San José State University
Psychology Department
STATS 095, Elementary Statistics, Sections 2 and 3

Spring, 2013

Instructor: Michael Abrams, Ph.D.
Office Location: DMH 310
Telephone: (408) 924-5643 (doesn’t work)
Email: Michael.Abrams@sjsu.edu
Class Days/Times/Locations:
Sec. 2: TR, 7:30-8:45, DMH 348
Sec. 7: TR, 9:00-10:15, DMH 348
Office Hours: Tues., Thurs.: 7:00-7:30 am, 10:15-10:45
Other times by appointment
Prerequisites: Satisfaction of ELM requirement and two years of high school algebra.
GE/SJSU Studies Category: B4

Desire to Learn/Aplia

Desire to Learn (D2L): this is software used by SJSU to manage courses. You should have an account on D2L already. While this course is listed on D2L, we will only be using it to hand in written assignments.

Aplia: this is software associated with the text which we will be using to do assignments and administer the course. To create an Aplia account, go to www.aplia.com and follow the directions. For Section 2, the course key you will need is: GRUK-YRMG-36VQ. For Section 3, the course key is: R5X2-R9ZC-J6J4

Course Web Page: (not used)
http://www.sjsu.edu/people/michael.abrams/courses/stats095/

Course Description

Organization and classification of data, graphic representation, measures of central tendency and variability, percentiles, normal curve, standard scores, correlation and regression, and introduction to statistical inference; use of microcomputers for statistical calculations. Note: intended mainly for majors in education, nursing, personnel administration, psychology, social service and sociology, and psychology minors.
Course Goals and Student Learning Objectives
This course is designed as an overview of and introduction to the application of statistics in the behavioral sciences. It is also intended to help students learn how to interpret statistics and be better consumers of statistics.

Course/GE Learning Objectives and Their Assessment:
Objective 1: Mathematical concepts courses should prepare the student to use mathematical methods to solve quantitative problems, including those presented in verbal form. Students will satisfy this learning objective by completing the SPSS assignment: Frequencies and Descriptive Statistics. They will also be assessed by exam items.

Objective 2: Mathematical concepts courses should prepare the student to demonstrate the ability to use mathematics to solve real life problems. Students will satisfy this learning objective by completing the SPSS assignment: Correlation and Scatterplots. They will also be assessed by exam items.

Objective 3: Mathematical concepts courses should prepare the student to arrive at conclusions based on numerical and graphical data. Students will satisfy this learning objective by completing the SPSS assignment: t-test. They will also be assessed by exam items.

Program Learning Outcomes (PLO)

(If you are not a psychology major, you may skip this section.)

Upon successful completion of the psychology major requirements…

PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Credit hours:
This is a three credit hour class.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally three hours per unit per week with one of the hours used for lecture) for instruction or preparation/studying or course related activities.

The credit hour is defined as the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester.
2) a credit hour is assumed to be a 50-minute (not 60-minute) period. As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

**Required Text:**

Gravetter, Frederick J. and Wallnau, Larry B. (2011) *Essentials of Statistics for the Behavioral Sciences, Seventh Edition*. Belmont, CA: Wadsworth. You are required to get the text and an access code for Aplia. These may be bought as a bundle from the bookstore, or you may purchase them separately. A cost effective solution is to use the electronic version that comes with the Aplia account. Details of how to get an Aplia account were sent to registered students by email. Note that you may use Aplia for the first two weeks of the semester before you have to pay for it.

**Other recommended materials:**

While not completely necessary, a calculator would be helpful. A simple one will do. The problems are generally not very computationally complex. Any calculator that calculates squares and square roots will be adequate. Programmable and graphing calculators are not permitted. Cell phones with calculators are not permitted. (If you have a question as to whether your calculator is acceptable, see the instructor. In general, if it costs less than $20, it’s probably fine. I use a Texas Instruments TI 30SLR, which costs about $15.)

**Classroom Protocol**

**A. Attendance:** Class attendance is not required, but is highly recommended. See Aplia to find out if you are required to bring something from the text to class, such as a copy of a table. If you are absent, you are still responsible for knowing what took place in class, including any changes in the course schedule. You should find a classmate from whom you can get lecture notes and other information announced in class. Do NOT send me email asking what happened in class; find out from a classmate. Any changes in assignments, due dates or anything covered in this syllabus will be posted on Aplia. If
you are absent on a day when we do an in-class assignment, you will not be able to make it up.

