PSYC 218: Analysis of Behavioural Data

PSYC 218 Sections 001 and 002
Winter 2019/2020
Version 2: January 3, 2020
Musqueam Territory

What is this Course About?

Fundamentally, this course is about understanding people. How are we going to do that? In a way you might not have explored much before: by learning about statistics. Statistics are tools that researchers in psychology and other disciplines use to gain insight into how and why people do what they do. No more, no less. Statistics aren't magic. They don't tell us exactly what's going on (but they can give us insight, as long as our interpretations are correct). And statistics are certainly not something to be feared. Yes, there are calculations and calculators and computers involved. But those are just about getting the numbers. What's really important is how we interpret them, so that we can evaluate hypotheses and learn things about people.

Keep in mind that this course is an *introduction* to statistics. We're not going to master everything. Sometimes the ideas we'll be learning about might not seem relevant to understanding behaviour, but they're laying a foundation that you can take with you into the world and into future courses. For many people, this course will present quite a challenge. Prepare to put in the work, don't fall behind, seek help when you need it, and you'll find yourself off and running toward developing statistical literacy and understanding people a bit better. You might even learn something about yourself in the process!

Quick Facts: Where? When?

Classes are held Monday, Wednesday, Friday, 9-9:50 (Sec 1) or 10-10:50 (Sec 2) in AERL Room 120. *Attendance is expected and is necessary for success*. Please show respect for your fellow learners and leaders, including arriving on time and leaving after dismissal. Bring your iClicker device, paper and writing tools. You may choose to bring a computer, but beware of its tendency to side-track attention and decrease comprehension – yours and others (Fried, 2008; Glass & Kang, 2018; Sana, Weston, & Cepeda, 2013).

Inside This Syllabus

Meet your Leaders in Learning

INSTRUCTOR Dr. Catherine Rawn
Office: Kenny Psychology Building, Room 2523
Welcome to my drop-in office hours:
Mon 11-12, Wed 11:45-12:45.
Email: cdrawn@psych.ubc.ca **All general questions should be posted on the Discussion Board in Canvas** so everyone can help each other quickly. If you need to email me directly, please put "PSYC 218" in the Subject line and use your UBC alumni email account or your message could get misdirected. I try to respond as quickly as possible, but 48 hours for a reply (excluding evenings and weekends) is about typical.
Web: www.psych.ubc.ca/~cdrawn, **Twitter**: @cdrawn
Dr. Rawn in ≤ 20 words: Ontario-born; happily married; half-marathon runner; likes travel, historical fiction, chocolate, coffee, wine, Vancouver, a good challenge; dislikes horror movies, cheating.

TEACHING FELLOWS

Stef Bourrier, Email: scbourrier@psych.ubc.ca
Office: Kenny 3508; Office hour: Mon 2-3
Stef in ≤ 20 words: Cognitive science research student who enjoys crosswords, making beer, chats about consciousness. Hardline skeptic, LGBT Ally, vegan, Star Trek nerd.

Sam (Phuong) Can, Email: phuong.can@ubc.ca
Office: Kenny 1907; Office hour: Wed 3:30-4:30pm
Sam in ≤ 20 words: a previous American Southerner, love conceptual math, architecture and interior design, like tiramisu and all kinds of good food.

Brandon Forys, Email: brandon.forys@ubc.ca
Office: CIRS 4342; Office hour: Thurs 12-1
Brandon in ≤ 20 words: Cognitive psych and psychiatry researcher who dabbles in AI. Loves hard sci-fi and looking at and drawing maps; avid reader.

Jia Yue He, Email: jiayuehe@mail.ubc.ca
Office: Kenny 1907; Office hour: Tues 3-4
Jia Yue in ≤ 20 words: Psychology & English student, loves literature, editing Wikipedia, cats & cool stats.

Learning Goals: Where are We Going?

I designed this course with specific goals in mind to keep all of us focused throughout the term. By the end of this course, you should be able to...

