



## Student Learning Outcomes

The learning outcomes of this course relative to the department's program goals and the American Psychological Association's Undergraduate Psychology Guidelines are listed below.

Social Science Core	Focal Study 11 SLO	APA Guidelines	Department Goals	Course Learning Outcomes
Students who complete the Social Sciences Core requirement will be familiar with social science approaches to the explanation of social or psychological phenomena.	<b>Focal Study 11, <i>Communicating Research Outcomes</i></b> - This focal study provides students with the tools and techniques for designing compelling and meaningful graphical presentations of research outcomes.	<b>1. Knowledge in Psychology</b>	<b>Present</b> a selection of courses that typify the breadth of the discipline and the expertise of departmental faculty	<b>Understand</b> evidence-based research and how to develop an empirical question using feasibility of analysis to establish practical and sound methodology  <b>Demonstrate</b> competency in applying the appropriate statistical test to interpret research data
Students who complete the Social Sciences Core requirement will use theory and concepts from social science to understand and/or address social or psychological phenomena, issues, and problems		<b>2. Scientific Inquiry and Critical Thinking</b>	<b>Introduce</b> students to the scientific approach and methods of critical analysis in the interpretation and evaluation of research and theory	<b>Introduce</b> research and methodology involving the structure and function of the central nervous system and the CNS electrochemical communicatory systems.  <b>Pose</b> testable, valid, and credible research questions.  <b>Critically evaluate</b> validity claims made in published research and/or popular culture
		<b>3. Ethical and Social Responsibility</b>	<b>Develop</b> cultural humility in understanding, service and research with diverse populations  <b>Mentor</b> students' by providing opportunity and instruction in basic and applied psychology through civic and community engagement, and allied health and service professions	<b>Appreciate</b> through critical case evaluation, the diversity of experiences across populations in sensory and perceptual function and consequently, the limitations of cultural convergence as a metric for "normal."
		<b>4. Communication</b>	<b>Polish</b> student writing so that they communicate clearly, succinctly and with authority both in oral presentation and in essay form.	<b>Polish</b> evidence-based writing skills through APA style laboratory reports and a final, cumulative paper.
		<b>5. Professional Development</b>	<b>Instill</b> cooperative learning strategies that enable students to participate effectively in group projects and in circumstances surrounding employment	<b>Demonstrate</b> competency in both providing and receiving critical, respectful, and meaningful, constructive feedback  <b>Learn</b> how to best use critical feedback through student peer review to revise and evaluate your own writing for revision.  <b>Self-assess</b> your learning progress over the course of the semester in depth, critical evaluation, cultural sensitivity, communication and professional development.

# Assessment of Student Learning Outcomes

For both the lecture and the laboratory, your attendance is of CRITICAL importance for you to be abreast of all the changes in the course/syllabus and as a responsible member to your group. It is also important that you join a group with complementary schedules. You will often meet with your group outside of class to develop your research project. Given you will be part of a team, failing to attend class demonstrates a lack of commitment and responsibility to your team and the course.

## Exams

There will be three 75-point exams. Your grade is based on your HIGHEST three exams. There are 77 points possible on each exam however, your score is based on 75 points; this allows me a cushion in the event I ask an inadvertently difficult question. Assuming all questions are clear, you can earn 2 extra points on each exam or flub two questions without harm to your grade (this is the ONLY bonus point opportunities I provide). The typical exam covers 4-5 chapters of material. **NOTE:** *You must take the cumulative final exam, as I use this as an assessment measure for my teaching efficacy. The final will only count toward your final grade if it is HIGHER than your lowest exam score.*

## Homework

There will be 8 homework assignments due on Thursdays to your TA, Emma Ferns. Each homework is worth 10-points each. You should assume that all homework assignments are to be completed INDEPENDENTLY. If collaboration is acceptable for an assignment, it will be explicitly stated, in writing in the homework instructions. **Plagiarism will be treated according to University Policies on intellectual theft and dishonesty.**

## In-Class Exercises (i.e., “Participation Points”)

There will be 8 in-class exercises to help you better conceptualize concepts (e.g., types of validity, reliability, etc.) worth 5 points each. These are collaborative exercises and must be submitted for credit at the end of class. In order to earn credit for these exercises, you must be in class; therefore, **if you are truant the day of class, you may not make-up the exercise.**

## Scholarship Points

Your education does not start and stop in the classroom. You are expected to participate in one hour (2 pts) of scholarship outside of the class (1 pt./half hr.). Scholarship points may include research participation (See Research Receipt) or attendance at a lecture related to the course outside of our class (Involvement evidence is your ticket and a signature from the presenter). Failure to complete these two activities will result in an incomplete (I) for the course. If points are not made-up within the year, you will receive a letter grade demotion on your transcript.

## Make-Up Policy

**There are no make-ups, no exceptions.** Show-up to participate in the in-class exercises, do the homework, submit them on time, take the exams. There is a total of 125 points (37%) you can earn outside of the 225 pts of exams. That is a generous percentage of your grade, also you can take the final to replace your lowest exam score, this too allows you a kind of “do over,” therefore there are no additional opportunities to make-up points.

