School of Media, Culture, & Design
DEPARTMENT OF PSYCHOLOGY

MISSION
The mission of the Woodbury University psychology program is to develop critical thinkers who are introspective and proactive life-long learners and who are demonstrably learned in the field. The program values a practical perspective where students are encouraged to apply their knowledge to novel situations and to the amelioration of social problems and where students are prepared to demonstrate these skills in a variety of arenas, such as graduate school or public service.

PROGRAM OUTCOMES
Transdisciplinarity • Design Thinking • Entrepreneurship • Civic Engagement

Term • Spring 2017, 1:30-2:45 Tue/Thur

Instructor • Dr. Robert Thornton
Office Phone: (818) 394-3346
Email: robert.thornton@woodbury.edu
Office: Cabrini C102B
Office Hours: Mon/Wed 2:00-3:00, Tues/Thur 3:00-3:30

Course Description
This course emphasizes a conceptual rather than computational understanding of basic statistical ideas, including descriptive and inferential statistics, probability and hypothesis testing. A key component of this course is the introduction to statistical computation using the SPSS computer program.

The primary learning outcome of Psych 221 is to introduce the study of statistics from a social science perspective. You don’t need a heavy math background for the course, everything we’ll be doing is grounded in basic algebra, which we’ll remind ourselves of, so feel comfortable. By the end of the term, you should be able to compute, interpret, and appropriately apply the basic descriptive and inferential statistics that are used to test experimental and psychological research hypotheses. These statistics include chi-square, measures of central tendency, measures of variability, t-tests, and correlation. You will also explore the basics of probability as it applies to conducting research and to games of chance. Finally, you will learn to use SPSS (Statistical Package for the Social Sciences), one of the major software programs used by psychologists, for the purposes of basic dataset analysis.
**Prerequisites**  • Placement exam or MA 149, Intermediate Algebra. NOTE: PSYC 221 is considered a “core course” in the Psychology program; all students must earn a grade of “C” or better in this course in order to progress in the major.

**Text**

SPSS tutorial at http://www.csub.edu/ssricrem/spss/spsfirst.htm

**Instructional Process**
This course will combine lectures with hand on, lab-based problems. The professor will give lectures, demonstrations, and examples during class and well as computational problems and instruction on using the SPSS software package. Students are expected to participate in class discussions. Students are solely responsible for reading and understating assignments.

**Learning Activities and Assignments**
- **Mid-terms (45%)**
  - During the semester, there will be three non-cumulative exams, each worth 15%, so all three are worth 45% of your overall grade.

- **Cumulative Final (20%)**
  - There will be a cumulative final worth 20% of your overall grade. **You must pass the final to pass the course.**

- **Homework (30%)**
  - You will have 4 homework sets, worth a total of 30% of your grade (or 7.5% each)

- **Attendance and Participation (5%)**
  - Attendance and participation are important both because each class meeting will build on previous meetings and because this is a hands-on, lab-based course

PLEASE NOTE: I generally do NOT allow make-ups on **any** assignment

**Assessment and Evidence of Learning**
I do not give you a grade, you earn your grade. Your grade isn’t negotiable and will be based solely on the quality of your work. There is no curve and I will not change your grade at the end of the quarter if you’re unhappy with it; that would be unfair to all of the students who worked hard to earn their grade.

**EVALUATION CRITERIA**
- Development of concepts that are thoughtful, original and creative
- Careful attention to execution, technique and completion of projects
- Effective visual and verbal presentation skills
- Active and verbal participation in class activities and critiques
- Attendance with necessary materials and assignment preparation
- Personal challenge and effort in project development
- Deadline compliance
### FINAL GRADE CRITERIA

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>93.4% – 100.0%</td>
<td>Clearly stands out among the best students, exhibits mastery of learning outcomes</td>
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<tr>
<td>A-</td>
<td>90.0% – 93.3%</td>
<td>Grasps subject matter at a level considered to be good to very good, and exhibits partial mastery of learning outcomes</td>
</tr>
<tr>
<td>B+</td>
<td>86.7% - 89.9%</td>
<td>A satisfactory comprehension of the subject matter; exhibits sufficient understanding to progress to upper level courses</td>
</tr>
<tr>
<td>B</td>
<td>83.4% - 86.6%</td>
<td>Quality and quantity of work is below average; not sufficient to progress</td>
</tr>
<tr>
<td>B-</td>
<td>80.0% - 83.3%</td>
<td>Quality and quantity of work well below average; not sufficient to pass the course</td>
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<tr>
<td>C+</td>
<td>76.7% - 79.9%</td>
<td>börd, exhibiting partial mastery of learning outcomes</td>
</tr>
<tr>
<td>C</td>
<td>73.4% - 76.6%</td>
<td>bor, exhibiting partial mastery of learning outcomes</td>
</tr>
<tr>
<td>C-</td>
<td>70.0% - 73.3%</td>
<td>bor, exhibiting partial mastery of learning outcomes</td>
</tr>
<tr>
<td>D+</td>
<td>66.7% - 69.9%</td>
<td>A satisfactory comprehension of the subject matter; exhibits sufficient understanding to progress to upper level courses</td>
</tr>
<tr>
<td>D</td>
<td>60.0% - 66.6%</td>
<td>Quality and quantity of work is below average; not sufficient to progress</td>
</tr>
<tr>
<td>F</td>
<td>59.9% or below</td>
<td>Quality and quantity of work well below average; not sufficient to pass the course</td>
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### Late Work
Late work is not accepted unless prearranged with the professor.