1. Compare, contrast, and critique descriptive statistics (including effect size) versus inferential statistics (Null Hypothesis Significance Testing method).
2. Calculate, by hand and using computer software, a variety of statistics commonly used in psychology (e.g., correlation, regression, z-scores, *t*-tests, ANOVA).
3. Choose and apply the appropriate statistic to analyze a dataset, when provided with a study's design and a researcher's purpose.
4. Interpret what the statistics you calculate mean about the variables and the hypothesis.
5. Evaluate others' interpretations of statistical analyses.
6. Discuss the strengths and weaknesses of various statistical tests, and the NHST framework broadly.
7. Define and discuss the relationships among major statistical concepts (e.g., alpha, effect size, power, sample size).
8. Appreciate the value of developing statistical literacy.

INTEGRATION OF COURSE IN CURRICULUM This course requires successful completion of Psyc 217 Research Methods and declaring a major in Psychology, Cognitive Systems, or Speech Sciences. It is a requirement for the BA Psychology major, and is a prerequisite for Honours and Psyc 359 (advanced statistics).

CONSIDERING WITHDRAWING? This is an intense course. If you find yourself unable to handle the demand at this time, I encourage you to talk to me. Check these dates to find out whether/when withdrawing will affect your transcript.

Materials: What Do You Need?

You'll need 7 materials to set yourself up for success.

1. TEXTBOOK Nolan, S. A., & Heinzen, T. E. (2019). ***Essentials of Statistics for the Behavioural Sciences,* (4th Ed.).** New York, NY: Worth. The looseleaf and ebook versions are available from the bookstore, and come with access to the **(optional but recommended) Launchpad study tool, which you can try out for 3 weeks for free (select "I need to pay later")**. Various options are available directly from the publisher's website. Nolan & Heinzen (2016). *Essentials of Statistics for the Behavioural Sciences,* (3rd Ed.) will also work for this course. But no other textbooks will.

2. LAB GUIDE Cuttler, C. (2014). ***A student guide to SPSS* (2nd Edition), including download code for SPSS Student Version 22 or 24.** This guide is available to purchase ($46.20US) as an ebook from https://he.kendallhunt.com/product/student-guide-spss or in physical form at the bookstore (with an access code to download SPSS). Notes: the older edition refers to a much older edition of SPSS software and is less helpful; **used access codes will not work.**

The Cuttler lab guide will be indispensable when it comes to completing the assignments throughout this course. Install SPSS on your computer ASAP as some students have had problems installing it in the past. If you choose to access SPSS some other way and/or in some other version, *do not expect us to be able to help you with it.*

3. BASIC CALCULATOR Bring a basic, non-programmable calculator to every class and to all tests. It should be able to do squares and square roots; that's the fanciest calculation ability you'll need (here's an example for $7.99 from Staples).

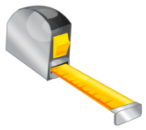
4. CANVAS COURSE WEBSITE canvas.ubc.ca. Keep organized here. Find ***weekly announcements,* learning objectives before** and **PowerPoint slides after class**, **discussion threads**, , **forms**, **submit assignments,** your **grades**, calendar to sync, and links and instructions for all other websites**. Rather than emailing questions to the teaching team, please post your questions in the discussion threads here.** Log in often using your CWL.

5. COGLAB 5.0 is the tool used across all PSYC 218 sections to generate Assignment data. An access code is available here www.nelsonbrain.com/webapp/wcs/stores/servlet/en/micrositesca/UBC-PSYC218 for $24.99. Once you have an access code, use the instructions on Canvas to register in our course on CogLab. Please use the same first and last name as your official UBC registration.

6. iClicker. Communicate and engage during every class using an iClicker, which can be purchased at the bookstore, used or new. You must REGISTER YOUR iClicker *on our Canvas course website* to receive the points you earn in class. (There is an app version but it is not supported in this course. Former students reported being distracted by having their mobile device out during class, and it doesn't work as reliably.)

7. G*Power. Download free http://www.gpower.hhu.de/.

Financial Hardship: If you are experiencing serious financial hardship and are unable to purchase some or all of the required materials, please come see me and I'll do my best to set you up with at least some of what you need. The text is also on course reserve from Koerner library (well, it should be – *let me know if it's not*). SPSS is also available in the Buchanan drop-in computer labs. Please check the room schedule.



Learning Appraisals: How Will We Know If We Have Met Our Goals?

