Introduction to Statistics

SPECIAL STATEMENT

This syllabus is to introduce you to the expectations, and many resources that are available to you to help you succeed in the course. One of the best supports the course has to offer is our time and we welcome you to come to our office hours!

We also want to acknowledge that we are starting this course during a very stressful time. We have we been dealing with the many impacts of the COVID-19 pandemic for **many** months. This is a time of uncertainty, physical, psychological and financial stress and we recognize this semester will not be a 'normal' semester. We are doing our best to create a course and learning environment to prepare you to succeed in this course and beyond.

Lastly, I also wanted to provide some resources for mental health success (seems even more relevant and important since we are in the PSCY department!). This is a very difficult and historic time, and additional mental health support may be needed such as Practicing Self Care and Survival and the UMD Counseling Center, which is open for virtual appointments. I highly encourage you to use resources available to you!

EVERYONE NEEDS HELP

Most services are free because you have already paid for it, and everyone needs help…

all you have to do is ask for it!

- **Talk to me sooner rather than later.** Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course.

- **Writing and tutoring help.** I encourage you to visit tutoring.umd.edu to learn more about the wide range of campus resources available to you. In particular, everyone can use some help sharpen their communication skills (and improving their grade) by visiting ter.ps/writing and schedule an appointment with the campus Writing Center. You should also know there are a wide range of resources to support you with whatever you might need (see go.umd.edu/assistance).

- **Mental health help. I**f you just need someone to talk to, visit counseling.umd.edu or one of the many other resources on campus (go.umd.edu/student-support).

- **Basic Needs Security.** If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit go.umd.edu/basic-needs for information about resources the campus offers you and let me know if I can help in any way.

- **Technical Support.** Technology will never work 100% of the time. Please understand that I am not able to diagnose and fix technical difficulties with campus tools or your personal computer. If you have any problems with course resources (ELMS website, clickers, Panopto recordings, etc.) please consult with the IT Helpdesk directly (helpdesk.umd.edu). If the problem is limiting access to a course resource, try using a campus computer in the meantime – visit lib.umd.edu/services/computing to find a computer lab near you

From Dr. Scott Roberts

INSTRUCTIONAL TEAM: INSTRUCTOR

- Dr. Tracy Tomlinson (*she/her*)
  - ttomlin1@umd.edu

- Student Hours
  - Tuesday 11 – 12 in BPS 1147A and by appointment
  - I welcome and encourage you to use this time for you to gain access to institutional resources and instructor support
  - ***Never*** be afraid to ask for help. This is not a sign of weakness, it's a sign of strength

- Review Hours
  - Every other Friday 12 – 1 on Zoom

https://www.npr.org/2019/10/05/678815966/college-students-how-to-make-office-hours-less-scary
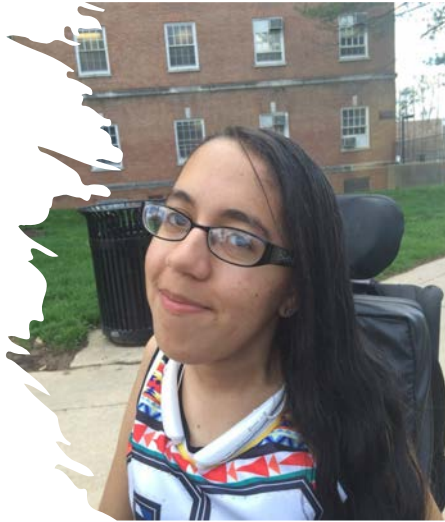
INSTRUCTIONAL TEAM: GRADUATE TA'S

Asha Pavuluri
Neuroscience and Cognitive Sciences
Doctoral Student
Studying psychopathology and substance
use
Student Hour: W 2:00-3:00PM in HBK 0117
ashapavu@umd.edu

Marieh Arnett
Academic Program Specialist
Research interests are psychosis and how
it affects social interactions
Fun Fact: I'm double-jointed in my fingers
Student Hour: Th 2-3PM
marnett1@umd.edu

Sean Maulhardt
Neuroscience and Cognitive Sciences
Doctoral Student
Studying decision-making, computational
psychiatry, and learning
Cool thing about me: I am from California
and recently got married!
Student Hour: W: 1-2PM in HBK 0017
smaulhar@umd.edu

INSTRUCTIONAL TEAM: UNDERGRADUATE TA'S

Rayshaun Pettit

Junior Microbiology Major

Current Goal: Conduct research on infectious diseases for the Government

Recommendation: Do as much practice as possible and never be afraid to ask for help or clarification!