### Academic Difficulty
Please contact me if you’re having difficulty with the material, I’m here to help. Coming by my office hours is a good way to do this, I’ll just be sitting there, waiting to help you, why not take advantage of that? You can make a 15 minute appointment during my office hours ahead of time, or just show up, first come, first serve (appointments take priority). Most students who are having trouble don’t seek help until it’s too late in the semester. See me early and get help.

### Academic Honesty Policy
See complete policy on line at: http://my.woodbury.edu/Faculty/Documents/Academic%20Honesty%20Policy/Approved%20Academic%20Honesty%20Policy.pdf

Essential to the mission of Woodbury University is a commitment to the principles of academic integrity and ethical behavior. Essential to the mission of Woodbury University is a commitment to the principles of academic integrity and ethical behavior. Because the integrity of the academic enterprise of an institution of higher education requires honesty in scholarship and research, academic honesty is required at Woodbury University. Adherence to the Academic Honesty Policy reflects the commitment of our community to the value of learning and our core principle of social responsibility.

### Definitions of Academic Honesty
1. **CHEATING** is the act or attempted act of deception by which a student seeks to misrepresent that he/she has mastered information on an academic exercise that he/she has not mastered.
2. **FABRICATION** is the use of invented information or the falsification of research or other findings in an academic exercise.
3. FACILITATING ACADEMIC DISHONESTY is intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.

4. PLAGIARISM is the submission of another's work as one's own, without adequate attribution. When a student submits work for credit that includes the words, ideas or data of others, the source of the information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through quotation marks or indentation as appropriate.

**Code of Student Conduct** See Student Handbook online at:

**Special Accommodations**
Woodbury University is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. Students desiring accommodations due to a physical, learning or psychological disability must first complete an Accommodations Request Form, which can be downloaded from http://go.woodbury.edu, and found under “Academic Resources.” Accommodations cannot be granted prior to the instructor’s receipt of a Notification of Special Needs Release Form from the Disabilities Coordinator. Accommodations are never provided retroactively. (For more information, contact the Disabilities Coordinator in the Whitten Center (818) 394-3345.)

**Tentative Schedule (Subject to Revision)**

*Note- chapters are to be read BEFORE they are discussed. So chapter 1 is to be read, for example, before class on January 14th, Chapter 2 by January 21st, etc.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue</td>
<td>Introduction, Syllabus</td>
<td></td>
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<tr>
<td>Thu</td>
<td>Data &amp; variable types</td>
<td>Chapter 1</td>
<td></td>
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<tr>
<td>Tue</td>
<td>Frequency distributions</td>
<td>Chapter 2</td>
<td></td>
</tr>
<tr>
<td>Thu</td>
<td>Data Graphing</td>
<td>Chapter 3</td>
<td></td>
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<tr>
<td>Tue</td>
<td>Central tendency</td>
<td>Chapter 4</td>
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<tr>
<td>Thu</td>
<td>Variability</td>
<td>Chapter 4</td>
<td></td>
</tr>
<tr>
<td>Tue</td>
<td>Sampling and Probability</td>
<td>Chapter 5</td>
<td>Set 1 Due</td>
</tr>
<tr>
<td>Thu</td>
<td>SPSS Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tue</td>
<td>--EXAM 1--</td>
<td></td>
<td></td>
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<tr>
<td>Thu</td>
<td>Normal distributions, z-scores</td>
<td>Chapter 6</td>
<td></td>
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<tr>
<td>Tue</td>
<td><strong>NO CLASS – FACULTY DEVELOPMENT</strong></td>
<td></td>
<td></td>
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<tr>
<td>Thu</td>
<td>Populations, Samples</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tue</td>
<td>Sampling distributions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thu</td>
<td>z-test</td>
<td>Chapter 7</td>
<td></td>
</tr>
<tr>
<td>Tue</td>
<td>z-test</td>
<td>Chapter 7</td>
<td></td>
</tr>
<tr>
<td>Thu</td>
<td>Confidence intervals, Power</td>
<td>Chapter 8</td>
<td>Set 2 Due</td>
</tr>
</tbody>
</table>
Tue 3/07  t-tests
Thu 3/09  Single sample t-tests
Tue 3/14  **NO CLASS – SPRING BREAK**
Thu 3/16  **NO CLASS – SPRING BREAK**
Tue 3/21  SPSS Review
Thu 3/23  --EXAM 2--
Tue 3/28  Paired-sample t-tests
Thu 3/30  **NO CLASS – THORNTON AT A CONFERENCE**
Tue 4/04  Independent sample t-test
Thu 4/06  Correlation
Tue 4/11  Chi Square
Thu 4/13  SPSS Review
Tue 4/18  --EXAM 3--
Thu 4/20  SPSS Review
Tue 4/25  Which Test?

**Final: TBD**

* This schedule and syllabus may change during the course of the semester at the discretion of the instructor, please attend class regularly for announcements pertaining to any changes.