

Statistical Methods in Psychology  
PSYC 200  
Fall 2018

**Psychology 200: Statistical Methods in Psychology**

**Instructor:** Tracy Tomlinson, PhD

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*\*If you plan to come to any office hours it is always appreciated to have an e-mail notice in advance so we can get an idea of how many students will be coming to the office hours and plan accordingly.*

*\*\*Please note that appointments may be made for outside of office hours as well.*

*\*\*\*Please use our umd e-mails rather than Canvas messaging for communication.*

***Undergraduate Teaching Assistants***

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### Course Philosophy

Some of you will produce or use statistics in your life's work and many of you will not. We all, however, are consumers and victims of statistics. We make choices under uncertainty on a daily basis, and statistics are often available to help us if we know how to interpret them. Moreover, other people will use statistics to make choices for us. For example, statistics often inform public policy decisions, medical advice and procedures, and recommendations for safety features on cars – the list is endless. And of course, statistics is at the core of psychological and behavioral research. In order to avoid common errors in human judgment and decision-making, to understand the basis for many public policy and other decisions that affect you, and to understand an important component of psychological research, you must have a basic foundation in statistical thinking and practice.

**Course learning objectives.** The objectives of this course are to provide you with:

1. A basic foundation in statistical thinking and practice.
2. The necessary background for more advanced courses in statistics, experimental design, or research methods.
3. Improved critical reasoning skills

Upon successfully completing this course, you will have a good understanding of descriptive statistics, as well as a basic, theoretically grounded understanding of probability theory and the principles of research design and inferential statistics. You will be able to summarize data, do simple statistical tests, better understand statistical aspects of news reports, and be prepared for more advanced courses if you want to take them. In addition, you will understand some of the errors that people usually make in reasoning about uncertainty and be in a position to avoid them.

**Prior knowledge and course level.** We will assume that you have an introductory-level background in psychology, knowledge of high-school algebra, and no prior training in logic. We will focus on concepts and theory rather than on tedious calculations. You still will have to do calculations in order to implement and understand the concepts. We expect you to gain a good understanding of statistics and statistical thinking, not simply learn how to plug numbers into formulas.

### How to Study

**This is not a cookbook course.** Simple memorization and merely learning how to plug numbers into formulas will not get you very far in this course. Lectures, discussion, homework, and exams all will involve a mix of formulas, numerical calculations, and conceptual thinking. *Treat this course as a combination of mathematics, psychology, and logic.* You must keep up with the material on a day-to-day basis and you must do the assigned homework. You will benefit from doing additional problems at the ends of the chapters.

Statistical Methods in Psychology  
PSYC 200  
Fall 2018

**The only way to get a handle on this material is to work with it, which means actively studying on a regular basis.** The most effective way to learn is to divide your study and homework time over multiple days per week. For a few of you, two to four hours outside of class distributed over the week may be enough, others of you will require five to seven hours of study per week, and yet others may require somewhat more time. Skim or read the assigned material before lecture to get the gist of what we will cover. Read it again after lecture, this time more carefully and work with it actively, not passively. Do problems, complete assigned activities, and test yourself as you go along. Small study groups are a good idea for some people. It is fine to study together, but test yourself privately to be sure you understand the material. Regularly go back to material covered earlier and work a few problems. We will assign homework almost every week to give you practice.

**Ask questions.** You will learn much better if you think actively about the material. If you don't understand something, ask right away in class. Almost certainly, someone else will have the same question.

**The material is cumulative. Do not let yourself get behind, as each topic builds on the previous one.**

### **Course Mechanics and Rules**

**Lecture Time.** Lecture sections will serve as both lecture and discussion. This time is interactive and your participation is expected. Preparing for class is necessary for your participation and for the lecture to proceed smoothly.