Fun Fact: In CIVICUS and Learning Program

Student Hour: W 12:30PM – 1:30PM on ZOOM (see Modules for link)

Rpettit2@terpmail.umd.edu

Wilson Lazo-Salmeron

Sophomore Psychology Major

Current Goal: Apply to Clinical/Counseling Graduate Programs with interests in research and therapy about psychotherapy, minority health, and mental health.

Recommendation: Please reach out to the instructional team for any help with the course-content or non-course topics as we transition to in-person!

Fun Fact: My favorite artist is Tove Lo

Student Hour: F 6PM – 7PM on ZOOM (see Modules for link)

wlazosal@terpmail.umd.edu

HOW NOT TO WEAR A MASK

DON'T
wear your mask below your nose

DON'T
rest your mask on your neck

DON'T
leave your chin exposed

MASKS ON MARYLAND | Maryland DEPARTMENT OF HEALTH

KEEPING SAFE: MASKING POLICIES (FOR NOW)

- **Everyone**, without exception, must wear a mask over the nose and mouth in class at all times. There are no exceptions.
  - This means vaccinated or unvaccinated

- If you need to have a drink you may briefly have a drink and immediately put your mask back on

- If someone does not wear their mask or removes their mask
  - You will be asked to put a mask on
  - If someone chooses to not wear a mask they will be given a warning and asked to wear one or leave the classroom immediately.
  - If a student has additional issues with the mask expectation after the first warning, they may be referred to the Office of Student Conduct

- If there is 6' of distance at all times I may remove my mask for teaching purposes
  - *"Instructors and presenters who are fully vaccinated may choose to remove their mask while teaching or speaking to a group, provided they can maintain physical distancing of at least six feet from all other persons at all times and everyone in the audience is masked"*

- If there are any modifications to the UMD mask policy, you will be updated

PLEASE DO NOT COME TO CLASS IF YOU ARE SICK

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- Email to notify us and you will be able to view lecture recordings before 11:59PM for credit

- You can use one self-signed University Health Center Sick note, if you are sick, to request a 48-hour assignment extension
  - Though this may not apply to quizzes

- We drop the lowest two participation grades

Please view the following link for course related policies on undergraduate courses for information such as

Academic integrity
Student privacy
Safety in academic stings
Student rights
Final grades
And more!

http://www.ugst.umd.edu/courserelatedpolicies.html

CAMPUS POLICIES FOR UNDERGRADUATE COURSES

REPORTING RACISM, HATE, AND BIAS

If you experience racism or any other form of bias or hate in this class or any psychology course, I encourage you to do at least one of the following:

1) Please report the experience to the instructor or teaching assistant and/or

2) Report the experience to the Department of Psychology's Diversity and Inclusion Committee using this link (reports can be made anonymously).

3) Please also report all incidents of hate and bias to the Office of Diversity and Inclusion at https://www.diversity.umd.edu/hbrp/ .

COURSE PHILOSOPHY AND COMMITMENT

Some of you will pursue research as career, many of you will not. We all, however, are consumers and victims of research. We use informal research methods every day to assess questions and make decisions about our lives while research findings are often thrown about to influence these decisions. Being able to adeptly use the tool of science that will enable us to better understand and critically evaluate research is a life skill that could benefit everyone. And, of course, research is the basis of psychological and behavioral sciences. My commitment to you as a teacher is to conduct this course in a way that promotes learning and engagement through being:

1. Transparent

2. Ethical

3. Data driven (evidence based)

Tell me and I forget. Teach me and I remember. Involve me and I learn. – Benjamin Franklin

LEARNING OUTCOMES

Content knowledge: A foundation in research methodology and statistics: Students will understand the difference between descriptive (central tendency, dispersion, correlation) and inferential statistics (single, multiple, logistic), and know when to use each

Scaffolding: The necessary background for more advanced courses in statistics, experimental design, or research methods

Critical thinking: Improved critical reasoning skills: Students will develop sensitivity toward how to use and interpret descriptive and inferential statistics in an ethically responsible way

Research literacy: The ability to create and critique research: Students will be able to interpret results both technically, and in popular press

WEEKLY SCHEDULE

Monday

Monday optional synchronous discussion sessions

Homework PLUS Quiz or R assignment 11:59PM

Tuesday

Tuesday module due before lecture

Lecture in person

Thursday

Thursday module due before lecture

Lecture in person

Friday

Lab videos and module due to be viewed before 11:59PM

12 – 1 Optional review with Dr. Tomlinson every other week

TIME EXPECTATIONS

- Completing the coursework and mastering the content takes time

- Having an accurate expectation helps plan and motivate success.

