SAN JOSE STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
STATISTICS 095: ELEMENTARY STATISTICS
FALL 2015
ONLINE COURSE

Instructor Information

Instructor  Clifton M. Oyamot
Office Location  DMH 316
Telephone  (408) 924-5650
Email  Preferred: Mail function through course Canvas site or clifton.oyamot@sjsu.edu

Instructional Mode  Online
Class Days/Time  Online (no in person meetings)
Office Hours  MW 1:00 – 2:00, or by appointment
  Instructor will be in his office for face-to-face meetings and monitoring Canvas for online meetings.

Prerequisites  For current students of the California State University (CSU) system, passage of the Entry Level Math (ELM) Exam is a prerequisite to enroll in this course. Failure to satisfy this prerequisite will result in the retroactive assignment of a “U” grade in this course. Information on the ELM can be obtained on the web at http://testing.sjsu.edu/eptelm/.

Students not enrolled in the CSU system are exempt from this prerequisite.

GE/SJSU Studies  Intended for majors in education, nursing, personnel administration, psychology, social service and sociology, and psychology minors.
  Area B4 (Mathematical Concepts)
  CAN STAT 2
  see Fall 2014 GE Guidelines for a full description of Area B4 goals and requirements
Course Description

Social scientists (psychologists, sociologists, etc.) ask interesting questions about human behavior. Chances are that in each of your social science classes, there was at least one study or finding that you found fascinating and that has stuck with you. But how did social scientists come to this knowledge; how did they develop these insights into human nature?

One important tool of many social scientists is statistical analyses. The overall goal of this course is for you to become “quantitatively literate.” Quantitative literacy in this case refers to an understanding of why statistics are important tools for studying behavior, how and when to apply specific techniques to a particular question or problem, and the ability to interpret statistical information and results. Learning the conceptual underpinnings and computational procedures for various statistical techniques is vital to this course. You will also be introduced to software that allows you to do basic and sophisticated statistical analyses on large datasets.

Topics to be covered include 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 computers for statistical calculations.

Instructional Mode and Course Structure: Online

In my view, regardless of whether a course is conducted in a traditional face-to-face format, exclusively online, or anything in between, the essential learning experience for students is composed of roughly three parts: information delivery, interaction, and evaluation. Regardless of instructional mode, the goal is to provide students with the opportunity to meet the course learning objectives (evaluation) through a variety of information delivery and interaction techniques.

This is an online course, which in this case means:

- **Information delivery** will be through viewing online video segments that describe and demonstrate statistical concepts and computations. There will be a set of primary videos accessed through Canvas for each concept covered, as well supplemental materials (e.g., additional youtube videos) should you require additional explanation. Office hours and the Canvas discussion board may also be means of information delivery.

- **Interaction activities** will be completed online. **Interaction partners** will include activities done on your own, as well consultation and feedback from your instructor. Office hours and the Canvas discussion board may also be means of information delivery.

- **Online interaction activities** will primarily consist of viewing video segments that describe and demonstrate statistical concepts and computations, and completion of online assignments and exams.

- **Exams will be administered online using Respondus Lockdown** and other features to eliminate proctoring costs and minimize cheating opportunities.

Please see course assignments and schedule for in-class meetings and assignment type details.

**Evaluation and Feedback** will be provided through online means.

Appendix A contains tips for how to succeed in this online course.
Learning Outcomes

Overview

Learning Outcomes (LOs) are specific, measurable goals and objectives that students have demonstrated upon successful completion of the course. 100W is designed to address 3 levels of Learning Outcomes:

**GE/SJSU Course Learning Outcomes (CLOs).** These are outcomes mandated by General Education and can be found, along with additional required course content, in the Fall 2014 GE Guidelines.

**Psychology 100W Course Learning Outcomes (CLOs).** These are outcomes for this specific course. For Psychology 100W, Course Learning Outcomes (CLOs) are the discipline-specific ways in which the general GE/SJSU learning outcomes (SLOs) for 100W (Area Z) will be fulfilled. The specific CLOs for this course contribute to the overall experience, learning opportunities, and Program Learning Outcomes (PLOs) students are exposed to when completing the SJSU Psychology Major.

