

Course: AJU/PSY/SOC 3025 - RESEARCH STATISTICS - Fall 2019

Prerequisite: AJU/PSY/SOC 1100

Instructor: James E. Horton
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Office Hours: Posted on Web Page

Textbooks: (Required) Gravetter, F. J. & Wallnau, L. B. (1996). *Statistics for the Behavioral Sciences*, (4th edition). West Publishing Company: St. Paul, MN.

Course Objectives:

This course will introduce the student to basic statistics as applied to behavioral sciences. Gravetter & Wallnau's text will be used as the basic text for the course. Student should be prepared to discuss the text assignments online via a chat room or forum. There are assignments to complete to assist students in understanding the material. Students will be required to use the Internet to access and download assignments from Moodle and to return completed assignments by attaching the completed assignments to an email to the Instructor. Current information regarding the course, assignments, solutions, attendance and grades will be accessible in Moodle. At the completion of the course, students should possess an elementary knowledge of statistics in the following areas:

1. Students should have a basic working knowledge of the role of statistics in the behavioral sciences.
2. Students should demonstrate understanding of elementary statistical theory and application of concepts of frequency distributions, measures of central tendency, variability and standardization of distributions.
3. Students should demonstrate a rudimentary understanding of probability theory.
4. Students should understand how statistics are used to estimate distributions in hypotheses testing.
5. Students should understand the concept of hypothesis testing as related to statistical analysis.
6. Students should demonstrate an overall understanding of the role of statistical analyses in the behavioral sciences.
7. Students will demonstrate the ability to effectively use basic computer technology to access course information, and assignments for the course.

Class Communications:

The preferred method of communications for this course is via email. I will answer questions, make class announcements which may include changes in the class requirements and provide feedback via email so it is important that you maintain a current email address and frequently check the mailbox for that address. Bad email addresses and full mailboxes create problems for the class messages and prevent you from receiving information. Due to the impact on the class and the demonstrated lack of personal responsibility these conditions present, I will not normally allow any credit lost due to bad email addresses or full mailboxes to be made up.

Software: This course assumes a complete installation of a Web browser, a college e-mail account and access to the Internet. You should be able to do everything required with your iPad that was furnished by UVA WISE, however, if you have a problem accessing the Internet or software needed to successfully complete this course we will do everything possible to assist you and ensure that you have what you need.

Internet use: Since this course is online, students will be required to use the Internet to access course content in Moodle. If you have a problem with Internet access or accessing course content contact me immediately so that we can investigate possible solutions and assist you in any way we can.

Moodle: The Moodle system will be a key tool in completing this course so I advise you to take time to get familiar with the content it holds for this course. There will be PowerPoint files with notes for the material to supplement your textbook, chat rooms and forums for you to participate in course material discussions as well as announcements about the class. Be sure to check it often.

Discussion Forum and Chat Room evaluation is based on four points:

1. Number of posts on the discussion forum for each Discussion topic. (Are you really involved in the discussion? I am looking for real activity focused on learning or sharing class related information)
2. How well your posting shows your understanding or efforts to gain understanding of the subject.
3. Your posting provides value to the discussion (basically it is not irrelevant talk – something submitted just to say you did it)
4. Replies to and comments on other students' postings on the discussion forum that contribute to a better understanding of the topic or a solution to a problem.

Postings to the discussion forum should be written as you would for a formally submitted paper, not in a texting or instant messaging style (no capitalization, punctuation, abbreviations, etc.). Your written word has a large impact of potential employers so let's practice good writing skills throughout the class.

Discussion forums are graded as individual assignments and the average of all postings becomes a weighted percentage of the overall class grade. Remember that any discussion without a post from you will receive a grade of zero and substantially reduce the credit you receive for class discussions.

Zoom Meetings

Zoom meetings will be scheduled as needed with students that prefer to use Zoom rather than forum or chat rooms.

Exams:

Your grade will be determined by your participation online, assignments and the section exams.

Grading:

Participation		20%
Assignments (considered part of participation)		0%
Section exams	4 @ 20% ea	<u>80%</u>
		100%

Honor Code:

The Honor Code of The University of Virginia's College at Wise is fully supported and each student in this class will be treated as a responsible and honest adult. Violations of the Honor Code will be prosecuted through the Honor Court.