- The University's guidelines state that for every hour you spend in class per week you should expect to spend an average of 2-3 hours on coursework outside of class.

3 Credit Courses by Semester Length Expect an Additional
16 weeks: 6 – 9 hours per week
6 weeks: 15 – 22 hours per week
3 weeks: 30 – 45 hours per week

From Dr. Scott Roberts

REQUIRED RESOURCES

Phone and Clicker App

We will use clickers for lecture participation. Please download the app now:

1. Go to the App Store or Google Play and search for TurningPoint

2. After the initial screens, click login and use you @umd email address (which will take you to the CAS login screen)

3. That should take you back to the app and show you the welcome screen with your name and asking you to enter a session ID. You're all set -- I'll give you the session ID in class.

Course ELMS Page - elms.umd.edu

I will use our ELMS page to post announcements and collect coursework. For information on how to complete quizzes, submit work, and view feedback visit go.umd.edu/student- canvas-help or email itsupport@umd.edu

Textbook

I am proud to say that you do not need to purchase a textbook. I lead a team that received a Teaching and Innovation grant to create a free resource book for you. It is available through Canvas and at the following site:

https://sites.google.com/umd.edu/statisticsinsocialsciences/home

From Dr. Scott Roberts

Announcements: I will post class messages using the ELMS "announcements" tool on our course page. By default, you should receive an email copy of announcements. *Students are responsible for monitoring the ELMS announcements regularly.*

Email: If you have a personal question or concern, please use my umd.edu account NOT Canvas messaging

Discussion Threads: We will also make regular use of the Canvas discussion threads, please check and post there frequently!

GroupMe: There will be a class GroupMe created to foster community and engagement, as well as provide more information.

CLASS COMMUNICATION

CLASS COMMUNICATION: ETIQUETTE

- It is essential that we all conduct ourselves as professionals, so please visit ter.ps/email for some friendly guidance on writing emails.

- Names/Pronouns and Self-Identifications: The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and 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.) on Canvas and Zoom.

- The pronouns someone indicates are not necessarily indicative of their gender identity. Visit 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.

From Dr. Scott Roberts

LAB TIME

There are three components to lab

1. **Required asynchronous online videos**. These will be posted in the modules for the week and will average 50 minutes (some weeks longer and some weeks shorter) across the semester. These are due to be completed by Friday at 11:59PM

2. **Required asynchronous online activities**. These will be part of the Lab module due by Friday at 11:59PM.

3. **Optional synchronous lab sessions on Monday**. These will be 50-minute sessions where your teaching Graduate TA (GTA) will answer student questions and provide additional practice and question time.

1	2	3	4	5	6	7
Find a quiet place (if possible)	Have your camera on. Virtual background can be created if preferred*	Have a plan for taking notes (paper and pencil or digital)	Interact. Use the raise hand and chat function if you do not want to speak up verbally	Always use respectful and professionally appropriate behaviors and languages	Wear CLOTHES. Wear all the clothes you would normally wear if you were coming to campus	Update preferred names and pronouns

*If you are uncomfortable with your cameras on for any reason, please just let me know and we can accommodate you

CLASS ZOOM ETIQUETTE

CAMPUS POLICIES

Shared Responsibility. It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like academic integrity, student and instructor conduct, accessibility and accommodations, attendance and excused absences, grades and appeals, and copyright and intellectual property. Please visit go.umd.edu/course-policies for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

Inclusive Learning Environment
Students will be invited to share their thoughts in class and a diversity of opinions is welcome. Respectful communication is expected and supporting positions with research findings is encouraged. In accordance with free speech statues, threats of violence are prohibited.
The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. Students are invited, if they wish, to indicate how they want to be referred to both in terms of name and pronouns. Additionally, how students identify in terms of gender, race, class, sexuality, religion, and dis/ability, among all aspects of identity, is their choice whether to disclose (e.g., should it come up in classroom conversation). We seek to be respectful of all identities in this course.