**Program Learning Outcomes (PLOs).** These outcomes refer to the broad goals of the SJSU Psychology Major program and can be found in Appendix A of this syllabus. The SJSU Psychology Major is designed to address 5 broad PLOs. These PLOs are outcomes students should be able to demonstrate after having successfully completed the Psychology Major.

**GE/SJSU Student Learning Outcomes (SLOs)**

Upon successful completion of this course, students will be able:

- SLO 1. To use statistical methods to solve quantitative problems, including those presented in verbal form
- SLO 2. To demonstrate the ability to use mathematics and statistics to solve real-life problems
- SLO 3. To arrive at conclusions based on numerical and graphical data

Additional GE/SJSU Content Requirements

- Completing Area B4 with a grade of C or better (C-not accepted) is a graduation requirement.
- Diversity. Issues of diversity shall be incorporated in an appropriate manner.
- Writing. The minimum writing requirement is 500 words in a language and style appropriate to quantitative analysis, which will be met by a project described later in the syllabus. Writing shall be assessed for grammar, clarity, conciseness and coherence.

**Program Learning Outcomes (PLOs)**

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.

## Required Texts, Readings

### No Required Textbook

There is no required textbook for this course. All concepts, formulas, and computational tutorials can be found through the resources provided in the course’s Canvas shell. However, there are a variety of free online resources that can supplement the course content. For example:

- [http://cnx.org/content/col10522/latest/](http://cnx.org/content/col10522/latest/)
- [http://vassarstats.net/textbook/](http://vassarstats.net/textbook/)

### Required equipment/material requirements

- **Regular and reliable access to a computer and internet connection** that can support typical multimedia applications (e.g., streaming audio/video). This is essential for an online class. Unless the entire university network of Learning Management system is down, technological issues cannot be used as an excuse for not turning in work on time. So, plan ahead and do have a backup plan should you experience issues with your primary computer. SJSU provides a lot of computer support for students should you be having issues with your primary computer, including:
  - [Academic Technology Computer Center](http://www.sjsu.edu/itss/ctc/)
  - [Information Technology Support Services (ITSS)](http://www.sjsu.edu/itss/)
  - [Library Student Computing Services Center](http://library.sjsu.edu/student-computing/)

- **Calculator.** The calculator should be handheld and must have the square root and exponent buttons. A graphing calculator is not necessary (but you may use one if you like). For exams, you will need to use a handheld calculator. You will not be allowed to use your cell phone or computer apps.

- **Spreadsheet app** such as Excel, Numbers, or Google Docs.
- **Notebook paper, pencils.** Do computations for assignments “long hand” (on paper) so that you can be sure you have completed each step and can check your work should you get the incorrect answer. Expect to make mistakes, so use a pencil when working through problems.

### Course Canvas site

The course Canvas site is an online resource supplement for this course. Use of this site and the information provided is **not** a substitute for attending lectures. The site will be updated regularly throughout the semester. This site contains:

- Discussion Board (Course Announcements, student questions)
- Links to webpages that will be of use to you throughout the course
- Handouts and articles
- Lecture slides (generally posted after lecture is presented)
- Assignment submission
- Assignment feedback from instructor
- Grade roster

My intention is that the site will become an additional forum, outside of class, in which we can debate, discuss, and raise questions about the course material. **Check this site regularly for course announcements, articles, assignments, and other course materials.**

### Accessing and Using the Course Canvas site

The course Canvas site provides all the resources you will need to successfully complete the class. It is very important that you become comfortable using the features of this site to maximize your success in the class.

