



PSY 203-W1, STATISTICS

Syllabus At A Glance

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Contact Information

- Name: Dr. Nicholas Nardi
- Office location: Zoom
- Office phone: N/A
- E-mail address: nnardi@coker.edu

Availability, Communication Preferences, Response Time

- **E-mailing the instructor:** If you need to e-mail me about this course, I expect an appropriate level of respect and formality in your language and your content. I will respond within 24hrs.
- **Office hours:** by appointment, please see the Zoom link.
- **Appointments:** If office hours are not suitable, you may also schedule a meeting by appointment. Send an email to the professor requesting a virtual meeting. Students' email should include the date(s) and time(s) they are available to meet.

Descriptive Information

- PSY203 Statistics
- An introduction to the use of descriptive and inferential statistics in evaluation of behavioral science data.
- 3 Course credits– a credit hour consists of 50 minutes of formalized faculty-directed or guided interaction plus a minimum of 120 minutes of independent student learning per week in a standard 16-week semester (or an equivalent amount over a different amount of time). All courses regardless of format (in-seat,

hybrid, blended, or online) are expected to adhere to the 2,720 minutes (45.3 hours) of teaching and learning time for every credit hour (i.e., a total of 8,160 minutes over 16-weeks) [Credit Hour Policy](#). Table 1 below shows the breakdown of learning time in 16-week in-seat courses.

Tabel 1. Academic Learning Time

Faculty Directed Activities	Independent (out-of-class) Activities	Academic Learning Time
	Reading	75 hours
	Writing assignments	50 hours
	Quizzes	10.5 hours
	Post-course exam	2 hours
		Total: 137.5 hours

- Intended audience: 2nd year Psychology Undergraduates.
- Course Mode: Online
- Prerequisites: MAT 101 or MAT 103

Course Description and Learning Outcomes

This course introduces learners to the use of descriptive and inferential statistics in evaluation of behavioral science data. This course does not emphasize mathematics. There will be many calculations, but these require nothing more than elementary high-school algebra. The emphasis, instead, is on understanding the LOGIC of the statistical methods.

Learning Objectives: At the end of this course students will be able to (1) describe the statistical analyses in reports of psychological research, (2) identify the appropriate statistical procedure for many basic research situations, and (3) apply the necessary statistical computations to evaluate and interpret quantitative research findings.

Required Texts and Course Materials

Aron, A., Aron, E. N., & Coups, E. J. (2013). *Statistics for Psychology* (7th ed.). Cengage, CA: Pearson. ISBN-13: 9780137994496

Course Requirements, Activities, Methods of Evaluation

- **Stats Activities:** Semester grade will be calculated based on the completion of a research prospectus, seven quizzes, and post course exam. The research proposal is comprised of five deliverables.
- **Quizzes (20%)-** Learners will complete four quizzes through D2L. The quizzes are comprised of 25 multiple-choice, and true and false questions. Quiz questions will focus on the concepts provided in the course materials (200 points).
- **Discussion Posts** – There will be seven discussion post that cover various chapters.
- **Post Course Exam** The post course exam will be completed through D2L. The exam is cumulative and will consist of 50 multiple-choice questions. Exam questions will focus on the concepts covered throughout the course (50 points).

Attendance Policy

This course is designed to maximize your learning of the subject matter and advance your understanding through a variety of ways; therefore, attendance is vital for supporting your educational goals. While students are expected to attend class, occasional absences can be unavoidable. The academic announcement explains the rights and responsibilities of undergraduate students and instructors when it comes to class absences.

- **Final exam absences** - If a student sends a request to be excused from class for a significant period of time (more than 1 week) or to leave early at the end of the semester, the request will be directed to the dean of the College of Humanities and Sciences to make an institutional decision.
- **Unexcused absences** - Students are allowed to miss 5% of the total class

meeting time, regardless of the reason. In general, this "5% rule" means that students won't be penalized for missing two sessions of a 50-minute M/W/F course or one session of a 75-minute T/TH course. Any unexcused absences after the allotted 5% will be penalized .5-point per absence. Example Reasons for Unexcused Absences