Threatening Behavior. Using any platform in a way that excludes, intimidates, threatens, or harms another person may violate the Code of Student Conduct (go.umd.edu/student-conduct) or community standards (in other words, be decent and respectful). I encourage you to report any concerns about the inappropriate use of these technologies to me or the Office of Student Conduct as soon as they arise to ensure you are not implicated.

Academic Accommodations
If you have a documented disability and wish to discuss academic accommodations, please contact me during the first week of the semester.

Excused Absences
In this time of a global pandemic, UMD has anticipated the potential for unanticipated absences. **Self-certified notes** will service as documentation for COVID-19-related absences or missed course expectations. I reserve the right to consider alternative assignments and make-up work as well depending on the documentation and duration.

Religious Observations
Students will not be penalized because of observances of religious beliefs. It is the students' responsibility to notify the professor if religious observances require course modifications at least two weeks in advance of the observance.

Copyright
My course materials are protected by copyright. You may take notes and make copies of course materials for your use. You may not tape, reproduce or distribute course materials whether or not a fee is charged without my written consent.

Communication
The best way to contact us is to send an email message directly, not through Canvas/ELMS.

From Dr. Scott Roberts

- I want to emphasize that *I trust you*. I trust that you are not here to cheat and that you are here to earn your grade and hone your academic and professional integrity.

- The value of the grade and degree you are here to earn relies on the honesty of everyone, and its value is diminished with anyone's dishonesty, however rare that might be. If there is something I need to know, please bring it to me.

- My professional obligation is to simply verify that everyone acted with integrity so that no one else can ever question the validity and value of your grade... and more importantly, the learning that your grade represents. I've done my best to state my expectations about the coursework throughout the syllabus and course introduction, but there are three general things that I want to emphasize upfront in the next section: originality, assessment, and collaboration.

ACADEMIC INTEGRITY

From Dr. Scott Roberts

ACADEMIC INTEGRITY

Originality

For all written submission, my expectation is that they are your personal words and never copied from another source. Copying, pasting, and editing a phase is not the same as writing something yourself. Guidance for scholarly writing in psychology, and for how to appropriately cite sources that you get information from, is covered in the Department's Ethics of Scholarship in Psychology (go.umd.edu/psycethics). Never copy text into your notes or a writing assignment.

Assessment

Graded assessments are not about measuring you as a person, they are intended for you to demonstrate what you have truly learned and what you are still working on. I will specify what resources are permitted for each graded quiz or exam, and my expectation is that you will conduct yourself with honor and bring any questions or concerns to my attention.

Collaboration

I am aware that some students create social media pages or group chats to communicate with peers in the course, but accessing any platform on which answers to graded assessment questions are shared before the assessment deadline, or simply sharing answers ("facilitation"), may constitute dishonesty on your part, regardless of your intention or level of activity. Further, using any platform in a way that excludes, intimidates, threatens, or harms another person may violate the Code of Student Conduct (go.umd.edu/student-conduct) or community standards (in other words, be decent and respectful). I encourage you to report any concerns about the inappropriate use of these technologies to me or the Office of Student Conduct as soon as they arise to ensure you are not implicated.

From Dr. Scott Roberts

All assessment scores will be posted on the course ELMS page. If you have questions about how something was scored, please email your grading TA to schedule a time to meet. If you have additional questions, then please come talk with me. Late work will not be accepted for course credit so please plan to have it submitted well before the scheduled deadline. I am happy to discuss any of your grades with you, and if we have made a mistake, we will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same thing as crossing it (89.99 ≠ 90.00, *there is no rounding*). It would be unethical to make exceptions for some and not others. If you think I have missed anything that should be included above, or if you have any concerns about your ability to meet these expectations, please let me know.

GRADES

Percentage minimum	Letter Grade
97.00	A+
94.00	A
90.00	A-
87.00	B+
84.00	B
80.00	B-
77.00	C+
74.00	C
70.00	C-
67.00	D+
64.00	D
60.00	D-
<60.00	F

From Dr. Scott Roberts

- **Grade Disputes and Re-Grading:** 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 have a regrade 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 discussed your grade with the grading TA and have evaluated your assignment in light of the answer explanations provided.

- You must submit your request for a re-grade within *one week* of the day the assignment is returned 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 high*er OR low*er than your original grade. Assignments will be re-graded only once.