Learning Appraisal Activity	**Points to Earn**	**Dates**
Two-Stage Tests (12% x 3)	36%	January 24, February 26, and March 23
Cumulative Final Exam	34%	During exam period as scheduled by registrar
Assignments (4% x 6)	24%	Due on Canvas on Wednesdays February 5, February 19, March 11, March 25, and Friday April 10 (Assignments 5 + 6 combined)
In class participation (iClicker)	3%	Continuous
Research Experience Component (Human Subject Pool Participation)	3%	Complete by the last day of class
Points Available for you to Earn	**100%**	

TWO-STAGE TESTS (3 x 12%) AND TWO-STAGE CUMULATIVE FINAL EXAM (34%) All tests will consist of a mix of multiple-choice and short answer/calculation questions. **You will be challenged to push beyond memorization of facts and to integrate and apply course material.** Research shows greater long term retention with multiple testing—not just studying—opportunities (Roediger & Karpicke, 2006). Therefore, to best prepare you to apply course material in the future, **the final exam is cumulative.**

What is a 2-Stage test? In class, take the test on your own, then immediately get into a team and retake it together so you have the chance to discuss and debate answers. Sit near the people you want to work with, or join a group spontaneously. Individual tests will count for 90% of your test score, and team tests will count for 10%. In the rare case where an individual score is higher than that person's team score, the individual score will count for the full 100%.

Why 2-Stage tests? Data show this test format helps students learn and engage in courses (Gilley & Clarkston, 2014). It provides you with immediate feedback while you still remember the test questions. See my blog post or Rawn, Ives, & Gilley (2019) for more references and a lengthier rationale: http://ow.ly/ztdv6.

PARTICIPATION (3%) Your participation will be evaluated in class by responding to **iClicker** questions, and outside of class by discussion on **Canvas**. At the end of the course, all points you earned via iClicker for just answering questions (participation) and getting them correct will be added together. In each class period, earn a maximum of two points by **answering at least 75% of the iClicker questions (1 point) and any one of those correctly (1 point).** To earn 3% toward your course grade, earn full marks **for at least 90% of the classes** during the term. Outside of class, meaningful engagement on **Canvas** may also be considered (e.g., if your final mark falls just below the next grade).

RESEARCH EXPERIENCE COMPONENT (3%) As part of this course, you will be asked to spend **three hours participating in psychology studies** through the Department of Psychology's Human Subject Pool (HSP) system. The REC is designed to help you learn more about psychology and how research is conducted by providing you with first-hand experience with psychological research. As **an alternative to participation in subject pool studies you may choose to fulfill the required REC by completing three library writing projects**, for which you read and summarize a research article; each article summary counts as one hour of research participation. Study sign-ups and details about the alternative assignment are posted on https://psych.ubc.ca/undergraduate/human-subject-pool/ (see the *HSP Information for Participants* document). **The REC is worth 3% of your course grade: 1 hour of participation or 1 article summary = 1% x 3.**

Learning Appraisals, Continued

ASSIGNMENTS (6 x 4%) Like in all sections of this course, six lab assignments spread across the term will give you practical experience analyzing data using SPSS (a commonly used statistical software package; see Davidson et al., 2019) and reporting the results. Note that Assignments 5 and 6 will be combined at the end of the course. Each lab assignment has three components. Consult the Course Schedule on the last page of this syllabus and due dates set in Canvas. It is possible these dates could change. You are responsible for coming to class, checking Canvas, and finding out about any changes.

(1) CogLab or Survey. You will be asked to spend 10-30 minutes competing an online experiment or survey. This step will allow us to generate a dataset the class will use for the assignment, and will help you develop a deeper understanding of data analysis and interpretation because you have experienced the study as a participant. *These are always due on Mondays at the start of class. Check the Course Schedule for specific dates.*

You will lose ¼ (25%) of your assignment grade (i.e., 1% of your final course grade) for each CogLab or Survey you do not complete by the due date and time. **See Canvas for links to the CogLab experiments and survey.** You will not be able to make up lost marks because of failure to complete a component on time. (See Procedures on the next page for what to do in extenuating circumstances.)

