

PSYC 300A – 03 Statistical Methods in Psychology I

Fall 2021: September-December

When and Where is Class?



Lectures	When: Mondays, Wednesdays, and Thursdays at 2:30pm-3:20pm PT Where: Cornett Building B143 Note: Be aware that sessions in this course may be recorded to allow students who are not able to attend to watch later. The recording will be posted in Brightspace. Students who have privacy concerns can contact me and will have the option to limit their personal information shared in the recording. If you have other questions or concerns regarding class recording and privacy please contact privacyinfo@uvic.ca . Please note also that glitches may occur at times that prevent recordings from being possible or diminish the quality of the recording.
Labs	Check the academic calendar to find the date and time for which you signed up

Meet Your Teaching Team



Professor:

Name	Dr. Maria Iankilevitch
Email	mariaiankilevitch@uvic.ca
Office Hours In-Person	Wednesdays 4:30pm PT and by appointment in COR A241
Office Hours Online	Thursdays 4:30pm PT and by appointment via Zoom

Teaching Assistants:

Name	Contact	Office Hours
Peter Sugrue	petersugrue@uvic.ca	Tuesdays 4:30pm PT in COR B312 By appointment in COR B312 and/or online
Michael Willden	mwillden@uvic.ca	Tuesdays 1:00pm PT in COR B321 By appointment in COR B321 and/or online
Michaela Trites	mtrites@uvic.ca	By appointment in COR B329 and/or online

*Note that in-person Tuesday office hours will be on Sept. 14th, Sept. 21st, Sept 28th, Oct. 12th, Oct 19th, Nov 2nd, Nov 9th, Nov 23rd, Nov 30th, and Dec 7th. Additional times will be available for exam viewings with TA's when midterm exams are graded.

Prerequisites

Prerequisites for PSYC 300A:

1. PSYC 201 and the Academic Writing Requirement (AWR) fulfilled
2. Highly recommended: Math 12 (Pre-Calculus), MATH 120 at UVic, or MATH 151 at UVic








Course Description

This course provides a conceptual and practical understanding of descriptive and inferential statistics as applied to psychological research. With an understanding of the core statistical concepts learned in this course, students will develop their skills to evaluate and carry out statistical analyses in psychology and become critical consumers of scientific claims.

Class structure: Each week will include 3 lectures, each 50 minutes long, where we will focus on course content. There will also be labs, which will include guided activities for you to practice and apply the course content. You must attend the lab section you are registered in. You will be able to ask questions during lectures and labs. You may also ask questions and provide feedback anonymously (see below). Please note that students are expected to attend lectures and labs and that lecture slides are not an adequate substitute for attending lectures and labs.



Learning Goals

By the end of the course, students should be able to...	
 Understand	Explain which statistical analyses to conduct for a given study design. Explain the logic and theory behind each analysis.
 Apply	Calculate the appropriate statistic for the appropriate purpose. Apply your understanding of statistics to answer various research questions.
 Analyze	Examine, compare, and contrast different types of study designs and analyses. Organize, structure, and analyze data.
 Evaluate	Evaluate the quality of statistical analyses that have been already conducted. Think critically about data and analyses. Decide the best course of action to proceed with. Draw correct conclusions based on evidence.
 Communicate	Convey research ideas and research findings in written communication. Communicate the results of an analysis in a clear and concise manner.

Course Resources and Required Materials



There is no textbook required for this course. All course content will be delivered through lectures, assignments, and discussions of course concepts. If you are interested in having a supplemental text as a guide, I recommend the following **optional** texts:

1. Field, A., Miles, J., & Fields, Z. (2012). *Discovering statistics using R*. Thousand Oaks, CS: Sage Publications.
2. Gravetter, F. J., & Wallnau, L. B. (2017). *Statistics for the behavioral sciences* (10th ed.). Wadsworth, Cengage Learning.
3. Howell, D. C. (2017). *Fundamental statistics for behavioral sciences* (9th ed.). Wadsworth, Cengage Learning.



You will need a scientific (non-graphing) calculator for this course to be able to work on problems. It is recommended that the calculator have exponents, brackets, square root, etc., which are standard functions on a scientific calculator.



You will need an iClicker Personal Response System. The iClicker can be purchased at the bookstore new or used. Both the first and second-generation iClickers can be used. In order to receive participation points, you must register your iClicker online at <http://www.uvic.ca/iclickerreg>. Register your iClicker using one of two ways:

1. Go to <http://www.uvic.ca/icklickerreg> and sign in with your NetLink credentials and you should be taken directly to the iClicker registration page; or
2. Log into the UVic portal (<http://www.uvic.ca/>) and click on: My page → Student Services → iClicker.