- Illness without a doctor's note
 - Routine doctor's appointments
 - Friend or family events such as weddings and vacations
 - Car trouble
 - Work obligations.
- **Tardiness and Early Departures** – Tardy and early departure are defined as arriving 5 minutes after the scheduled class start time and leaving 5 minutes before the scheduled end time. Students with any combination of three tardies and early departures will be penalized .5 point for every subsequent tardy or departure.
 - **Excused Absences** - In certain cases, students who miss class will be given excused absences. Students won't be penalized for these absences, and they'll be offered the opportunity to make up missed work or complete an alternate assignment. Example Reasons for Excused Absences
 - Military duty or jury duty
 - Observance of religious practice, holiday, or holy day
 - Illness or injury too severe or contagious to attend class, with appropriate documentation.
 - Death or severe illness of immediate family member, with appropriate documentation.
 - **Excused Absence Guidelines** - Check how your absence may be excused. [Click](#) to review the appropriate attendance guidelines to determine how your absence may be excused and what type of documentation is required.

Course Outline / Schedule of Classes

Grades - Final letter grades are assigned based on the grading scheme above. To be fair to

everyone, I must establish clear standards and apply them consistently, so please understand that

being close to a cutoff is not the same thing as making the cut (89.99 = B+, 89.99 ≠ A-). It would be unethical to make exceptions for some and not others. The Final grade earned will be reported based on your earnings on the criteria on the preceding tables:

Assignment	Points Possible	Points Earned
Quizzes	15@25pts each	/375
Post Assessment	50	/50
Stats Activity	1@ 30pts each	/30
Discussion Posts	7 @15pts each	/105
STATS Activities	12@ 15pts each	/180
Total Course Points	740	/740

Grades will be based on:

A: 90% +

B: 80% - 89.5

C: 70% - 79.5%

D: 60% - 69.5%

Course Outline/Schedule of Classes - This course is an online class that will not meet as a group for 8 weeks. The course will be taught in four modules. Each week, you will go to the modules section of your Brightspace page and complete the readings and assignments within the appropriate module. It is extremely important that you meet each assignment within the allotted timeline.

Date – Week	Topic Resources	Assignment/Due Date
Module 1	Chapters 1, 2	Discussion Post 1 Chapter 1 & 2 Quiz Stats Activity 1 Stats Activity 2
MODULE 2	Chapters 3, 4	Discussion Post 2 Chapter 3 & 4 Quiz Stats Activity 3 Stats Activity 4
MODULE 3	Chapters 5, 6	Discussion Post 3 Chapter 5 & 6 Quiz Stats Activity 5 Stats Activity 6
MODULE 4	Chapters 7, 8	Discussion Post 4 Chapter 7 & 8 Quiz Stats Activity 7 Stats Activity 8
MODULE 5	Chapters 9, 10	Discussion Post 5 Chapter 9 & 10 Quiz Stats Activity 9 Stats Activity 10
MODULE 6	Chapters 11, 12	Discussion Post 6 Chapter 11 & 12 Quiz Stats Activity 11 Stats Activity 12
MODULE 7	Chapters 13, 14	Discussion Post 7 Chapter 13 & 14 Quiz Stats Activity 13

MODULE 8	Chapters 15, 16	Post exam Chapter 15 Quiz
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Deadlines and Late Work Policy

All papers must be submitted by the due date. Late work will not be accepted without penalty (10% of the evaluated grade will be deducted for each day an assignment is late) unless you coordinate with me for an extension at least one day BEFORE the due date. There will be no extensions for the Final paper. I will not accept any late assignments during the last full week of the semester or late assignments that were due in the previous module (e.g., a module 1 assignment will not be accepted during module 2). Please plan accordingly. All assignments must be uploaded to Brightspace. Emailed assignments will not be accepted. This policy also applies to Brightspace discussion posts.

Course etiquette

When it comes to working in a professional setting, etiquette matters. How you present yourself and interact with those around you—whether your classmates, coworkers, or supervisors—speaks to who you are as a person and as a member of the team and can directly influence the trajectory of your profession. Here are some tips to good classroom etiquette.

1. Respect
 - a. Use good manners to put others before you as a sign of respect and courtesy.
 - b. Respect the privacy of your classmates and what they share in class.
 - c. Be respectful of each other. We're all in this together.
2. Consideration
 - a. Before posting a comment, ask whether you would be willing to make the same comment to a person's face.

- b. Keep in mind that everything you write, indeed every click of your mouse is recorded on the network server. On the Internet there are no takebacks.

3. Adulthood

- a. Keep in mind that you are an adult in college. Some things that would be inappropriate in secondary school are also inappropriate in college.
- b. You are not expected to raise your hand for permission to ask a question or respond to a question. Rather, interject when appropriate and take turns talking.
- c. Without disrupting the class, you may excuse yourself to use the restroom and return.