(2) Student Guide to SPSS and In-Class SPSS Labs. It is important to read the appropriate chapter(s) for each lab assignment in Cuttler's *A Student Guide to SPSS (2nd edition)*, to be announced on Canvas and in class. These chapters provide detailed information about how to perform all the SPSS functions you will need for the assignments, including screen shots from SPSS. Five times during the term, class time will involve hands-on demonstrations of how to use SPSS for the upcoming assignment. Bring (or share) an SPSS-enabled computer.

(3) Lab Assignment. After each in-class SPSS demonstration, I will post an assignment for you to complete on your own time. All assignments will be posted on Canvas, where you will submit them. The assignments will require you to analyze and interpret the data from one of the CogLab or Surveys our class has generated. You will have about 1.5 weeks to complete each assignment. Check the Course Schedule for specific due dates.

You will lose 1/8 (12.5%) of your assignment grade (i.e., 0.5% of your final course grade) for each day your assignment is late. Late assignments will not be accepted after 7 days. (See Procedures on the next page for what to do in extenuating circumstances.)

Lab assignments must be completed independently. You are encouraged to meet with your Teaching Fellows during their office hours if you require assistance with the assignments. You may also use the discussion boards on Canvas to discuss with your Teaching Fellows and peers any issues you encounter while completing the assignments. Although you may ask for assistance, *you must complete the analyses and write-ups on your own. You may not share your work with other students or use another student's work.*

Expectations and Course Policies

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (https://senate.ubc.ca/policiesresources-support-student-success)

Expectations and Course Policies, Cont

What We Expect from You

ATTEND CLASS Please come to every class prepared to participate in your learning. Bring your iClicker device, paper and writing tools (in addition to a laptop, if you choose to bring one; but consider Fried, 2008; Glass & Kang, 2018; Sana et al., 2013), and an open mind. *If you must miss class,* you are responsible for obtaining missed notes and important announcements. You will not be able to regain participation points for missed classes.

FOLLOW THESE PROCEDURES IF YOU EXPERIENCE AN EXTENUATING CIRCUMSTANCE THAT PREVENTS YOU FROM SUBMITTING WORK ON TIME OR WRITING A TEST I (Dr. Rawn) will consider make-up tests and deadline extensions under extenuating circumstances such as severe illness. **If you miss marked coursework *for the first time*** (assignment, exam, presentation, participation in class) and the course is still in-progress, immediately (as soon as possible) submit a Student Self-Declaration to me so that your in-term concession case can be evaluated. *Please follow the links in that form for definitions of extenuating circumstances.*

If this is *not the first time* you have requested concession or classes are over, fill out Arts Academic Advising's online academic concession form immediately, so that an advisor can evaluate your concession case. If you are a student in a different Faculty, please consult your Faculty's webpage on academic concession, and then contact me where appropriate.

Note regarding final exams: If you have 3 or more exams scheduled to *start and finish* within 24 hours you may request to write the second exam on a different day. However, you must give the instructor of the second exam one month notice.

PARTICIPATE Success in this class depends upon your active participation. **I will ask you to do only those activities that I believe will help you learn**. Class time is designed to mix lecture-based explanations of course material with demonstrations, pair and small group discussions, large group discussions, writing, iClicker questions, and feedback. Come ready.

TREAT OTHERS RESPECTFULLY You are expected to treat all classmates, teammates, instructor, and Teaching Fellows, with respect in and out of the classroom, face-to-face and in writing (e.g., on email). This includes arriving on time and minimizing distractions for other students.

ACT ETHICALLY You are responsible for your own learning. Cheating of any kind will **not** be tolerated, including dishonest use of iClicker (e.g., entering responses for an absent classmate) and copying other's work. See the syllabus section on *Ethical Conduct* for more information.

SHARE CONSTRUCTIVE FEEDBACK We invite you to share your ideas and suggestions with us, particularly about things we are able to change, and be open to working together to make this course a positive experience for all of us.

USE ELECTRONICS IN THE CLASSROOM RESPONSIBLY You may choose to use electronic devices to support your learning—not distract from it. Please see the Announcement on Canvas for further information.

What You Can Expect from Us

BE AVAILABLE We are here to help you and your classmates in your choice to succeed. Visiting us in person is typically more effective than email for clearing up questions. If our office hours absolutely cannot work for you, respectfully email us a few time and day options to make an appointment. Because of our class size, there may be limits on the number of appointments possible.