Note that iClicker serial numbers do not contain letter O's, only number 0's. For FAQ about the iClicker, see: <http://elearning.uvic.ca/iclicker/students>.

[course resources are continued on the next page]



The course website is **Brightspace** and can be found at <https://bright.uvic.ca> where all course-related information will be posted. You will need to complete the [Course Orientation, Syllabus, and Other Resources Module](#) prior to beginning the course to familiarize yourselves with the course.



You will need to check your University of Victoria email account **daily** for relevant updates. These can be personal emails or class-wide announcements.



This course will include an introduction to two statistical software programs: R and JASP. You will then select one of the two programs to complete some of the lab activities. It is recommended (though not required) that you download the software. Information on downloading the software can be found in the Lab Brightspace site and during lab time.

What to Bring to Class to be Prepared



Lecture slides will generally be posted on Brightspace before classes and it is highly recommended to bring them to class.

Notebook/paper and writing implements, even if you bring a laptop as well. We will occasionally take time for you to work on a problem in class so we can take it up after.

Scientific (but non-graphing) calculator to be able to work on problems.

iClicker to be able to engage in in-class activities and earn participation bonus points.

Behavioural Expectations



The University of Victoria is committed to promoting, providing, and protecting a positive, supportive, and safe learning and working environment for all its members and so am I. If you have any concerns regarding activities that are intrinsic to PSYC 300A, please see me in the first week of the term.


Respect for Diversity: It is my intention that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intention to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our course deadlines conflict with your religious events, please let me know so that we can make arrangements for you.

Copyright Notice




All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class. The material is protected under copyright law, even if not marked with a ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy \(AC1300\)](#) or [Academic Integrity Policy](#), whichever is more appropriate for the situation.

Course Communication and Support



As a first step, you should always check the syllabus and the course website to find the answer to your questions. If you do have a question, there are several ways you can get help. Given that oftentimes multiple people have the same question, we will make use of discussion boards so that everyone can see questions that are asked. Students are also encouraged to answer each others' questions on the discussion boards to help build our classroom community. Below are different ways that you can find information and get support in this course:

1. Check Brightspace (i.e., syllabus, discussion boards, exam instructions, lectures, etc.)
2. Students are welcome to ask questions during lectures and labs by raising their hand.
3. Students may speak to the professor during class time (i.e., before class and after class if times allows).
4. The [Ask a Question – Content](#) discussion board should be your first go-to for general content-related questions.
5. The [Ask a Question – Assessments/Course Logistics](#) discussion board is your first go-to for questions related to assessments (e.g., exams) and logistics of the course.
6. Students are welcome to attend the professor's or the TA's office hours for one-on-one meetings.
7. Students can also email the TA's or the professor to set up a one-on-one meeting.
8. Students are encouraged to form study groups with fellow students and/or to work with their lab groups to study together and/or ask questions.
9. For questions of a personal nature (e.g., extensions, concerns, accessibility, illness, etc.), students should email the professor and can set up a one-on-one meeting if needed.



Discussion boards: We will be using discussion boards to post comments and questions throughout this course. Please keep in mind that everyone will be able to see these posts. All posts should be written in a professional and respectful tone. In online communication though, it is easy to misunderstand or misread the tone of something written. Therefore, here are some tips for how to remain respectful via online communication, whether creating an original post or responding to someone else's post:

- Avoid making personal comments about other individuals and focus instead on the topic at hand. You should avoid commenting on the value of others.
- Use only language and wording that you would say to someone face to face. If you would not say something in person, then it is best to avoid writing it.
- Avoid using all caps or exclamation points, which can often convey an angry or sarcastic tone.
- Avoid using sarcasm or humour in the questions you ask. These can easily be misunderstood as making fun of someone, as rude, and/or as insulting.
- Use full sentences and proper spelling. This conveys that you take the subject-matter seriously.
- You should remain professional and respectful in your communication even if someone else has written a post that seems unprofessional or disrespectful. Remember that much of what is written can be misinterpreted and the person who made the unprofessional or disrespectful post may not realize that their post is upsetting. Therefore, please be forgiving for your own sake.

Your professor and TA's will be monitoring all posts and will provide students with feedback if needed. If there are any posts that are unprofessional, disrespectful, or otherwise upsetting, you may email the course instructor directly about it.