REGRADE REQUEST

30% Homework

30% Participation

25% Quizzes

15% News Article Assignments

Extra credit up to 1.5%

COURSE GRADES

HOMEWORK (30%)

Homework will be on Canvas and is due by 11:59PM on Mondays

You are allowed two attempts at each homework and we will keep the higher score of the two attempts

In order to help **you** master the material, **you are expected to work alone on homework.**

If you have question on the homework, you may use one of the following resources:

1. Student hours with instructor or a TA
2. Ask question in Monday synchronous lab session
3. Post questions on the discussion board (but NOT the actual homework question)
4. Receive tutoring help

PARTICIPATION (30%)

THERE WILL BE ASSIGNMENTS GRADED FOR COMPLETION RATHER THAN ACCURACY THAT ARE AIMED AT HAVING YOU ACTIVELY PARTICIPATE WITH THE MATERIAL. MOST OF THE ASSIGNMENTS THAT ARE FOR PARTICIPATION ARE LISTED BELOW, AND OTHERS MAY BE MADE AVAILABLE THROUGHOUT THE SEMESTER. WE DROP THE LOWEST TWO PARTICIPATION GRADES.

LECTURE PARTICIPATION

ASYNCHRONOUS LAB VIDEOS

DISCUSSION BOARD POSTS

CANVAS PRACTICE QUIZ ACTIVITIES

SYLLABUS QUIZ

PARTICIPATION: LECTURE

Lecture sections will be in-person! This time is meant for you to engage with the material, your instructor and peers.

I hope you actively participate in this course. I say this because I have experientially found it is the best way to engage you in learning the material and this engagement results in empirical benefits to learning and grades (Starmer et al., 2015). It also makes the lectures more fun for everyone!

To help facilitate lecture participation there will be interactive quizzes and discussion activities throughout each in-person lecture. These quizzes will not be graded for accuracy and may be in various formats: clickers, online polls, index cards, etc.

PARTICIPATION: LAB

As a blended learning course, the lab work is entirely online. There are two primary components to lab that are a mix of asynchronous and synchronous components.

1. **Required asynchronous lab module.** You will have lab modules due by Friday at 11:59PM each week.
   1. These modules will include lab videos and may also include online activities such as discussion board activities or practice quizzes, etc. This time is meant for you to engage with the material rather than just passively listen. To this extent, there will be interactive quizzes sporadically throughout each lab video for you to work with the material. These quizzes will not be graded for accuracy. It is tempting to look at other things online, such as e-mail or Facebook, when you are listening to the lab online, please try not to divert attention to other sources as you may miss important information!
   2. The stated due date for the lecture material indicates the time that you must have completed watching all of the lecture videos. Thus, since the videos are due by Friday at 11:59PM that means that you must have finished watching all of the videos by 11:59PM, not started your last video by 11:59PM.
   3. Grading of lecture participation is completion based: If you watch 100% of every video and complete all of the embedded quizzes, then you will get the full lecture video participation points for those videos.

2. **Optional synchronous discussion session.** During your scheduled lab session GTA's will host a Zoom session for you to ask your specific questions and gain more practice with the material and with R.

QUIZZES (25%)

There will be bi-weekly quizzes to help you master the material. Quizzes will be released after Monday lab sessions are completed (Monday at 3:00PM) and due Monday by 11:59PM.

To help you prepare and provide another resource to ask questions, Dr. Tomlinson will host bi-weekly review sessions the Friday before each quiz is released.

You will have a set amount of time in which to complete the quizzes, usually between 40 – 75 minutes.

All quizzes are open note but not open internet searching or collaboration of any kind. No talking or collaboration with anyone is allowed on exams, nor are any Internet searches allowed during the exam.

Once the quiz is started you will have to finish the quiz in the allotted time from the time the quiz is opened. If you open the quiz at 1:00pm and you have one hour to complete the quiz, then you must finish the quiz by 2:00pm. The end time of the quiz is the time in which you must have finished the quiz. If the quiz is released from 11:00am to 11:00pm and you have one hour to complete the quiz, this means that you must start the quiz before 10:00pm in order to have the full time to complete the exam.