To access the Canvas site go to [http://www.sjsu.edu/at/ec/canvas/](http://www.sjsu.edu/at/ec/canvas/) and click on “Log in to Canvas”

**Username = SJSU 9-digit ID**

**Password = your current SJSUOne password.**

For additional information or help with logging in:

**Canvas Student Tutorial:** [http://www.sjsu.edu/at/ec/canvas/](http://www.sjsu.edu/at/ec/canvas/)

Appendix B of this syllabus provides screenshots and specific instructions for utilizing the Canvas site is provided in appendix of this syllabus.
Course Structure

Modules

This course is divided into Modules which cover specific statistical concepts, formulas, and computational steps. Generally speaking, to complete each module you will:

- **View video segment(s) describing or demonstrating a concept.** These videos were developed by Drs. Sean Laraway and Ronald Rogers in a partnership with a private company called Udacity. Please note that:
  - You do NOT need to subscribe to Udacity’s services use these videos. They can be accessed directly through Canvas.
  - The person delivering the information in the Udacity videos, Katie Kormanik, is NOT your instructor. She was a Udacity employee who recorded the materials developed by Drs. Laraway and Rogers.
  - Appendix C of this syllabus contains screenshots and specific instructions for utilizing the video segments.

- **Answer brief questions associated with many of the segments** by right-clicking the “Answer the question” link that appears below the video segment.

- **Complete self-adapted practice quizzes** (see Assignments section for additional details).

- **Complete problem set(s) for each module** (see Assignments section for additional details).

- **Complete final quiz or quizzes for each module** (see Assignments section for additional details).

- **Complete exam for sets of modules** (see Assignments section for additional details).

Assignments and Grading Policy

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at [http://www.sjsu.edu/senate/docs/S12-3.pdf](http://www.sjsu.edu/senate/docs/S12-3.pdf).

Assessment in this class will include:

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Items</th>
<th>Points</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>4 x 175 pts</td>
<td>700</td>
<td>70</td>
</tr>
<tr>
<td>Self-Adapted Practice Quizzes</td>
<td>15 x 5 pts</td>
<td>75</td>
<td>7.5</td>
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<tr>
<td>Final Quizzes</td>
<td>15 x 10 pts</td>
<td>150</td>
<td>15</td>
</tr>
<tr>
<td>Problem Sets</td>
<td>15 x 2 pts</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>Analysis &amp; Interpretation Project</td>
<td>1 x 25pts</td>
<td>25</td>
<td>2.5</td>
</tr>
<tr>
<td>Engagement Week</td>
<td>5 x 4 pts</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td><strong>1000</strong></td>
<td><strong>100%</strong></td>
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Final grades in this course will be assigned as indicated below:

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100 – 93</td>
<td>A</td>
</tr>
<tr>
<td>92 – 90</td>
<td>A-</td>
</tr>
<tr>
<td>89 – 87</td>
<td>B+</td>
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<tr>
<td>86 – 83</td>
<td>B</td>
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<tr>
<td>82 – 80</td>
<td>B-</td>
</tr>
<tr>
<td>79 - 77</td>
<td>C+</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>76 – 73</td>
<td>C</td>
</tr>
<tr>
<td>72 – 70</td>
<td>C-</td>
</tr>
<tr>
<td>69 – 67</td>
<td>D+</td>
</tr>
<tr>
<td>66 – 63</td>
<td>D</td>
</tr>
<tr>
<td>62 – 60</td>
<td>D-</td>
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<tr>
<td>59 or less</td>
<td>F</td>
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</table>

Exams (700 points). There will be 4 examinations for this course. The exams are meant to assess your knowledge of the statistical concepts and calculations we cover in class.

- **Content.** Exams will consist of ~30 multiple choice and computational questions and are worth 175 points each.

- **Administration.** Each Exam will be available online during a specific window of time (6 a.m. to 10 p.m.) on the dates scheduled below using Canvas. Each exam is 75 minutes in duration. You may not pause the exam once you begin, so be prepared to complete each exam in a single sitting at the schedule time.

- **Emergencies/Extenuating Circumstances.** No extensions or make-up exams will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. *If such a circumstance should arise, you must*
  - notify me before the end of the exam period (i.e., by 10 p.m. on the exam day).
  - provide written documentation for the reason you could not take the exam. At my discretion, I may allow you to make up the exam, but this is not guaranteed.