Students can expect a **response within 48 hours not including weekends** for questions posted on a discussion board. If we have not answered your post in two business days, feel free to send a follow-up email.



Emails: When communicating via email please adhere to the following protocols:

- Students can expect an **email response within 48 hours not including weekends** (do not email the night before an assignment is due with a question about the assignment, we might not see your email in time to send a helpful reply). If we have not answered your email in two business days, feel free to send a follow-up email.
- Please consult the course outline, other handouts, and the course website BEFORE submitting inquiries by email.
- If you want to set an appointment for a virtual meeting, include a **variety of dates and times** that would work for you, and allow a few days for us to get back to you. Please do not email the night before and expect us to be available the next day.
- In the subject line indicate the course code, section number, and the topic of your email (e.g., PSYC300A-03 descriptive statistics question).
- Emails should come from your uvic email account to communicate with the professor and the TA.
- All communications (verbal, email) should be respectful in language and tone and constructive in nature. This includes communications with the professor, the TA, and your fellow students.



The big picture: Ultimately, **you are not alone** in this course and the teaching team is here to support you! All you need to do is take advantage of the many resources available! We look forward to interacting with you all!

Course Feedback



You may submit feedback anonymously about the course at any time throughout the semester by completing a brief feedback form, which can be found on the [Feedback about the Course](#) page in the “Ask a Question & Give Feedback” module on Brightspace. You may submit feedback as many times as you would like to throughout the course. This is a way to keep in touch with the professor and share with her either:

- Difficulties that may arise with the comprehension of the subject matter;
- Insights on the various topics and critical reflections;
- Positive experiences that you are having in the course and that you would like to see continue;
- Any other feedback that is relevant, constructive, respectful, and would serve to improve the content or the delivery of the lectures and make them a better learning experience.

Informative feedback is the cornerstone of a positive learning environment. As such, the professor will make sure to read all feedback submitted by students weekly. However, it may be impossible to reply to and incorporate all of the feedback received. The professor will follow up on the more impactful or important pieces of feedback by anonymously sharing them with the entire class at the start of the following lecture. This will be a way to address recurring concerns or to come back on the previous week's content. Your comments are important and appreciated, and you can (and should) always communicate directly with the professor or the TA's should you feel that you require immediate attention.

Territory Acknowledgement



We acknowledge and respect the lək'wəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

Department of Psychology Important Course Policies Fall 2021



Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see the UVic Calendar September 2021.

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.



Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction



- **What to do if you miss the final exam scheduled during the formal exam period**
Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.
OR, you can download the Request for Academic Concession form here:
<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>
- **What to do if you miss an exam other than one scheduled during the formal exam period**
Do not apply at Records Services for a “Request for Academic Concession”. Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).
- **What to do if you require additional time to complete course requirements**
Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.
OR, you can download the Request for Academic Concession form here:
<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>



Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItem Type=policies. It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
6. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar September 2021. **The definitive source** for information on Academic Integrity is the University Calendar

Other useful resources on Plagiarism and Cheating include:

1. The Ombudsperson's office: <https://uvicombudsperson.ca/tips/plagiarism/>
The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.pdf



Be Well

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at

UVic: Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.
<https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php>

Center for Accessible Learning: The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Mental Health Supports and Services: Mental health supports and services are available to students from all areas of the UVic community:
www.uvic.ca/mentalhealth/undergraduate/

Counselling Services: Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.

www.uvic.ca/services/counselling/

Health Services: University Health Services (UHS) provides a full-service primary health clinic for students, and coordinates healthy student and campus initiative.

Elders' Voices: The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.
www.uvic.ca/services/indigenous/students/programming/elders/

Sexualized Violence Prevention and Response at UVic: UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp

Course Assessments

Component	Due Date	Weight
Homework	Weekly due at 9pm on Fridays	5%
Quizzes	Weekly due at 11:59pm on Fridays	10%
Labs	Most weeks during lab sessions	10%
Midterm Exam 1	October 4	15%
Midterm Exam 2	October 25	15%
Midterm Exam 3	November 15	15%
Final Exam (cumulative)	TBD during exam period	30%
iClicker Participation	Weekly during class time	3% max bonus marks

Homework: The goal of weekly homework is to get students to practice applying what they are learning in class. There will be 11 homework assignments over the term. I understand that sometimes we experience an off week, therefore, the lowest two scores will be dropped and only the 9 best scores will count towards your grade. Homework questions will be assigned and graded automatically on Brightspace. Students can complete the homework in groups, however, each person must submit their own answers on Brightspace. Given that we drop the lowest two homework scores, there will be no make-up for homework.