***There should be no laptops in lecture.***

I understand, and have, considered arguments for permitting laptop and tablet computers in the classroom. However, in my experience (and based on the research evidence) the reality is that they present an irresistible distraction and detract from the cooperative learning environment. Researchers have found that these distractions do in fact interfere with learning and active participation. For that reason the use of computers and phones will not be permitted during class meetings (except when required for DSS accommodations). I expect you to make the responsible and respectful decision to refrain from using your cellphone in class. If you have a critical communication to attend to, please excuse yourself and return when you are ready. For more information about the science behind the policy watch: <http://youtu.be/WwPaw3Fx5Hk>

**Lab time.** There are two components to lab: Online videos and in-class problem solving. There will be videos of labs posted on Canvas that you should watch each week. These videos have interactive participation quizzes that you need to complete. The quizzes will be graded for completeness rather than accuracy and will be incorporated into your overall participation grade for the course. You need

Statistical Methods in Psychology  
PSYC 200  
Fall 2018

to watch the videos by 11:00pm each Monday. This means that you need to be finished watching the videos by 11:00pm, not starting to watch the videos at this time.

The lab times that you are registered for are optional problem solving and tutoring sessions with the graduate TA's. You are strongly encouraged to attend these sessions, as they are very helpful for answering any remaining questions and helping with the homework assignments. These are optional unless you do poorly on a homework assignment (get below a 70%) and then you are required to attend the next lab discussion section in person in order to earn an additional 5% for your grade, or you will earn an additional 5% decrease in points off of your homework assignment.

**Computers and calculators:** You may use calculators when doing your homework and on the exams. You must also show your work by writing the equations and showing how you inserted the data. Some of the assigned homework problems will require you to use a computer. We will use Microsoft Excel in labs and for some homework. A calculator will also help you follow along with example problems in lecture and lab so we encourage you to bring calculators to lecture and lab.

**Professional Conduct:** Professional conduct is expected in this course, as we want you to learn and practice this conduct for your future careers. Additionally, in being professional you will be showing respect to the teachers as well as to your fellow students. You are expected to be respectful and courteous with your instructor and TA's both in and out of class. This entails: 1) Arriving to class on time, 2) Turning off your cell phone before class begins, 3) Not using class time to check social networking websites, comics, instant messaging services, or other off-task, on-line behavior, 4) Not using class time to read or send text messages on your phone, and 5) Professional conduct when writing emails. Think of this last point as an opportunity to practice the kind of writing you will use when inquiring about job opportunities, communicating with your supervisor, and so forth. Any comments that are made to you in lecture, lab, meetings, or e-mail to indicate you may not be meeting these expectations will indicate that you are not earning your full participation grade.

**Homework Etiquette:** Professional conduct is necessary during the assessment portions of this class as well. Show your work. You may use Excel to check your answers, but you may not let Excel do all the work for you. ***You are expected to work alone on homework.*** You are also expected to maintain your homework at all times and ensure that no other students view your homework as that is considered collaboration. If you have questions or concerns, speak to your professor and/or one of the TA's, come to one of the many office hours that are available, or make use of the tutoring options that are available and listed below in the "Tutoring Options" section.

**Exam Etiquette:** During exams, students will spread out throughout the room as much as possible. For all exams, students may use the course textbook, their personal notes from class, and a calculator. No talking or collaboration is allowed on exams. If you show up late to an exam, you will nonetheless be expected to stop at the appointed end time.

## Grades

**Homework (29%).** Homework will consist of multiple homework sections online through Aplia. All Aplia assignments will be due at 8:00am on the day indicated on the syllabus (usually a Tuesday). There may be one or more Aplia modules assigned each week. Your homework grade will be computed to be a total percentage correct by summing all your correct points relative to the total points across all modules.

***We do not accept late homework.*** You must turn in all homework either early or on time to receive any credit. This is similar to you being on time for work – you often get penalized (explicitly or implicitly) for showing up late to work. If you have a valid, University sanctioned excuse (see later in the syllabus for more detail on this) to turn in a homework assignment late, you may bring the documentation to us and we will evaluate this exception.

