7, 9, 11	🔄 CogLab "Stroop" Due 🔄 "Survey" (link on Canvas) Due	Ch 3: Visual Displays of Data	Ch 4: Central Tendency and Variability
3	January 14, 16, 18	<i>In-Class SPSS Lab #1</i> 🔄 CogLab "Change Detection" Due	Ch 5: Sampling and Probability	
4	January 21, 23, 25	🔄 CogLab "Memory Span" Due	🔄 Test 1 (Chapters 1-5)	Ch 6: Normal Curve, Standardization, z Scores 🔄 Assignment 1 Due
5	Jan 28, 30, Feb 1	🔄 CogLab "False Memory" Due	Ch 7: Hypothesis Testing with z Tests	
6	February 4, 6, 8	Ch 8: Confidence Intervals, Effect Size, and Statistical Power 🔄 CogLab "Risky Decisions" Due	<i>In-Class SPSS Lab #2</i>	
7	February 11, 13, 15			🔄 Assignment 2 Due
	February 18, 20, 22	<i>No classes: Spring Break Family Day</i>	<i>No classes: Spring Break</i>	<i>No classes: Spring Break</i>
8	Feb 25, 27, Mar 1	🔄 Test 2 (Chapters 6-8)	Ch 9: Single-Sample and Paired Samples t Tests	
9	March 4, 6, 8	<i>In-Class SPSS Lab #3</i>	Ch 10: Independent-Samples t Test	
10	March 11, 13, 15		Ch 11: One-Way ANOVA	🔄 Assignment 3 Due
11	March 18, 20, 22	<i>In-Class SPSS Lab #4</i>	🔄 Test 3 (Chapters 9-11)	Ch 13: Correlation
12	March 25, 27, 29	Ch 14: Regression	<i>In-Class SPSS Lab #5</i>	🔄 Assignment 4 Due
13	April 1, 3			<i>No classes: Term over</i>
	<i>No classes</i>	🔄 Assignment 5+6 Due (Monday April 8)		
<p><i>The final exam date will be set by the registrar. Do not book travel during exam period, April 8 to 26, 2019, including Saturdays.</i> The Final Exam is cumulative and will include class and reading material from the entire semester.</p>				

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