NEWS REPORTS (15%)

Throughout the semester, in order to help 'see' statistics in real life, you will be asked to find and critique current news articles that show the current topics under discussion. These assignments will be posted as Canvas quizzes and should be in APA format. All news articles must be from general news sources and not specialized or targeted audience formats or blogs. All news articles need to have been published since the start of the semester and must be unique articles (no two students can use the same articles). You will upload a citation to the discussion board of ELMS to claim your articles on a first come, first served basis. More details will be provided on ELMS, but below is a list of a possible set of news articles you might be asked to find:

1. Find a news article that is reporting on central tendency

2. Find a news article that is reporting on a survey or correlational data

3. Find a news article that is reporting on averages

4. Find a news article with a graph

5. Find a news article reporting on research and compare with the real research

Once you 'see' statistics all around, you will be asked to use your statistical knowledge for good. You will be asked to find a social media post that you think has misinformation or misleading statistics. You will then comment on the post with the correct statistics and/or reference.

EXTRA CREDIT

There are FOUR extra credit opportunities in this class for a total of 6 extra credit points:

1. **SONA credit (2 credits).** You will be able to complete 2 credits of research participation to apply to PSYC200 for extra credit. You can create your SONA account here and sign up for research.

2. **Identifying statistics in pop culture or entertainment (1 credit).** If you find a statistical reference in a movie, tv series or other entertainment, post the link and the clip (must be shorter than 2:30 and no account or payment needed to view) in the discussion section of the course. Also, provide a brief description of what statistic(s) are being used or implied and if they are shown accurately or not.

3. **Using Statistics for Good (2 credits).** You can create an infographic showing how statistics can support or refute a particular claim to promote a good cause. For example, if you want to promote mask wearing, what are the statistics to support that mask wearing is helpful? Present this visually. Or you can present a visual representation of the statistics showing that social distancing works or that when you help others you feel better, etc. Then, post this infographic!
    1. The flowchart should use information from the course and cite at least one peer-reviewed academic journal or reputable government research agency from where you got your statistics.
    2. The infographic should minimally include: 1) The question you are addressing, 2) The statistics that answer the question and 3) The interpretation and/or recommendations based on the statistics. You can use free online infographic builder sites such as Canva or Piktochart.

4. **End of the semester online learning assessment survey(s) (1 credit).** You may also earn extra credit points by participating in online survey(s) regarding this course and statistical material. These surveys will be available at the end of the semester. We will provide you with the survey links as they become available.

All of these credits 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 earn all the extra credit points*.

MODULES

- **Monday**
  - Zoom discussion session links
  - Homework
  - Bi-weekly R assignment OR Bi-weekly quiz

- **Tuesday**
  - Readings and participation activities for lecture

- **Thursday**
  - Readings and participation activities for lecture

- **Friday**
  - Lab videos and activities
  - Bi-weekly review on Zoom

PLEASE DO NOT COME TO CLASS IF YOU ARE SICK

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- Email to notify us and you will be able to view lecture recordings before 11:59PM for credit

- You can use one self-signed University Health Center Sick note, if you are sick, to request a 48-hour assignment extension
  - Though this may not apply to quizzes

- We drop the lowest two participation grades

Date	Topic	Assignment Due Before Lecture	Assignment Due By 11:59PM
M 08/30	*No Lab*		
Tu 08/31	Introduction & Knowledge	Week 1 Tuesday Module	
Th 09/02	Sampling & Terminology	Week 1 Thursday Module	
F 09/03	*R Help Session on Zoom 10-11*		Week 1 Lab Module
M 09/06	**LABOR DAY**		Homework 1 R Assignment 1
Tu 09/07	Measurement	Week 2 Tuesday Module	
Th 09/09	Tables and Charts	Week 2 Thursday Module	
F 09/10	*Dr. Tomlinson Review Session 12 – 1*		Week 2 Lab Module
M 09/13	*Optional Lab Help Discussion Sessions on Zoom*		Homework 2 **Bi-Weekly Quiz 1**
Tu 09/14	Central Tendency	Week 3 Tuesday Module	
Th 09/16	Variability and z-scores	Week 3 Thursday Module	
F 09/17			Week 3 Lab Module
M 09/20	*Optional Lab Help Discussion Sessions on Zoom*		Homework 3 R Assignment 2
Tu 09/21	Correlation	Week 4 Tuesday Module	
Th 09/23	Correlation	Week 4 Thursday Module	
F 09/24	*Dr. Tomlinson Review Session 12 – 1*		Week 4 Lab Module

*This schedule is subject to change, always go by what is posted in the Modules for the most current assignments and topics.