POST SOME MATERIALS ONLINE PowerPoint slides and handouts will be available *after* class on our course Canvas site. Learning Objectives will be available there before class. Slides cannot be posted before class because they will undermine iClicker questions and reduce by ability to be responsive to what happens in class. Moreover, data shows that having notes in advance rather than after class does not influence performance (Babb & Ross, 2009).

CONSIDER RE-GRADE REQUESTS If you feel strongly that any test or assignment question was graded unfairly, please submit the **Re-Grade Request Form** available on Canvas. You must submit the form within 2 weeks of the date grades were made available on Canvas. I will consider your request carefully and will respond via email in approximately one week of receiving it. Re-grading may result in an increase or decrease. That re-grade is final.

PROVIDE FEEDBACK We will endeavour to provide you with feedback on learning appraisals as promptly and as with as much detail as possible, given the size of our class.

ACT RESPECTFULLY & ETHICALLY At all times, we aim to treat each of you with respect, and to make all course decisions with the highest standard of ethics in mind. If you feel you are being treated unfairly or disrespected by us or a classmate, we invite you to talk to us so we can sort out the issue together. To be clear: such a discussion would not impact your grade.

Tips for Success: Choosing to Learn!

I believe you can master this course material, *if you consistently choose to put in the effort required to do so.* Here's a rough guideline for how much time you should be spending on this course this year: **3-5 hours out of class for every 1 hour in class.** Note that some people will need more time than this.

What can you do *in class*?

- **Take notes** about what's being discussed, using what's on the slides to guide and organize your notes. (Don't just copy down what you see on the slides; you'll get those words later!).
- **Keep focused**. For example, avoid bringing a computer (or sitting behind someone else's) if it will be a distraction for you. Get adequate sleep and nutrition.
- **Actively participate in activities, demonstrations, and discussions; thoughtfully answer iClicker questions**. The point of all of these is to help you think about the material so you can master it and make it meaningful for your life.
- **Ask questions**. Be brave! If you would like clarification or are interested in how a concept connects or applies in some way… ask it!

What can you do during those 9-15 hours per week you spend on this course *outside class?*

- **Complete Assignments.** It might feel like assignments are an extra task, but completing them *is studying!* You need to link concepts together and apply them to real examples. You need to calculate and explain and interpret the results you find using our course material. What could be a better way to study?
- **Add to your class notes.** Fill in any missing gaps before you forget! Integrate your notes with the slides posted on our Canvas course website. *Build your notes so you can use them to study later.*
- **Come to office hours and post questions and answers on Canvas.** Get to know your Leaders in Learning, ask questions about course material, and find out more about psychology and statistics.
- **Prepare for the next deadline.** There are many components and deadlines to track. Stay organized and plan ahead to set yourself up for success.
- **Actively read the text**. For example, convert section headers into questions to help you identify the most important points to write. Take every chance to test yourself (Bjork & Bjork, 2011). For example, complete "Practice Problems," "Questions and Problems," and quiz yourself on the "Important New Terms." After each chapter, close your book and freely recall everything you can remember, then go back and check what you got and what you missed (Karpicke & Blunt, 2011). *Build your notes so you can use them to study later.*
- **Test yourself using learning objectives from class and the text**. What should you be able to do with the course material? Learning objectives are meant to help you answer this question so you can study more effectively.

Learning Tools to Investigate

I encourage you to take responsibility for your learning and check out what these resources have to offer.

ONLINE STATISTICS RESOURCES Psychology doesn't own the topic of statistics. Many resources exist online to help people better understand statistics. The videos linked here https://www.learner.org/courses/againstallodds/unitpages/index.html might not use examples from psychology directly, but they might be helpful for you to understand some concepts in our course.

TIME MANAGEMENT Search online for productivity and project management tools/apps (e.g., trello.com, www.rescuetime.com/, todoist.com). Try planning time to complete papers with assignmentcalculator.library.ubc.ca.

UBC ACADEMIC REGULATIONS Information about academic regulations, course withdrawal dates and credits can be found in the University Calendar.