B. Arriving late: Late arrivals are disruptive to the on-going class. Try to arrive on time. If you are delayed for some reason, try to make your entry as quiet as possible. Since announcements are often made at the start of class, being late may cause you to miss important information, for which you will still be responsible. Any announcements that reflect changes to the course schedule will also be posted on the Aplia web page. Exams are usually returned at the start of class. All exams must be returned to the instructor before you leave class.

C. Electronic devices: No electronic devices are to be used in class, other than calculators. Make sure your cell phone does not ring during class. If it does, you will be asked to leave. The use of computers is also not allowed. You may think that you can multitask, but you can’t. If you have something else you need to be doing during class time, do it somewhere else. This includes texting, so don’t even think about it.

D. Talking during lectures: Talking among students while the lecture is taking place is both rude and disruptive to me and other students. If I am speaking, you shouldn’t be. If you cannot follow this rule, you will be asked to leave.

E. Handing in assignments when I am not in my office: hard copies of assignments should only be handed to me personally, either at class or in my office during office hours. Leaving an assignment in my office when I am not there is the same as not handing it in; you should consider it to be lost (the equivalent of the dog eating your homework).

F. Contacting me: The best way to contact me is to speak with me, before or after class. The next best thing to do is send me email. I check my email daily and will respond to you within a day, if your email requires a response. Using the phone is not recommended; the phone system that serves my office has been broken since before the start of the Fall, 2012, semester.

G. Email etiquette: email is an excellent opportunity for you to practice your writing skills. Use sentences and spell words correctly. Remember: I am your instructor, not your best friend. Always finish with your name and section number. I ignore emails that are unsigned. I ignore emails that require me to look something up, like a grade, if you do not include your section number. I generally do not answer requests that require me to do something you can do yourself (for example, determining the date and time of the final exam).

H. Recording of lectures: Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or
distribute the material. If you intend to record any part of a classroom session, speak with
the instructor first.

Course material developed by the instructor is the intellectual property of the instructor
and cannot be shared publicly without his/her approval. You may not publicly share or
upload instructor-generated material for this course such as exam questions, lecture notes,
or homework solutions without instructor consent.

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drops,
retaking courses, etc. Information on add/drops is available at
http://www.sjsu.edu/registrar/docs/2124_Reg_Bulletin.pdf). Information about late drop
is available at http://www.sjsu.edu/aars/policies/latedrops/. Students should be aware of
the current deadlines and penalties for adding and dropping classes. The deadline for
dropping without having a ‘W’ appear on your transcript is Feb. 4, 2013. After that date,
you will have to petition for a late drop, which is not automatic.

Assignments and Grading Policy

A. Exams

Two midterms and a final exam will be given. Exams are non-cumulative; that is, each
exam begins where the last one left off. The specific material covered on each exam is
listed in the course schedule. Each exam will be worth 100 points, though the number of
questions in each exam may vary. You may use your notes during exams, but not your
book (except for tables). You may also use a calculator.

B. Homework problems

Homework assignments will be done using the Aplia software. Assignments and due
dates will be found there. There will be an assignment for each chapter. Homework will
generally be due at the start of the class following the completion of a chapter. In any
case, deadlines will be clearly indicated on Aplia. Once the deadline passes, Aplia will no
longer allow you to do the assignment. You should be checking the Aplia schedule on a
regular basis, preferably every class day.

C. Other assignments

There will be five written assignments during the course of the semester. Some will
involve the use of software to compute various statistics. The specific software to be used
will be announced when the assignments are made. Other assignments will involve in-
class activity. The dates will be announced during the course of the semester and posted
on Aplia. You must be present the day of these activities; there will be no opportunity for
you make them up.

The assignments’ due dates are listed in the course schedule. The assignments will be
posted on Aplia. The due dates are apt to change somewhat, and any changes will also be
posted on Aplia. Assignments are due by the start of class on the due date. An electronic version of your assignment should be submitted to Dropbox, on D2L, with an additional hardcopy to the instructor when it is due. Assignments may be handed in late, up until the end of the next class session, with a penalty of 2 points. After that, papers will no longer be accepted. Failure to hand in more than one assignment will result in your final grade being lowered by one full grade for each additional paper not handed in.