Technology Requirements

Students must have a reliable Internet connection with sufficient bandwidth to do the following: complete an oral presentation, view videos, upload videos, join a virtual meeting, create documents, download/upload documents, use online digital tools such as Brightspace. Students must have a reliable digital device to complete the items mentioned above.

Digital Skills Required

Students should be able to navigate Brightspace, use email, and create basic documents (e.g. Word doc, Power Point, Excel, Google doc). In this course, students will also be learning to use software such as IBM SPSS Statistics.

Plagiarism and Academic Dishonesty

Intellectual honesty and integrity are the cornerstones of Coker University's educational mission. All journal reflections and discussion responses are expected to represent unquestionably the student's own thoughts and words. Students must thoroughly and appropriately acknowledge sources for words or ideas that have been generated by others. It is each student's responsibility to be familiar with APA style citation techniques and to acknowledge the intellectual and creative contributions of others in all academic work done at the University. Academic dishonesty includes cheating, plagiarism, or failing to appropriately cite sources. Any form of academic dishonesty is

wholly incompatible with the Coker University Student Covenant, the Mission of the University, and generally understood standards of ethical academic behavior. Academic dishonesty is among the most serious of violations that might be committed at the University; for that reason, penalties for academic dishonesty may include: (a) penalties assessed to the DQ response, essay, or review by an academic hearing panel; (b) penalties assessed to the course grade, or review by an academic hearing panel; and/or (c) suspension or expulsion from the University. Click the link to view the [Academic Integrity](#) policy.

Student Accessibility Support Statement

Reasonable accommodations will be provided for qualified students with documented physical, sensory, learning or psychiatric disabilities that require assistance to fully participate in class. If you have a disability that will require some accommodation for a class, please contact **Student Accessibility Support** (accessibility@coker.edu) to provide the necessary documentation and request accommodations.

Title IX and Reporting of Discrimination and Sexual Harassment

As a recipient of Federal Funds, Coker University is required to comply with Title IX of the Higher Education Amendments of 1972, 20 U.S.C. §1681 et seq. ("Title IX"), which prohibits discrimination based on sex in educational programs or activities, admission, and employment. Under certain circumstances, sexual misconduct constitutes sexual discrimination prohibited by Title IX. Inquiries concerning the application of Title IX may be referred to Coker University's interim Title IX Coordinator or to the U.S. Department of Education's Office for Civil Rights. Coker University's Title IX Coordinator is Donna Quick, Wiggins Admissions Building, 2nd floor, dquick@coker.edu, 843-383-8198. University Policies and Contacts > Title IX which is directly linked to the Coker University web site's [Title IX page](#).

Privacy Policies for Course Technology

Institutional Technology

The privacy policies for institutional technology are listed in the [Privacy Policies for Technology Tools](#).

Instructor-selected Technology

The privacy notice for the IBM SPSS is listed in the [IBM SPSS Privacy Policy](#).

Other possible items

Communication Channels for Student concerns –

Faculty in the College of Humanities and Sciences are aware, and sensitive to the fact, that some students have concerns about their classes that extend beyond the traditional challenges they face. What follows is the procedure for communicating those concerns through proper channels.

Before contacting outside parties, students should first arrange to speak with their professor to express their concerns, to more fully understand course requirements, and/or to seek clarification of a course-related matter.

Should this avenue not provide the student with necessary guidance, or should the situation require mediation, the student should arrange to speak and/or meet with the Dean of the College of Humanities and Sciences. The Dean normally will work with the student and professor to clarify information, seek out solutions, or resolve conflicts. If there are matters the student believes are still unresolved after meeting with the professor and the Dean of the College of Humanities and Sciences, the student may present his/her concerns to the Provost.

Listed below are the names of the appropriate contacts for this class:

Dean: Dr. Andrea Coldwell; email - acoldwell@coker.edu

Provost: Dr. Susan Henderson; email - shenderson@coker.edu

Basic Needs Statement¹

We learn as whole people. To learn effectively you must have basic security: a roof over your head, a safe place to sleep, enough food to eat. If you're having trouble with any of those things, please talk with me or with the Dean of Students if you are comfortable doing so. Furthermore, any student who faces challenges securing their food or housing and believes this may affect their performance in a course is urged to contact student.success@coker.edu for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable him/her/them to assist you in connecting to campus resources.