Quizzes: The goal of quizzes is to gauge students' understanding of course concepts. There will be 11 quizzes over the term. Just like with the homework, students may have an off week sometimes, therefore, the lowest two scores will be dropped and only the 9 best scores will count towards your grade. Homework questions will be assigned and graded automatically on Brightspace. Given that these are quizzes, they must be completed individually (i.e., students cannot work collaboratively on quizzes). However, you can attempt each quiz up to five times while it is open and your final grade for any quiz will be the mean of all of your quiz attempts. Given that we drop the lowest two quiz scores, there will be no make-up for quizzes.

Labs: The goal of labs is to get hands-on practical experience so that students can deeply integrate the course material and learn from fellow class members. To complete labs, you will work in groups of 4-6 students during lab sessions. Each group will hand in one lab at the end of each lab session. Each group member is expected to contribute equally to the submitted product. If a person has concerns regarding the contribution of one or more members of the group, they should speak to Dr. Iankilevitch, it is possible to request re-assignment to a different group. Students are expected to come to lab sessions prepared. There will be 9 lab sessions in total with 7 content labs (each worth 15 points) and 2 programming labs (each worth 10 points). Students' lowest content lab and lowest programming lab will be dropped such that the best 6/7 content labs and the best 1/2 programming lab will count towards the final lab grade. The points from the labs will be added to calculate the labs grade. This will allow you to miss up to two lab sessions due to illness or other external factors without penalty.

Lab Attendance: Labs are mandatory and students are expected to attend them. You must earn a passing grade (minimum 50% average) on the labs or you will receive an "N" in the course. Given that we drop the lowest two lab scores, there are no make-up labs.

Exams: Exams will cover material covered in relevant lectures, labs, homework, and quizzes. Overall, the questions in the exams are designed to not only test students' knowledge of course material, but also students' ability to apply the concepts in novel situations. The exams may be a combination of multiple choice, short answer, and long answer questions. It is yet to be determined if the exams will be in person or online. Students are encouraged to check the grade posted to ensure that the grade is correct.

Missed Midterm Exams: You are responsible for attending exams as scheduled. No make-up exams will be given. If you miss one of Midterm Exams 1-3 due to illness, accident, or family affliction, you must contact Dr. Iankilevitch within 7 days that you missed the exam and the reason for it. For Fall 2021, students are not required to provide documentation to support their request for academic

concession (e.g., medical notes), but it is appreciated. If you miss an exam due to illness, accident, or family affliction, then your grade for the midterm exams will be reweighed by taking the average of the other two midterm exams. For example, if you miss Midterm Exam 1, then Midterm Exam 2 will be worth 22.5% and Midterm Exam 3 will be worth 22.5% of your final grade. Students who miss two Midterm Exams will receive a grade of “N” in the course” as they will be deemed to have missed too much of the course material to have met course completion requirements.

Missed Final Exam: If you are unable to attend the final exam, you must apply to Records Services for a “Request for Academic Concession”, typically within 10 working days of the exam date. If an academic concession is granted for the final exam, an alternative date to write the make up exam must be arranged with the instructor. If you do not take the final exam, you will receive an “N” in this course regardless of the course percentage earned up until the exam.

iClicker Participation: iClickers are used as a way to work together through questions posed in class. When used effectively, iClickers can increase your ongoing engagement and involvement, promote a safe environment to communicate your answers, and create lively discussions in class. iClickers can also provide immediate feedback about your understanding of the class material and help us figure out how to improve your understanding of a concept.

In order to receive the full 3% bonus, students need to participate in 75% of questions posed in 75% of classes with iClicker questions. Given that these are bonus points and the level of participation required to receive maximum points is set at 75% of all classes to allow you to occasionally miss a class, forget your iClicker, or run out of batteries, there are no opportunities to make up iClicker points.

It is an academic infraction to use or bring another student’s iClicker to class or to lend your iClicker to another student. This will be treated similarly to other academic infractions (such as cheating on an exam) and will be subject to university disciplinary procedures. Please remember that the iClickers provide you with an opportunity to enhance your in-class learning, and it is expected that you cooperate in making the system work to help you and your colleagues learn.

Grading Criteria

Percentage	Letter Grade
90-100	A+
85-89	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
65-69	C+
60-64	C
50-59	D
0-49	F

Note: According to UVic policy, all final grades will be a percentage and will be rounded at the 0.5% level (e.g., 84.50 will be rounded to 85 and 84.49 will be rounded to 84). A minimum grade of 50% is required to continue to PSYC 300B.