Copies of all assignments will be submitted by the instructor to turnitin.com, which will check for plagiarism. Papers found to be identical, or nearly so, will be considered to have been copied. This will result in the student receiving a failing grade in the course. There are no acceptable excuses for handing in identical papers. None.

D. Unannounced quizzes

Occasionally, there may be unannounced quizzes (‘pop’ quizzes). Scores on these will be counted as extra credit.

E. Tentative grade determination

| Three Exams (100 points each) | 300 |
| Other assignments | 50 |
| Homework assignments (60 points total) | 50 |
| TOTAL | 400 points |

Your final grade will be determined by the total number of points you accumulate during the semester, based on the following tentative cutoff scores:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>&gt; 394</td>
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<tr>
<td>A</td>
<td>360-394</td>
</tr>
<tr>
<td>B+</td>
<td>355-359</td>
</tr>
<tr>
<td>B</td>
<td>320-354</td>
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<tr>
<td>C+</td>
<td>315-319</td>
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<tr>
<td>C</td>
<td>280-314</td>
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<tr>
<td>D</td>
<td>240-279</td>
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<tr>
<td>F</td>
<td>&lt; 240</td>
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</table>

Scores on exams and assignments will be posted on the Aplia web site after each exam. You should check these to make sure they agree with what you received. I will assume these are correct unless you contact me within a week of the latest grade postings.

University Policies

Academic integrity

Students should understand the University’s Academic Integrity Policy, available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University’s integrity policy require you to be honest in all your academic coursework. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.
Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. Not all of these computers will have SPSS installed on them.

**SJSU Peer Connections**

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.
### Tentative Schedule for STATS 095, Sections 2 and 3

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Reading</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>1/24</td>
<td>Chap. 1: Introduction to Statistics</td>
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<tr>
<td>1/29</td>
<td>Course overview</td>
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<tr>
<td>1/31</td>
<td>Chap. 2: Frequency Distributions</td>
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<td></td>
<td>In-class exercise 1</td>
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<td>2/5</td>
<td>Chap. 3: Central Tendency</td>
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<td>2/7</td>
<td>Chap. 4: Variability</td>
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<td>2/12</td>
<td>Chap. 5: z-scores</td>
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<tr>
<td>2/14</td>
<td>Review</td>
<td></td>
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<tr>
<td>2/19</td>
<td>First exam: Chapters 1 - 5</td>
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<tr>
<td>2/21</td>
<td>Review of first exam; Chap. 6: Probability</td>
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<tr>
<td>2/26</td>
<td>Chap. 7 Probability and Samples</td>
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<td>2/28</td>
<td>Chap. 8: Hypothesis Testing</td>
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<tr>
<td>3/5</td>
<td>Chap. 8 (Continued); In-class exercise 2</td>
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<tr>
<td>3/7</td>
<td>Chap. 9: t statistic</td>
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<tr>
<td>3/12</td>
<td>Chap. 10: t test for independent samples</td>
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<tr>
<td>3/14</td>
<td>Review</td>
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<tr>
<td>3/19</td>
<td>Second exam: Chapters 6-10</td>
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<tr>
<td>3/21</td>
<td>Review of second exam; Chap. 11: t test for related samples</td>
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<tr>
<td>4/2</td>
<td>Chap. 12: Estimation</td>
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<td>4/4</td>
<td>Chap. 12: Estimation (Continued)</td>
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<tr>
<td>4/11</td>
<td>Chap. 13: Intro to Analysis of Variance</td>
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<td></td>
<td>(Continued)</td>
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<tr>
<td>4/16</td>
<td>Chap. 14: Two-Factor Analysis of Variance</td>
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<td>4/18</td>
<td>Chap. 14: (Continued)</td>
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<tr>
<td>4/23</td>
<td>Chap. 15: Correlation</td>
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<td>4/25</td>
<td>Chap. 15: Regression</td>
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<tr>
<td>4/30</td>
<td>Continued</td>
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<tr>
<td>5/2</td>
<td>Chap. 16: Nonparametric tests</td>
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<tr>
<td>5/7</td>
<td>Chap. 16: (Continued)</td>
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<tr>
<td>5/9</td>
<td>Review</td>
<td></td>
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<tr>
<td>5/15</td>
<td>Final exam: Chapters 11- 16. Section 3: 7:15 am, DMH 348</td>
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<tr>
<td>5/20</td>
<td>Final exam: Chapters 11- 16. Section 2: 7:15 am, DMH 348</td>
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