

PSYC 300B – 04 Statistical Methods in Psychology II Spring 2022: January-April

When and Where is Class?



| | |
|----------|--|
| Lectures | When: Mondays, Wednesdays, and Thursdays at 3:30pm-4:20pm PT Where: on Zoom for the first two weeks, then in-person in David Strong Building C103 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. |
| Labs | Check the academic calendar to find the date and time for which you signed up |

***Note: The first two weeks of class are online and will be in-person beginning on January 24th.**

Meet Your Teaching Team



Professor:

| | |
|-----------------------|--|
| Name | Dr. Maria Iankilevitch |
| Email | mariaiankilevitch@uvic.ca |
| Office Hour Times | Wednesdays and Thursdays 4:30-5:30pm PT Other times by appointment |
| Office Hour Locations | During online weeks: Zoom (link provided on Brightspace) During in-person weeks: COR A250 |

*If you would like to meet during office hours online rather than in-person during in-person weeks, please email Dr. Iankilevitch ahead of time.

Teaching Assistants:

| Name | Contact | Office Hours |
|--------------------|----------------------|-------------------------------------|
| Yaewon Kim | yaewonk@uvic.ca | By appointment via Zoom or COR B030 |
| Patrick Montgomery | pjmontgomery@uvic.ca | By appointment via Zoom or COR A051 |
| Michaela Trites | mtrites@uvic.ca | By appointment via Zoom or COR B329 |

*Note that office hours will be available at the following dates: January 10th – April 7th. Office hours will not be available when the university is closed for holidays or during reading week.

Course Description and Prerequisites



Prerequisite: Completion of PSYC300A with a minimum grade of 50%.







Description: This course provides a conceptual and practical understanding of statistical analyses applied to research designs with one, two, and more than two groups. Students will develop their skills to evaluate and carry out statistical analyses in psychology. Students will analyze a data set with statistical software using the appropriate statistical procedures and prepare a research report.



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 and learn relevant statistical software. 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. **Important:** As of now, the first two weeks of classes are online via Zoom and classes will resume being in-person beginning on January 24th.



Learning Goals

| By the end of the course, students will... | |
|--|---|
|  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. Use statistical software to explore and analyze a data set to answer a research question |
|  Evaluate | Evaluate the quality of statistical analyses that have already been conducted. Think critically about data and analyses. Decide the best course of action to proceed with. Draw correct conclusions based on evidence. |
|  Create | Design and execute a plan for conducting analyses about a novel research question. |
|  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.



This course will involve learning about and using the statistical software called R. You will need to first download R (the programming language) and R Studio (the program to interface with R). Note that R and R Studio require two separate downloads and R should be downloaded prior to R Studio. Information will be provided to you either in the Brightspace Lab website and/or in the first Lab of the semester on how to install R and R Studio. You will then use R to analyze data during Labs and for your Research Report.



You will need an iClicker Personal Response System for in-person weeks. You can choose to purchase the iClicker Student app subscription or the iClicker device (new or used) at the bookstore.

iClicker device: 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 device 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>.

iClicker Student app: Here are the steps to acquiring the app and registering for the course:

1. Create an account (<https://student.iclicker.com/#/login>) with your campus email address and enter your correct V-number to the profile section.
2. Download the iClicker Student app iOS or Android app from your iTunes or Play Store.
3. Enter your access code (received when you purchase an iClicker Student app subscription from the store).
4. Log into your iClicker account using a web browser (access codes cannot be entered via smartphone or tablet apps). If you are using a smartphone or tablet, simply use the web browser on your device to follow the registration guidelines.
5. To continue onto registration: click the "Menu" icon in the upper left corner, select "Subscriptions", click "Polling", click "Enter Access Code", type in the code, and click "Submit".

Note: For online weeks, we will be using Zoom polling instead of iClickers for class participation. For in-person weeks, we will be using iClickers for class participation. Therefore, iClickers need to be set up in time for in-person learning (not online learning).



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. In general, the easiest way to find your way around the course's Brightspace page is to go to Course Home at the top left of the screen. On this page, you will find modules for all course components. By visiting the site using this method, this will ensure that you will find all relevant materials for each part of the course. Other methods of using the site may lead to missed materials.



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

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.


Laptop with R and R Studio installed on it.

Course Communication and Support



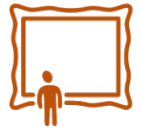
As a first step, you should always check the syllabus and the course website to find the answer to your questions. If you do have a question, there are several ways you can get help. Given that oftentimes multiple people have the same question, the professor will send out announcements to the class with answers to common questions. Below are different ways that you can find information and get support in this course:

1. Check Brightspace (i.e., syllabus, course announcements, 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. Students are welcome to attend the professor's office hours for one-on-one meetings.
5. Students can also email the TA's or the professor to set up a one-on-one meeting.
6. 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.
7. 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.