***General timeline of homework:*** 1) Homework will be posted on Tuesday; 2) Homework will be due on the following Tuesday; 3) Homework will be graded and the grades posted on Canvas within a week. It will generally take 1 week for homework assignments to be graded. This schedule is not precisely followed during exam weeks and you will be notified of that during lecture as well.

**Exams (44%).** There will be two in-class exams (14% of your final grade each) and a final exam (16% of your final grade). There will be a review session prior to each exam for you to bring your questions and discuss any remaining problems. For all exams, students may use the course textbook, their personal notes from class, and a calculator. The exams will be a combination of solving and interpreting statistics questions. It will generally take two weeks for exams to be graded.

**Projects: Critiquing Statistics (8%).** Each student will submit one short paper critiquing a recent news article, which you will be assigned, that uses statistics. In this paper, students will review a recent news article that you are assigned that directly uses or implies a statistic *discussed in class*. Students will: a) briefly summarize the article, b) discuss the statistics used or implied in the article, c) discuss what the article did well, d) discuss what the article did not do well, and e) discuss how the student would report the findings differently, and why/why not. Additional information regarding the expected format for this project will be provided at a later date. You will be given more details on how to submit this assignment on Canvas and in lab.

**Projects: News Article Selection (8%).** Each student will select a news article from a list of approved major news sources. Students must select an article that has been published since the start of the semester and make sure that it is an article that no other student in the class selects by posting the link and citation to the Canvas discussion board. Students will also submit a short write up of the news article that summarized the point of the article, identifies the inferential statistics that were likely used and defend your selection. Additional information regarding the expected format for this project will be provided at a later date. You will be given more details on how to submit this assignment on Canvas and in lab.

**Professionalism (1%)**

If you are often late to class, leave early from class, talk in class or behave unprofessionally in any way in class or out of class (especially in e-mails), we will notify you that was unprofessional and you will then be able to earn half of this grade. If no improvement is made subsequent to the e-mail then you will not be able to earn any points for professionalism.

**Participation (10%).** Participation is based on three things: 1) Lecture participation; 2) Watching the online lab videos; and 3) Completing the online additional practice homework problems.

1) For *lecture participation*, there will be daily in-class activities/assignments throughout the semester. These activities will occur neither consistently at the beginning nor consistently at the end of the class and may be at multiple times in the lecture. Participation, not accuracy, is graded. These activities will take place in lecture and are paper based. If you miss an activity for an excused absence you will still earn the participation points when you provide valid documentation. This documentation should be presented prior to missing the class or no later than the next class if an emergency.

A few important things to note for earning lecture participation: 1) you must turn in your participation sheet to a TA at the end of class, 2) You may only turn in ONE participation sheet at the end of the class, 3) You must turn in your participation sheet to a TA at the end of your registered course section (i.e., if you are in the 8am class you may not turn in your sheet at the end of the 9:30am class for credit), and 4) If you leave early or arrive late you will not be able to earn the full points.

2) For *lab video participation* you must watch at least 50% of the video and complete the online quizzes in the video. The lab video time is mostly spent working through different examples to master the material. Some of these will require your participation online and some you may observe. This time is meant for you to engage with the material and not just passively listen. To this extent, there will be interactive quizzes sporadically throughout each lecture for you to work with the material. These quizzes (and the lab quizzes, see below) will be the basis for your participation grade. We are not grading your quizzes for accuracy; rather we are grading to see if you watched the video (we check the time you spent on the video) and your attempt (correct or incorrect) at answering the quiz questions. We will randomly select *one* video from each week to grade for participation.

All video participation grades will be out of 1 point. When I get a video report it separates out your performance by question. I grade based on whether you answer each question and watch at least 50% of each video segment. For example, if there are two questions on one video, your grade will be based on watching at least 50% of the video (.25) associated with Question 1 and answering it (.25)

Statistical Methods in Psychology  
PSYC 200  
Fall 2018

and watching at least 50% of the video associated with Question 2 (.25) and answering it (.25). If you watched only 40% of the video associated with Question 2 your score would be .85 (.25+.25+.25+(.25\*.4)). To earn all of your points, watch the entire video and answer all questions rather than skipping through it!