Self-adapted practice quizzes (75 points). Self-adapted practice quizzes are associated with each lesson topic. Each self-adapted practice quiz has (1) two parts, part A and part B, and (2) three levels of difficulty to choose from (easy, medium, or hard). You will choose a difficulty level to complete part A, then, depending upon your performance, you will choose to complete part B at a comparable, easier, or harder difficulty.

- This self-adapted approach is intended to improve student learning and self-assessment, that can be followed up with consultation with the course instructor. These quizzes were developed by Gita Hodell, a master's student in the psychology department's MA in Research and Experimental Psychology. Any questions or concerns about the practice quizzes can be emailed directly to her: gita.hodell@sjsu.edu.

Problem Sets (30 points). Each module (or “lesson) has a Problem Set associated with it. At the end of each lesson, you should complete the Problem Set to test your knowledge of the material and practice for the exams.

- **Self-assessment in preparation for the exam.** These problem sets are meant to help you self-assess your knowledge of the concepts covered in each module. If you have any questions about problems, post them to Piazza (discussion board).

- **Credit/No Credit.** All problem sets will be multiple-choice or short answer, and will be graded on a credit/no credit basis. Set, you will receive full credit, no matter how well you
did on the questions. If you do not answer all of the questions, you will not receive credit for that Problem Set.

- **You may use any support materials** (textbook, videos, notes, calculator, spreadsheet apps) when completing the problem set.

**Final Quizzes (150 points).** Each 20 minute quiz has between 5-10 questions and is worth 10 points. Quizzes will be assigned in Canvas.

- **You may use any support materials** (textbook, videos, notes, calculator, spreadsheet apps) when taking your quiz.

- **All work should be your own.** You may not communicate with any other person (except for your instructor) while you complete the quiz. Getting help from someone else and/or sharing answers with classmates will be considered **academic dishonesty** and will subject you to the sanctions described in the section below titled “Academic Integrity.”

- **You may take each quiz twice.** You will earn the higher of the two scores.

- **You may complete the quiz at any time before the due date.** Missed quizzes cannot be made up.

**Analysis and Interpretation Project (25 points).** This project will involve applying the skills you learn in this class to the analysis and interpretation of a dataset. You will be provided with a research hypothesis and dataset that tests the hypothesis. After analyzing the data, you will write a brief report (approximately 500 words) of your statistical analysis, a graphical depiction of the data, and a conclusion as to whether the data support the hypothesis. More details are provided in Canvas.

**Engagement Week (20 points).** Engagement Week is your opportunity to make sure you’re ready for online education, and if so, that you are also ready to meet the challenges, responsibilities, and expectations of this class in particular. The week will involve six activities; each designed to get you ready to succeed in our class and help us improve the class. More information will be provided on our Canvas site.

- **Please note that you must complete all Engagement Week activities by the posted due date in order to remain in the class. Failure to submit these assignments will be grounds for being dropped from the class, unless other arrangements are made with the instructor prior to the due date.**

**Late Assignments**

Assignments are due as indicated in Canvas. **No extensions will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.**

**Extra Credit**

Extra credit assignments are given at the instructor's discretion. Should extra credit opportunities be extended, the total amount of extra credit points earned by a student will not exceed 1 – 2 % of the total number of points available in the course.
Classroom Protocol: Contacting Instructor

Contacting Instructor

1. **I will answer emails M - F, 9:00 - 5:00.** If you email me at night or on the weekends, do not expect a response until the next weekday, at the earliest.

2. **Through Canvas mail function.** Best for private questions and comments.

3. **Through Canvas discussion board (Piazza).** Best for questions about the course that need not remain private. Chances are others have the same questions you have.

4. **Through SJSU email.** clifton.oyamot@sjsu.edu.

5. **By phone.** Best if you need to contact me quickly and cannot use email at the time.

6. **Consider emails for this course as professional correspondence (see sample correspondence below).**
   a. **Subject Line** should include your class and a brief description of the issue (e.g., Subject: Psych 154-01: absence on 10-10-11).
   b. **Greetings** should be formal and use your instructor’s title (e.g., Dear Dr. Oyamot or Professor Oyamot)
   c. **Identify yourself** and the course/section you are in.
   d. **Issue or question** should be stated clearly, concisely, respectfully, and with attention paid to grammar, complete sentences, and so forth.
   e. **Expect replies within 1 - 3 days.** Polite follow-ups are encourage if you have not heard from me in a reasonable amount of time.