LEARNING COMMONS is UBC's online hub for study and research support. This interactive website provides you with a wealth of academic resources, from tutoring and workshops to study groups and online technology tools. It also offers plenty of information on a variety of academic topics, and links to nearly all of the academic resources offered at UBC. Make the Learning Commons your first stop for all things academic! http://learningcommons.ubc.ca

ACADEMIC ACCOMMODATIONS Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the Centre for Accessibility, which will determine that student's eligibility for accommodations in accordance with Policy 73: Academic Accommodation for Students with Disabilities. Your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course. **Meet with Dr. Rawn as soon as possible to discuss accommodation options for the two-stage exams.**

TUTORS Some students who have done well in this course in the past are serving as tutors for hire. More information will be available in the first few weeks of class.

Psychology Department Grading Policies

To meet department policy, the typical student demonstrating adequate performance on learning appraisals will earn around 63-67% in this course.

Read on for details.

In order to reduce grade inflation and maintain equity across multiple course sections, all psychology courses are required to comply with departmental norms regarding grade distributions. According to departmental norms, the average grade in a 100- and 200-level Psychology courses are 67 for an exceptionally strong class, 65 for an average class, and 63 for a weak class, with a standard deviation of 14. The corresponding figures for 300- and 400-level classes are 70, 68, and 66, with a standard deviation of 13. **Scaling** may be used in order to comply with these norms; grades may be scaled up or down as necessary by the professor or department. Grades are not official until they appear on a student's academic record. You will receive both a percent and a letter grade for this course. At UBC, they convert according to the key below:

A+	90-100%	C+	64-67%
A	85-89%	C	60-63%
A-	80-84%	C-	55-59%
B+	76-79%	D	50-54%
B	72-75%	F	0-49%
B-	68-71%		

Guidelines for Grading Criteria

You are earning a degree at a highly reputable post-secondary institution. Therefore, criteria for success are high. The following guidelines broadly characterize the kind of work that is generally associated with the main grade ranges. These characteristics help to put the Psychology Department Grading Policies into context. Note that adequate performance is in the C range, which is the typical class average.

A RANGE: ***Exceptional Performance.*** Strong evidence of original thinking; good organization in written work; capacity to analyze (i.e., break ideas down) and to synthesize (i.e., bring different ideas together in a coherent way); superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.

B RANGE: ***Competent Performance.*** Evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.

D-C RANGE: ***Adequate Performance***. Understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work; not seriously faulty but lacking style and vigour.

F RANGE: ***Inadequate Performance.*** Little or no evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.

Consider these characteristics when making choices about the quality of work you submit in all learning appraisals, in this and any other course.

Ethical Conduct: Practices and Policies

Don't Cheat. Don't Plagiarize. It's Not Worth It.

Read on for Key Definitions, Consequences, and Ways to Act Ethically

The consequences for unethical conduct are more severe than you may think: you may fail the assignment or test, you may fail the course, you may be expelled from University, and unable to attend any other post-secondary institution in the future. Think about the long-term implications of that outcome in your life.

Psychology Department's Position on Academic Misconduct

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to *TurnItIn* — a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be compared to over 5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several, sensitive measures of originality that flag instances of matching text suggesting possible plagiarism; instructors receive copies of these reports for every student in their classes.

During exams, the instructor and invigilators reserve the right to move students in their seating arrangement with no explanation provided.

In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the UBC Calendar: Student Conduct and Discipline.

Why is Academic Misconduct Treated So Harshly?

Some people don't feel like cheating on a test or taking a sentence or two from someone else's paper without citing it is a big deal. Here's a bit of insight into why we care so much. In the academic community—a community of which you are now a part—**we deal in ideas**. That's our currency, our way of advancing knowledge. By representing others' ideas in an honest way, we are (1) respecting the rules of this academic community, and (2) showcasing how our own novel ideas are distinct from but relate to their ideas. APA style gives us a formal way to indicate where our ideas end and where others' begin. **Welcome to the academic community. You are expected to act honestly and ethically, just like the rest of us.**

Participating in the Academic Community Ethically

What can you do to ensure you are acting ethically in this course? **First, recognize that all graded work in this course, unless otherwise specified, is to be original work done independently by individuals.** Although you can seek help from your TFs and peers while figuring out the lab assignments, *all assignments are to be completed independently.*

Visit the Learning Commons' guide to academic integrity UBC offers an online guide to preventing unintentional plagiarism and organizing your writing. Visit http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/

Do not copy and paste text from other sources, including other people's work, even in a draft. Don't even read another person's lab assignment before completing your own, as you might unintentionally misrepresent those words as your own in a later draft (which would still qualify as plagiarism).