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-04 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 "Course Orientation, Syllabus, and Other Resources" 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.

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 300B, 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.

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. www.uvic.ca/services/health/

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 | February 7 | 15% |
| Midterm Exam 2 | March 14 | 15% |
| Final Exam (cumulative) | TBD during exam period | 30% |
| Research Report | March 28 | 15% |
| Bonus Student Survey | January 13 | 1% bonus mark |
| Zoom polling/iClicker Participation | Weekly during class time | 2% 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 12 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 10 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 12 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 10 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 with a laptop. There will be 11 lab sessions in total, which include 8 computer labs (9% total) and 3 research paper labs (1% total). Students' two lowest computer labs and one lowest research paper lab will be dropped such that the best 6/8 computer labs and the best 2/3 research paper labs will count towards the final lab grade. This will allow you to miss up to three 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 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. The exams will be written online and the specific exam format will be released closer to the exam dates. 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. If you miss one of Midterm Exams 1-2 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 Spring 2022, students (tentatively) 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 a makeup midterm exam will be scheduled to be completed within 7 days of the missed midterm. If the makeup midterm is not completed within that timeframe, a score of 0 will be assigned to the midterm, unless there are exceptional circumstances. Students who miss both 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 professor. 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.

Research Report: The overall goal of the research report is for students to apply what they learn about data analysis to a research question using a data set. Students will be provided with a dataset. Students will then use statistical software to execute the analyses and write a final report. Students will be required to conduct all data analyses using R. The research report is meant to challenge your knowledge about course content and refine your skills in data analysis and scientific writing. An original research report is required for the successful completion of this course. If you do not submit the research report, you will receive an “N” in this course.

Below are important recommendations for the research report:

1. I strongly encourage you to begin this project early in the semester and work on it a little bit at a time throughout the semester. This assignment is not meant to be completed in one sitting.
2. I strongly suggest that you back up your work as you are working on the assignment. There are many parts to the assignment and several things may occur that cause someone to lose their work. Therefore, it would be wise to have a backup in a different location (e.g., email, usb key, external hard drive, etc.) as you are working on the assignment. No extensions will be granted based on loss of work or other technological failures.
3. Ensure that you receive confirmation from Brightspace that your work is submitted after you click the submit button. It is your responsibility to make sure that the work is not in progress but that it is fully submitted. Furthermore, all work must be submitted on Brightspace and attachments to emails will not be accepted.

Bonus Student Survey: A brief survey will be available for students to complete and earn 1% bonus for the course. The goal of this survey is to collect a bit of data that will be used in the course labs to practice R. This means that we will be analyzing the data in this course for the purposes of learning data analysis using statistical software. The survey will ask a few questions about your views on social media and no identifying information will be collected in the main survey.

The survey is anonymous, will remain confidential, and will only be used for the purposes of this course. This survey is also voluntary, meaning that students can skip questions they do not want to answer. The survey will not be published anywhere and will not be shared with anyone outside this course. At the completion of this survey, students will be provided with a link to a second survey that tracks student information for the purpose of awarding the necessary bonus point. This second survey will not be linked to the first one but is only meant to help us track your bonus point. Given that this survey is worth a bonus point, students will not earn any points for completing the survey late.

Zoom Polling/iClicker Participation: Zoom polling and iClicker questions are used as a way to work together through questions posed in class. When used effectively, Zoom polling/iClickers can increase your ongoing engagement and involvement, promote a safe environment to communicate your answers, and create lively discussions in class. Zoom polling/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.

Zoom polling will be used for online weeks and iClickers will be used for all in-person weeks. Scores from online and in-person weeks will be combined to calculate the final bonus score. In order to receive the full 2% bonus, students need to participate in 75% of questions posed in 75% of classes with Zoom polling/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, skip a question at times, forget your iClicker, or run out of batteries, there are no opportunities to make up Zoom polling/iClicker Participation points.