Special Accommodations: ADA: All students with disabilities requiring accommodations should present the appropriate paperwork from the ADA Coordinator (Faculty Accommodation Notice). It is the student's responsibility to present this paperwork in a timely fashion and follow up with the instructor about the accommodations being offered. Accommodations for test-taking (e.g. extended time) should be arranged at least 3 class days before an exam. If you are not registered with the Disability Services, please do so as soon as possible by contacting the ADA Coordinator (Zehmer Hall, Office 152, 328-0177).

Sexual Misconduct/Harassment Statement: The University of Virginia's College at Wise is committed to maintaining a respectful, professional and nondiscriminatory academic, living, and working environment for students, faculty, staff, and visitors. This includes having an environment free from sexual and gender based harassment, sexual assault, intimate partner violence, stalking, sexual exploitation, complicity and retaliation. The College reaffirms its commitment to maintain a campus environment emphasizing the dignity and worth of all members of the college community.

To view the UVA Wise's Sexual Misconduct and Interpersonal violence Policy, please visit <http://www.uvawise.edu/compliance/sexualmisconduct>

If you have questions or concerns, please immediately contact your Title IX Coordinator listed below.

Tabitha Smith, title IX Coordinator
Office of Compliance and Conduct
1 College Avenue
Wise, VA 24293
Office: 276-328-0131 Cell: 276-870-506 Fax 276-376-4876 email tabitha.smith@uvawise.edu

Broad Diversity Statements – Feedback Process

It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. It is expected that some of the material or discussions in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. I will attempt to foster an environment in which each class member is able to hear and respect each other.

To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official student records, please let me know.
- It is critical that each class member actively listen and show respect in their comments and actions for all worldviews expressed in class.

While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone, including me) that made you feel uncomfortable, there are several ways to alleviate some of the discomfort or hurt you may experience:

- Discuss the situation privately with me. I am always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address the issue.
- Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
- Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue. [Insert potential resources]

Religious Diversity – Accommodation Process

Students who wish to request academic accommodation for a religious observance should submit their request to me by email as far in advance as possible. If you have questions or concerns about your request, you can contact [Insert Compliance/Student/Resource Office]. Accommodations do not relieve you of the responsibility for completion of any part of the coursework you miss as the result of a religious observance.

Key Planning Resource: Interfaith Calendar (<http://www.interfaith-calendar.org/>)

Disability – Accommodation Process

If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you have a disability, or think you may have a disability, you may also want to meet with the Student Disability Support Services, to request an official accommodation.

Tentative Schedule and Reading Assignments:

Week	Date	Chapter	Title	Assignment
1	8/26-29	1	Syllabus & Introduction	
2	8/30-9/5	1	Introduction to Statistics	
2		2	Frequency distributions	1
3	9/6-12	2	Frequency distributions	2
		3	Central Tendency	3
4	9/13-19	4	Variability	4
Exam 1 (Chapters 1-4) & Assignments 1-4 Due by Midnight Saturday 9/19				
5	9/20-26	5	z-Scores: Location of Scores and Standardized Distributions	5
6	9/27-10/3	5	z-Scores: Location of Scores and Standardized Distributions	5
		6	Probability	
7	10/4-10	7	Probability and Samples: The Distribution of Sample Means	
Exam 2 (Chapters 5-7) & Assignment 5 Due by Midnight Saturday 10/10				
8	10/11-17	8	Introduction to Hypothesis Testing	6
9	10/18-24	9	Introduction to the t-Statistic	7
10	10/25-31	10	Hypothesis Tests with Two Independent Samples	8
		10	Hypothesis Tests with Related Samples	8
Exam 3 (Chapters 8-10) & Assignments 6-8 Due by Midnight Saturday 10/31				
11	11/1-7	13	Introduction to Analysis of Variance (ANOVA)	9
12	11/8-14	14	Repeated-Measures Analysis of Variance (ANOVA)	
13	11/15-21	16	Correlation and Regression	10
14	11/22-28	16&17	Correlation and Regression & The Chi-Square Statistic	
15	11/29-12/4	17	The Chi-Square Statistic	11
Exam 4 (Chapters 13, 14, 16, 17) & Assignments 9-11 Due by Midnight Friday 12/4				

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Notify me immediately by email if you do not have access to the Internet or any other problems that might interfere with you completing this course online.