In cases of lab assignments that have a high degree of overlap in their responses, both parties will be called in to explain, and both may receive a mark of zero. Cases of suspected cheating will be reported to the department and the university.

Keep up to date with course material and prepare well. Avoid putting yourself in panic mode come exam and deadline time. Treat every assignment and exam as a test of *your* knowledge, without any unauthorized aids of any kind.

If you have any questions about how to seek advice from peers without crossing the plagiarism boundary, please see your Instructor or TF before handing in your assignment.

Our Course Schedule

This plan is subject to change. Changes will be announced in class and/or posted on the Canvas course website.
In response to student feedback, in 2019/20, I have shifted the timing of the Tests slightly (by ±1 period) to tighten the beginning of the course, and create more space after the break when concepts are most difficult.
Concepts build on each other and get increasingly difficult with each unit. If you find yourself falling behind, please come see any member(s) of the Teaching Team as soon as possible to get back on track.

Wk	Class Dates	Monday	Wednesday	Friday
1	January 6, 8, 10	Syllabus Ch 1 (Intro Statistics, Variables)	Appendix A: Basic Math Ch 2: Frequency Distributions	
2	January 13, 15, 17	Ch 3: Visual Displays of Data ✪ **CogLab "Stroop" Due** ✪ **"Survey" (link on Canvas) Due**	Ch 4: Central Tendency and Variability	
3	January 20, 22, 24	Ch 5: Sampling and Probability ✪ **CogLab "Change Detection" Due**		✪ **Test 1 (Chapters 1-5)**
4	January 27, 29, 31	Ch 6: Normal Curve, Standardization, z Scores ✪ **CogLab "Memory Span" Due**	*In-Class SPSS Lab #1*	Guest lesson: Finish Ch 6
5	February 3, 5, 7	Ch 7: Hypothesis Testing with z Tests ✪ **CogLab "False Memory" Due**	✪ **Assignment 1 Due**	Ch 8: Confidence Intervals, Effect Size, and Statistical Power
6	February 10, 12, 14	✪ **CogLab "Risky Decisions" Due**	*In-Class SPSS Lab #2*	
	February 17, 19, 21	*No classes: Spring Break* *Family Day*	*No classes: Spring Break* ✪ **Assignment 2 Due**	*No classes: Spring Break*
7	February 24, 26, 28		✪ **Test 2 (Chapters 6-8)**	Ch 9: Single-Sample and Paired Samples t Tests
8	March 2, 4, 6		*In-Class SPSS Lab #3*	
9	March 9, 11, 13	Ch 10: Independent-Samples t Test	✪ **Assignment 3 Due**	
10	March 16, 18, 20	Ch 11: One-Way ANOVA	*In-Class SPSS Lab #4*	
11	March 23, 25, 27	✪ **Test 3 (Chapters 9-11)**	Ch 13: Correlation ✪ **Assignment 4 Due**	
12	March 30, April 1, 3	Ch 14: Regression		*In-Class SPSS Lab #5*
13	April 6, 8 (+10)		Course Overview Final Exam Preparations	*No classes. Term over.* ✪ **Assignment 5+6 Due**

The final exam date will be set by the registrar. ***Do not book travel during exam period, April 14 to 29, 2019, including Saturdays.*** The Final Exam is cumulative and will include class and reading material from the entire semester.

ACKNOWLEDGEMENTS Thanks to G. Hall, C. Cuttler, L. Scratchley, and J. Sibley for helpful suggestions that have influenced the design of this course. This syllabus design was inspired by a syllabus by J. Lymburner (Kwantlen Polytechnic University). Thanks to all of my Psyc 218 students, Teaching Fellows, and Teaching Assistants since 2011/2012 for their helpful suggestions and experiences, which have influenced the design and implementation of this course.