Example email correspondence

**Subject:** Psyc 154-04: Assignment due date question

Dear Professor Oyamot (or Dr. Oyamot),

My name is Miranda Jackson and I am in your 154 class that meets T/Th 10:30 - 11:45. I am not sure when the Response Journal assignment is due because of conflicting information. The syllabus schedule says Nov. 5, but the assignment sheet itself says Nov 9. Thank you for your attention to this matter.

Regards,

Miranda

student id # 001234567
University Policies

SJSU Technology Intensive Courses

Technology intensive instruction is an educational model still under development. Nevertheless, SJSU has established guidelines that specify the rights and responsibilities of students and faculty involved in technology intensive instruction and can be found here: University Policy, Technology Intensive, Hybrid and Online Courses and Programs Policy F13-2

Academic Integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarizing (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 your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/ace to establish a record of your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.
Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Definition of a Credit Hour

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 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

As an example, the expectation of work for a 3-credit course is 2.5 hours of direct faculty instruction (i.e., time spent in the classroom) and six hours of out-of-class student work (e.g., reading, studying, doing assignments, doing research) each week.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor's permission to record the (see course policies). You may not make audio or video recordings in this class. By enrolling in this course you have NOT been given any rights to reproduce or distribute the material.
Student Resources

Librarian: Psychology
The SJU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as a very valuable resource for helping you to develop research ideas and locating appropriate research materials. The library also has an abundance of resources for doing psychology research:

Psychology Librarian: Bernd Becker
408.808.2348
Bernd.Becker@sjsu.edu
http://libguides.sjsu.edu/psychology

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ 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.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their 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.
SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

(Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
## Statistics 095 Online Course Schedule*

<table>
<thead>
<tr>
<th>WEEK</th>
<th>START DATE**</th>
<th>END DATE</th>
<th>TOPICS, READINGS, ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>08/24</td>
<td>08/28</td>
<td>Pre-class surveys&lt;br&gt;Engagement Week activities (Required to avoid being dropped from course!)</td>
</tr>
<tr>
<td>2</td>
<td>08/31</td>
<td>09/04</td>
<td>Module 1: Introduction to Statistics &amp; Scientific Studies&lt;br&gt;Module 2: Frequency Distributions &amp; Visualizing Data</td>
</tr>
<tr>
<td>3</td>
<td>09/07</td>
<td>09/11</td>
<td>Module 3: Central Tendency&lt;br&gt;Module 4: Variability&lt;br&gt;Problem Sets 1-4</td>
</tr>
<tr>
<td>4</td>
<td>09/14</td>
<td>09/18</td>
<td>Exam 1 (Modules 1 – 4)</td>
</tr>
<tr>
<td>5</td>
<td>09/21</td>
<td>09/25</td>
<td>Module 5: Standardized Scores (z-scores)</td>
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<tr>
<td>6</td>
<td>09/28</td>
<td>10/02</td>
<td>Module 6: The Normal Distribution</td>
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<tr>
<td>7</td>
<td>10/05</td>
<td>10/09</td>
<td>Module 7: The Sampling Distribution of the Mean</td>
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<tr>
<td>8</td>
<td>10/12</td>
<td>10/16</td>
<td>Module 8: Estimation (Confidence Intervals)&lt;br&gt;Module 9: Hypothesis Testing&lt;br&gt;Problem Sets 5-9</td>
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<tr>
<td>9</td>
<td>10/19</td>
<td>10/23</td>
<td>Exam 2 (Modules 5 – 9)</td>
</tr>
<tr>
<td>11</td>
<td>10/26</td>
<td>10/30</td>
<td>Module 10: Using t-Tests to Compare Means</td>
</tr>
<tr>
<td>11</td>
<td>11/02</td>
<td>11/06</td>
<td>Module 11: Using t-Tests to Compare Means, continued</td>
</tr>
<tr>
<td>13</td>
<td>11/16</td>
<td>11/20</td>
<td>Problem Sets 10-13&lt;br&gt;Exam 3 (Modules 10-13)</td>
</tr>
<tr>
<td>15</td>
<td>11/30</td>
<td>12/04</td>
<td>Module 14: Correlation&lt;br&gt;Module 15: Simple Regression&lt;br&gt;Problem Sets 14-15</td>
</tr>
<tr>
<td>FINAL</td>
<td>F</td>
<td>12/11</td>
<td>Exam 4 (Modules 14 – 15)&lt;br&gt;Analysis and Interpretation Project</td>
</tr>
</tbody>
</table>