3) For all homework assignments we will post additional *practice problems* for you to work with. Completing these problems will count towards your participation grade. Again, we will be grading for completeness and reasonableness rather than strict accuracy.

You also receive two “freebies” such that you can have full credit for participation if you do all class participations activities and will still get full credit if you miss one or two participation marks for unexcused absences.

**Extra Credit.** There are three extra credit opportunities in this class for a total of 6 extra credit points: 1) SONA systems 2) Online surveys about this course, and 3) online survey’s throughout the semester about this course. You may take a maximum of 2 extra credit SONA points by participating in psychology studies. You may apply these credits towards this class for extra credit. Each credit is equivalent to one hour of participation in a study. These extra credit points will be credited at the *end* of the semester. To logon and sign up for studies go to <http://umpsychology.sona-systems.com/>. You may complete a maximum of 1 extra credit points by participating in three online surveys regarding feedback for this course. The survey links will be available as assignments in Canvas and we will post the links as they become available at the end of the semester. All of these credits (SONA and surveys) will be incorporated into your final grade by increasing your final percentage by one-quarter percentage for each credit earned. ***Thus, a 1.5% increase in your final grade from extra credit is possible if you maintain all the extra credit points.***

**Grading.** The class has grading TA’s who do all of the homework and exam grading. Your lab TA will be grading your final paper. If you have a question about a grade, talk to your TA first. Grades for homework and exams will be posted on Canvas shortly after the assignments are graded. We anticipate a weekly turnaround on grading, although it may at times be shorter or longer. If you have a grading question about any specific assignment, talk to the TA *immediately*. You will have ***two weeks*** after receiving a grade to dispute it. At that point, it will be assumed that you agree with the grade you received. This grading policy also applies to the grades that you receive for in-class activities. Please note that having questions you may have about how an assignment was graded and disputing a grade are separate concepts and processes. Thus, your lab TA can address questions you may have about the grading of an assignment, but grades disputes should be handled as outlined in the Re-Grading section below. Your course grade will be converted to a letter grade as dictated by the University. The grading rules are precise and generous and therefore they will be followed without exception and with ***no rounding*** beyond one decimal place. For example, if your final grade is calculated to be 89.8945, your final grade for the course will be 89.9 and you will receive a B+ for the course.

Statistical Methods in Psychology  
PSYC 200  
Fall 2018

Your course grade will be calculated as follows:

$$\text{Grade} = .29\text{Homework} + .8\text{NewsArticleCritique} + .8\text{NewsArticleSelection} + .14\text{Exam}_1 + .14\text{Exam}_2 + .16\text{Exam}_3 + .10\text{Participation} + .01\text{Professionalism} + \text{EC}$$

Using the output from the above equation, you will be assigned a letter grade as follows:

96 % – 100 %	A +
93 % – 95.99 %	A
90 % – 92.99 %	A –
86 % – 89.99 %	B +
83 % – 85.99 %	B
80 % – 82.99 %	B –
76 % – 79.99 %	C +
73 % – 75.99 %	C
70 % – 72.99 %	C –
66 % – 69.99 %	D +
63 % – 65.99 %	D
60 % – 62.99 %	D –
< 60 %	F

**Grade Disputes and Re-Grading:** Occasionally, students are unhappy with a grade they have received. If you feel that you want your homework, exam, or final paper re-graded, you must present, in writing, your request for a re-grade. Your written request must include a valid reason to merit your request for a re-grade. Your reasons for why you should get points back must be substantiated by the class textbook, class readings or class notes. It must also be evident in your written request for a re-grade that you have thoroughly read the answer key and have evaluated your assignment in light of the answer key.