EVALUATIVE MATERIAL	POSSIBLE	EARNED	GRADE RANGE
3 Exams (75 pts); Final	225 pts		A/- range = 350 – 313
8 Homework Assignments	80 pts		B +/- range = 312 – 278
9 In-Class Exercises	45 pts		*C +/- range = 279 – 243
1 Hour of Scholarship Points	Complete/Incomplete		
<b>TOTAL POINTS:</b>	<b>350 pts</b>		

**\*Note: In Psychology if you score less than a C-, you must retake the course.**

# Meaningful Deadlines

Exam Dates	Homework Dates, Thursdays	Of Note
Exam 1: Tuesday, Feb. 27	Homework 1: Feb. 8	
Exam 2: Tuesday, April 10	Homework 2: Feb 15	
Exam 3: Tuesday, May 8	Homework 3: Feb. 22	
Final Exam: Thurs. May 10, 12:00 – 2:30, Mar.L-21	Homework 4: March 8	
	Homework 5: March 15	
	Homework 6: April 12	
	Homework 7: April 19	
	Homework 8: May 3	

## University Policies

### Classroom Behavior – Rule 1: **Be Nice**

From the Pacific University Faculty Handbook (Section 4.1.3)

Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they enroll. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, students are responsible for maintaining standards of academic performance established for each course in which they enroll. Students must also recognize that, as members of a community of learners, they have an obligation to be responsible members of that community, and that the exercise of their freedom of expression does not impinge upon the rights of others in their quest for learning.

### Accommodated Learners

If you have documented challenges that will impede your learning in any way, please contact [Learning and Support Services \(LSS\)](#) for students with Disabilities at ext.2107 or [lsstests@pacificu.edu](mailto:lsstests@pacificu.edu). The Director, Kim Garrett will meet with students, review the documentation of their disabilities, and discuss the services that Pacific offers and any ADA accommodations for specific courses. The Learning and Student Support Services is in Clark Hall, Rooms 226 and 227A.

### Tutoring and Learning Center (TLC)

If you need more writing assistance in addition to the help provided by your professor and the teaching assistants, please take advantage of the [TLC](#) in Scott Hall 101. The center focuses on delivering one-on-one and group tutoring services for math and science courses and writing skills in all subjects.

### Academic Dishonesty

As per Article III, #13 of the [Student Code of Conduct](#), Acts of dishonesty are defined but not limited to the following: A. Furnishing false information to any University official, faculty member, or office; or B. Forgery, alteration, or misuse of any University document, record, or instrument of identification. Such violations will be reported to the Office of Student Conduct.

## FLEXIBLE STATISTICS SCHEDULE –revised

WEEK	LECTURE	READING	DUE THURSDAY IN CLASS
<b>WEEK 1</b> Jan. 30 & Feb. 1	Syllabus, Pre-test; The Research Process	Fields Ch. 1: The Research Process	-----
<b>WEEK 2</b> Feb. 6 & 8	Measurement SPSS	Fields Ch. 2: Measurement	Homework 1
<b>WEEK 3</b> Feb. 13 & 15	Frequency Distributions Central Tendency	Fields Ch. 3: Frequency Distributions Fields Ch. 4: Central Tendency	Homework 2
<b>WEEK 4</b> Feb. 20 & 22	Presenting & Converting Data (Z-Scores)	Fields Ch. 5: Presenting Data Fields Ch. 6: Z-scores	
<b>WEEK 5</b> Feb. 27 & Mar. 1	<b>Tues. 🎯*EXAM 1🎯*</b> Why care about probability?	Fields Ch. 7: Probability Theory	-----
<b>WEEK 6</b> Mar. 6 & 8	What does “inferential statistics” mean?	Fields Ch. 8: Inferential Statistics	Homework 3
<b>WEEK 7</b> Mar. 13 & 15	Hypothesis Testing; Errors; and Power	Fields Ch. 9: Sources of Bias Fields Ch. 10: Hypothesis Testing	Homework 4
<b>WEEK 8</b> Mar. 20 & 22	Theory Testing; One- sample t-tests	Fields Ch. 12: Assumptions	Homework 5
<b>WEEK 9</b> Mar. 26 – 30	<b>Spring Break No Classes</b>		
<b>WEEK 10</b> Apr. 3 & 5	Independent samples t-tests	Fields Ch. 15: T-tests	
<b>WEEK 11</b> April 10 & 12	<b>Tues. 🎯*EXAM 2🎯*</b> Analysis of Variance	Fields Ch. 16: Analysis of Variance	Homework 6
<b>WEEK 12</b> April 17 & 19	Multivariate analysis of variance	Fields Ch. 17: Multivariate Analysis of Variance	Homework 7
<b>WEEK 13</b> April 24 & 26	Correlations	Fields Ch. 13: Finding Relationships NOTE: Snr Projects & WPA this week	-----
<b>WEEK 14</b> May 1 & 3	Regression	No reading	Homework 8
<b>WEEK 15</b> Tuesday, May 8	<b>Tues. 🎯*EXAM 3🎯*</b>	-----	-----
<b>WEEK 16</b> Thurs., May 10	<b>🎯*FINAL EXAM🎯*</b> 12:00 – 2:30, Marsh LL21	-----	Scholarship Pts