General note about missed work: If illness, accident, or family affliction causes a student to miss the final exam or to fail to complete any assignment by the end of the term students are required to submit a request for academic concession. Policies regarding undergraduate student academic concessions and deferrals are also detailed on the [Undergraduate Records](#) Students must submit a [Request for Academic Concession](#).

Tentative Course Outline and Schedule

WEEK	DATE	TOPIC	HOMEWORK/ QUIZZES DUE
SECTION 1: UNIVARIATE STATISTICS			
1	Wed Sept 8	Topic 1: Course Introduction	HW/Quiz Topic 1 Due Oct 1
	Thu Sept 9	Topic 1: Scales of Measurement	
	Mon Sept 13	Topic 1: Scales of Measurement	
2*	Wed Sept 15	Topic 2: Frequency Distributions	HW/Quiz Topic 2 Due Oct 1
	Thu Sept 16	Topic 2: Frequency Distributions	
	Mon Sept 20	Topic 2: Frequency Distributions	
3*	Wed Sept 22	Topic 3: Central Tendency & Variability	HW/Quiz Topic 3 Due Oct 1
	Thu Sept 23	Topic 3: Central Tendency & Variability	
	Mon Sept 27	Topic 3: Central Tendency & Variability	
4	Wed Sept 29	Orange Shirt Day Programming + Review/Catch-Up	
	Thu Sept 30	NO CLASS: TRUTH & RECONCILIATION DAY	
	Mon Oct 4	Midterm Exam 1	
SECTION 2: BIVARIATE STATISTICS			
5*	Wed Oct 6	Topic 4: Correlation	HW/Quiz Topic 4 Due Oct 15
	Thu Oct 7	Topic 4: Correlation	
	Mon Oct 11	NO CLASS: THANKSGIVING DAY	
6*	Wed Oct 13	Topic 4: Correlation	
	Thu Oct 14	Topic 5: Regression	HW/Quiz Topic 5 Due Oct 22
	Mon Oct 18	Topic 5: Regression	
7*	Wed Oct 20	Topic 5: Regression	
	Thu Oct 21	Review/Catch-Up	
	Mon Oct 25	Midterm Exam 2	
SECTION 3: PROBABILITY THEORY AND INFERENTIAL STATISTICS			
8*	Wed Oct 27	Topic 6: Empirical Distributions	HW/Quiz Topic 6 Due Nov 5
	Thu Oct 28	Topic 6: Empirical Distributions	
	Mon Nov 1	Topic 7: Probabilities	HW/Quiz Topic 7 Due Nov 12
9*	Wed Nov 3	Topic 7: Probabilities	
	Thu Nov 4	Topic 8: Hypothesis Testing	HW/Quiz Topic 8 Due Nov 12
	Mon Nov 8	Topic 8: Hypothesis Testing	
10	Wed Nov 10	NO CLASS: READING BREAK	
	Thurs Nov 11	NO CLASS: READING BREAK	
	Mon Nov 15	Midterm Exam 3	
SECTION 4: SINGLE SAMPLE HYPOTHESIS TESTING			
11	Wed Nov 17	Topic 9: Sampling Distribution of the Mean	HW/Quiz Topic 9 Due Nov 26
	Thu Nov 18	Topic 9: Sampling Distribution of the Mean	
	Mon Nov 22	Topic 10: Single Sample Hypothesis Testing: z-Test	HW/Quiz Topic 10 Due Dec 3
12*	Wed Nov 24	Topic 10: Single Sample Hypothesis Testing: z-Test	
	Thu Nov 25	Topic 10: Single Sample Hypothesis Testing: z-Test	
	Mon Nov 29	Topic 11: Single Sample Hypothesis Testing: t-Test	HW//Quiz Topic 11 Due Dec 10*
13*	Wed Dec 1	Topic 11: Single Sample Hypothesis Testing: t-Test	*or 24 hours prior to the final
	Thu Dec 2	Topic 11: Single Sample Hypothesis Testing: t-Test	exam, whichever is sooner.
	Mon Dec 6	Review/Catch-Up	
Final Exam (cumulative): Time, date, and location TBD during final exam period			

*Labs will occur on this week. Weeks without a star do not have labs associated with them.

Sept 21 is the last day to drop the course for 100% reduction of tuition fees

Sept 24 is the last day to add courses

Oct 12 is the last day to drop the course for 50% reduction of tuition fees

Oct 31 is the last day to withdraw from the course without penalty of failure