1. You must submit your request for a re-grade within *two weeks* of the day the assignment grade is posted to the class. If your documentation and argument are sufficient, the assignment will then be re-graded by a different grader. By requesting a re-grade, you agree that the new grade will be the permanent grade. Please note that your re-grade may be *higher OR lower* than your original grade. Assignments will be re-graded only once.

**Office hours:** Our office hours are listed above. We encourage you to make appointments during those hours or for other times outside of those times.

**Class Web Page.** We will use the Canvas Academic Suite available at <https://elms.umd.edu> for this course. Log in there and follow the links to PSYC 200. We will make this syllabus and syllabus updates available there. In addition, we intend to post the overheads used in lecture so that you can download them.

**Tutoring Options.**

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting <http://ter.ps/learn> to schedule an appointment with an academic coach. Sharpen your communication

Statistical Methods in Psychology  
PSYC 200  
Fall 2018

skills (and improve your grade) by visiting <http://ter.ps/writing> and schedule an appointment with the Writing Center. Finally, if you just need someone to talk to, visit <http://counseling.umd.edu>.

For those of you who would like additional help mastering the statistics material, the Academic Achievement Programs (AAP) offers free tutoring for PSYC200 students through the Academic Success and Tutorial Services (ASTS). To connect with a complimentary, peer tutor for PSYC200, sign up directly at <https://umdtutoring.mywconline.com/>. For questions, contact Christal Dimas, Tutorial Coordinator for the Academic Achievement Programs (AAP) at [aaptutoring@umd.edu](mailto:aaptutoring@umd.edu) or [301-405-4745](tel:301-405-4745).

There is a psychology graduate student, Alison Robey, who is a statistical consultant and available for hire as a private tutor for this class as well and you may contact her for more information at [alisonrobey@gmail.com](mailto:alisonrobey@gmail.com).

Additionally, the math department has tutoring for STAT 100 and students may go there for free tutoring. OMSE also provides tutoring and they have someone who generally does stats tutoring Tuesdays, Wednesdays, Thursdays, and Fridays between 10:30 – 3:00. And, you are of course always encouraged to come to the instructor or your TA with any questions or difficulties that you are experiencing.

**Evaluations:** Your feedback about this course is very important to me and therefore we do several forms of evaluations throughout the semester. One important campus-wide evaluation is the online evaluation at the end of the semester. Students can go directly to the website ([www.courseevalum.umd.edu](http://www.courseevalum.umd.edu)) to complete their evaluations prior to the start of exam week.

#### **Textbooks and Readings and Required Material for the Course**

**Required.** Pagano, R. R.. Understanding Statistics in the Behavioral Sciences, Edition 10. Belmont CA: Wadsworth/Thomson Learning.

**Required.** Aplia software access code (see below for course key for Aplia)

**Readings.** Additional readings may be assigned to supplement the Pagano text and will be available on Canvas.

#### **Technology ‘Errors’**

It is the responsibility of the student to make sure that they have the appropriate materials to succeed in the course. This includes acquiring the online software, textbook, and ensuring that you have reliable Internet connection(s). If there is ever a technological problem that prevents you from completing an assignment on Aplia or Canvas, it is up to the student to demonstrate:

- 1) The technology problem was due to a Canvas or Aplia error and not a student error OR
- 2) There were forces of nature that were outside of your control that caused your internet not to work

We will grant extensions for some documented (from Aplia or Canvas or some Internet provider, etc.) software errors, but no student errors.

#### **Campus Policies**

It is our shared responsibility to know and abide by the University of Maryland’s policies that relate to all courses, which includes topics like:

- Academic integrity
- Student and instructor conduct

Statistical Methods in Psychology  
PSYC 200  
Fall 2018

- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit [www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html) for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

### **Names/Pronouns and Self Identifications**

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit [trans.umd.edu](http://trans.umd.edu) to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

### **Inclusive Learning Environment**

Students will be invited to share their thoughts in class and a diversity of opinions is welcome. Respectful communication is expected, even when expressing differing perspectives. Supporting one's statements with research findings is encouraged. In accordance with free speech statutes, speech that contains threats of violence is prohibited.