*This is a tentative timeline. The schedule is subject to change with fair notice. Students will be notified of schedule changes via email and/or Canvas.

** Modules (“lessons”) will be posted by the start date (Mondays) and, in general, due dates will be by the end date (Fridays). In practice, modules will usually be posted well in advance of the start date, allowing students to work ahead.
Appendix A
How to succeed in online Stat 95

- **Make your 16-week planning schedule and stick to it.** After initial data collection, revise schedule if needed. Watch the videos well before quizzes and exams are due so that you have time to re-watch topics that you are having difficulty understanding.
- **Ask questions!** Use the “Piazza” link on Canvas to ask questions regarding course content or assignments. Use online office hours to interact with your instructor. Students are also encouraged to answer other students’ questions when they know the answer, as well as “like” answers provided by other students.
- **Read any assigned material carefully before due dates.**
- **Take notes while watching the videos.**
- **Make flash cards.** Making flash cards with definitions of concepts, formulas, or terms shown in videos, terms in the lecture notes/postings, etc. is helpful when learning new information. Shuffle the cards and read the term while trying to remember the definition, next check for accuracy. Next, shuffle again and read the definition while trying to remember the term, next check for accuracy.
- **Check the Canvas website daily** as this is your only contact with the instructor. This site will allow you to view the syllabus, course policies, quizzes, assignments, writing projects, and class schedule. You will also be able to access your grades via this website.
- **Begin studying early for exams** (i.e., do not wait until the day before the exam to start studying). When you study, scramble the order in which you study the term and concepts. Research shows that this technique is superior to others.
- **Work a little bit each day,** if possible. Don’t try to cram all of the material in right before an quiz or exam. This is a sure way to perform poorly. It is better to distribute your work across the week than to try and do it all at once.
- **Keep track of your grade.** It is good practice to know what your current grade is in the class. The self-management project will help you with this.
- **Start all writing assignments early** to be sure you have sufficient time to proofread and make corrections.
- **Seek tutoring.** If you are the type of student who likes face-to-face meetings and need additional help, there are tutoring resources on campus.
  - **If you are not a SJSU student,** you should contact the department at your university which teaches statistics classes to see what tutoring resources are available.
  - At SJSU, tutoring resources available to you are
    - **Psychology Statistics Lab.** Information to be posted on Canvas.
    - **Peer Connections.** Visit their website for more information.
    - **Student Technology Training Center.** Visit their website for more information.
Appendix B
Canvas Screenshots

Canvas Main Screen

**Piazza** is the main discussion board and office hour “meeting place”

**Modules** is the main place where you access videos and assignments.

Piazza Discussion Board: Questions, Answers, and Office Hours
Appendix C
Udacity Video Clip Structure

Structure of a video clip

External link (will take you to YouTube)  |  Video title
Link:

MnM's st095 Orientation

Content and questions will appear here:
If you randomly grab an MnM from this jar, what color would it most likely be?
- red
- blue
- green
- orange
- yellow

Audio settings:
- Video time
- Volume/mute
- Play video
- Minimize video
- Closed Captioning (will provide captions)
- Enter full screen

Will take you to YouTube

Answer the question

Answer each mini-quiz question from the video.

PRO-TIP: Right-click on the link and select "open link in new window." This way you won't lose your place while watching videos.