It is an academic infraction to use or bring another student's iClicker to class, to lend your iClicker to another student, or to have someone else log into Zoom using your profile. 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 Zoom polling/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 |
|--|------------|--|---|
| SECTION 1: HYPOTHESIS TESTING WITH 1- AND 2-SAMPLE DESIGNS, VARIABILITY EXPLAINED | | | |
| 1 ^{ab} | Mon Jan 10 | Course Introduction | HW/Quiz Topic 1 Due Jan 28 |
| | Wed Jan 12 | Topic 1: Independent & Dependent Variables | |
| | Thu Jan 13 | Topic 1: Independent & Dependent Variables | |
| 2 ^a | Mon Jan 17 | Topic 2: Hypothesis Testing – Related Samples Design | HW/Quiz Topic 2 Due Jan 28 |
| | Wed Jan 19 | Topic 2: Hypothesis Testing – Related Samples Design | |
| | Thu Jan 20 | Topic 3: Hypothesis Testing – Correlation Design | HW/Quiz Topic 3 Due Feb 4 |
| 3 | Mon Jan 24 | Topic 4: Hypothesis Testing – Independent Samples Design | HW/Quiz Topic 4 Due Feb 4 |
| | Wed Jan 26 | Topic 4: Hypothesis Testing – Independent Samples Design | |
| | Thu Jan 27 | Topic 4: Hypothesis Testing – Independent Samples Design | |
| 4 | Mon Jan 31 | Topic 4: Hypothesis Testing – Independent Samples Design | |
| | Wed Feb 2 | Topic 5: Variability Explained (r^2) | HW/Quiz Topic 5 Due Feb 6* |
| | Thu Feb 3 | Review/Catch-Up | *Due 24 hours before Exam 1 |
| 5 | Mon Feb 7 | Midterm Exam 1 | |
| SECTION 2: POWER AND MULTIGROUP DESIGN (ANOVA) | | | |
| 5 | Wed Feb 9 | Topic 6: Power | HW/Quiz Topic 6 Due Feb 18 |
| | Thu Feb 10 | Topic 6: Power | |
| 6 | Mon Feb 14 | Topic 6: Power | |
| | Wed Feb 16 | Topic 7: Hypothesis Testing – Multigroup Design (ANOVA) | HW/Quiz Topic 7 Due Mar 4 |
| | Thu Feb 17 | Topic 7: Hypothesis Testing – Multigroup Design (ANOVA) | |
| 7 ^b | Mon Feb 21 | NO CLASS: READING WEEK | |
| | Wed Feb 23 | NO CLASS: READING WEEK | |
| | Thu Feb 24 | NO CLASS: READING WEEK | |
| 8 | Mon Feb 28 | Topic 7: Hypothesis Testing – Multigroup Design (ANOVA) | |
| | Wed Mar 2 | Topic 7: Hypothesis Testing – Multigroup Design (ANOVA) | |
| | Thu Mar 3 | Topic 8: Multiple Comparisons | HW/Quiz Topic 8 Due Mar 11 |
| 9 | Mon Mar 7 | Topic 8: Multiple Comparisons | |
| | Wed Mar 9 | Topic 8: Multiple Comparisons | |
| | Thu Mar 10 | Review/Catch-Up | |
| 10 | Mon Mar 14 | Midterm Exam 2 | |
| SECTION 3: MULTIFACTORIAL DESIGNS AND NON-PARAMETRIC TESTS | | | |
| 10 | Wed Mar 16 | Topic 9: Hypothesis Testing – Multi-Factorial Design | HW/Quiz Topic 9 Due Mar 25 |
| | Thu Mar 17 | Topic 9: Hypothesis Testing – Multi-Factorial Design | |
| 11 | Mon Mar 21 | Topic 9: Hypothesis Testing – Multi-Factorial Design | |
| | Wed Mar 23 | Topic 10: Interactions in Factorial Designs | HW/Quiz Topic 10 Due Apr 1 |
| | Thu Mar 24 | Topic 10: Interactions in Factorial Designs | |
| 12 | Mon Mar 28 | Topic 10: Interactions in Factorial Designs | |
| | Wed Mar 30 | Topic 11: Analysis of Frequency Data | HW/Quiz Topic 11 Due Apr 8 |
| | Thu Mar 31 | Topic 11: Analysis of Frequency Data | |
| 13 | Mon Apr 4 | Topic 12: Options when Assumptions are Violated | HW//Quiz Topic 12 Due Apr 15** |
| | Wed Apr 6 | Topic 12: Options when Assumptions are Violated | **or 24 hours prior to the final exam, whichever is sooner. |
| | Thu Apr 7 | Review/Catch-Up | |
| Final Exam (cumulative): Time, date, and location TBD during final exam period | | | |

^aAs of now, lectures and labs will be online for the first two weeks of school. Classes will be synchronous and class attendance is mandatory.

^bLabs will **not** occur on this week. Weeks **without** a ^b are weeks where labs **will** occur.

Jan 23 is the last day to drop the course for 100% reduction of tuition fees.

Jan 26 is the last day to add courses that begin in the second term.

Feb 13 is the last day to drop the course for 50% reduction of tuition fees.

Feb 28 is the last day to withdraw from the course without penalty of failure.