## **SYLLABUS**

*The following syllabus is subject to change. Please always check the syllabus posted on Canvas for the most current version of the syllabus.*

Statistical Methods in Psychology  
 PSYC 200  
 Fall 2018

Date	Topic	Reading & Assignment	Lab Assignment
Tu 08/28	Introduction & Knowledge	Chapter 1	
<b>Th 08/30</b>	Measurement & Terminology	Chapter 2	
Tu 09/04	Central Tendency	Chapter 4 sections 1 - 2 G&S 7-18 <b>HW1, Practice HW1 Contract &amp; Syllabus quiz</b>	Online lab videos WEEK 1
<b>Th 09/06</b>	Describing Data	Chapter 3	
Tu 09/11	Variability, Z-Scores	Sections 4.3-4.4 & 5.3, G&S 19-26 <b>HW2, Practice HW2</b>	Online lab videos WEEK 2
<b>Th 09/13</b>	Lying with Statistics & Correlation	Chapter 6	
Tu 09/18	Correlation	Chapter 6 <b>HW3, Practice HW3</b>	Online lab videos WEEK 3
<b>Th 09/20</b>	Correlation & Regression	Chapter 6, 7	
Tu 09/25	Review	<b>HW4, Practice HW4</b>	Online lab videos WEEK 4
<b>Th 09/27</b>	Exam 1		
Tu 10/02	Regression	<b>APA Formatting Quiz</b>	<i>Mandatory in-lab for all sections for exam key review and news article assignments</i>
<b>Th 10/04</b>	Sampling & Probability Intro	Chapter 8, Gonick & Smith	
Tu 10/09	Probability	Chapter 8, Gonick & Smith <b>HW5, Practice HW5</b>	Online lab videos WEEK 5
<b>Th 10/11</b>	Normal Distribution	Chapter 5	
Tu 10/16	Binomial Distribution	Chapter 9 <b>HW6, Practice HW6</b>	Online lab videos WEEK 6
<b>Th 10/18</b>	Binomial Distribution	Chapter 9	
Tu 10/23	NHST	Chapter 10 <b>HW7, Practice HW7</b>	Online lab videos WEEK 7
<b>Th 10/25</b>	NHST	Chapter 10	
Tu 10/30	Review	<b>HW8, Practice HW8</b>	Online lab video WEEK 8
<b>Th 11/01</b>	Exam 2		
Tu 11/06	Power & Effect Size	Chapter 11 <b>News Article critique due</b>	<i>Mandatory in-lab for all sections for exam key review and news article assignments</i>
<b>Th 11/08</b>	Sampling distribution of the mean	Chapter 12	
Tu 11/13	z-tests (one group)	Chapter 12 <b>HW9, Practice HW9</b>	Online lab video WEEK 9
<b>Th 11/15</b>	t-tests (one group)	Chapter 13	
Tu 11/20	t-tests (two groups)	Chapter 14 <b>HW10, Practice HW10</b>	Online lab videos WEEK 10
<b>Th 11/22</b>	THANKSGIVING		
Tu 11/27	t-tests (two groups)	Chapter 14 <b>HW11, Practice HW11</b>	Online lab videos WEEK 11
<b>Th 11/29</b>	One-way ANOVA	Chapter 15	
Tu 12/04	One-way ANOVA & Bayesian	Chapter 15 <b>HW12, Practice HW12</b>	Online lab videos WEEK 12
<b>Th 12/06</b>	Review	<b>HW13, Practice HW13* News Article Selection due</b>	
	<b>FINAL EXAM</b>	<b>6:30 8:30pm in BRB 1101</b>	

Statistical Methods in Psychology  
PSYC 200  
Fall 2018