*Review and R Help session is optional

COURSE SCHEDULE: WEEKS 1 - 4

Date	Topic	Assignment Due Before Lecture	Assignment Due By 11:59PM
M 09/27	*Optional Lab Help Discussion Sessions on Zoom & **News Report Information***		Homework 4 **Bi-Weekly Quiz 2**
Tu 09/28	Regression	Week 5 Tuesday Module	
Th 09/30	Regression	Week 5 Thursday Module	
F 10/01	*News Report Q & A*		Week 5 Lab Module
M 10/04	*Optional Lab Help Discussion Sessions on Zoom*		Homework 5 **News Report 1**
Tu 10/05	Probability	Week 6 Tuesday Module	
Th 10/07	Probability	Week 6 Thursday Module	
F 10/08	*Dr. Tomlinson Review Session 12 – 1*		Week 6 Lab Module
M 10/11	*Optional Lab Help Discussion Sessions on Zoom*		Homework 6 **Bi-Weekly Quiz 3**
Tu 10/12	Bayes	Week 7 Tuesday Module	
Th 10/14	Normal Distribution	Week 7 Thursday Module	
F 10/15			Week 7 Lab Module
M 10/18	*Optional Lab Help Discussion Sessions on Zoom*		Homework 7 R Assignment 3
Tu 10/19	Binomial Distribution	Week 8 Tuesday Module	
Th 10/21	NHST Logic and Steps	Week 8 Thursday Module	
F 10/22	*Dr. Tomlinson Review Session 12 – 1*		Week 8 Lab Module

*This schedule is subject to change, always go by what is posted in the Modules for the most current assignments and topics.

*Review session is optional

COURSE SCHEDULE: WEEKS 5 - 8

Date	Topic	Assignment Due Before Lecture	Assignment Due By 11:59PM
M 10/25	*Optional Lab Help Discussion Sessions on Zoom*		Homework 8 **Bi-Weekly Quiz 4**
Tu 10/26	NHST with Binomial	Week 9 Tuesday Module	
Th 10/28	Power Concepts	Week 9 Thursday Module	
F 10/29			Week 9 Lab Module
M 11/01	*Optional Lab Help Discussion Sessions on Zoom*		Homework 9 R Assignment 4
Tu 11/02	Computing Power & Central Limit Theorem	Week 10 Tuesday Module	
Th 11/04	One—sample NHST (z and t)	Week 10 Thursday Module	
F 11/05	*Dr. Tomlinson Review Session 12 – 1*		Week 10 Lab Module
M 11/08	*Optional Lab Help Discussion Sessions on Zoom*		Homework 10 **Bi-Weekly Quiz 5**
Tu 11/09	NHST with correlation & regression	Week 11 Tuesday Module	
Th 11/11	Confidence Intervals	Week 11 Thursday Module	
F 11/12			Week 11 Lab Module
M 11/15	*Optional Lab Help Discussion Sessions on Zoom*		Homework 11 R Assignment 5
Tu 11/16	Independent samples t-test	Week 12 Tuesday Module	
Th 11/18	Dependent samples t-test	Week 12 Thursday Module	
F 11/19	*Dr. Tomlinson Review Session 12 – 1*		Week 12 Lab Module

*This schedule is subject to change, always go by what is posted in the Modules for the most current assignments and topics.

*Review session is optional

COURSE SCHEDULE: WEEKS 9 - 12

Date	Topic	Assignment Due Before Lecture	Assignment Due By 11:59PM
M 11/22	*Optional Lab Help Discussion Sessions on Zoom*		Homework 12 **Bi-Weekly Quiz 6**
Tu 11/23	One-way ANOVA	Week 13 Tuesday Module	
Th 11/25	THANKSGIVING		
F 11/26	THANKSGIVING		
M 11/29	*Optional Lab Help Discussion Sessions on Zoom*		Homework 13 R Assignment 6 **News Report 2**
Tu 11/30	Factorial Introduction	Week 14 Tuesday Module	
Th 12/02	Bayesian Statistics Introduction	Week 14 Thursday Module	
F 12/03	*Dr. Tomlinson Review Session 12 – 1*		Week 14 Lab Module
M 12/06	*Optional Lab Help Discussion Sessions on Zoom*		Homework 14 **Bi-Weekly Quiz 7**
Tu 12/07	Open Science	Week 15 Tuesday Module	
Th 12/09	Looking Ahead	Week 15 Thursday Module	
F 12/10			Week 15 Lab Module
M 12/13	*Optional Lab Help Discussion Sessions on Zoom*		Homework 15 R Assignment 7
TBD	*Dr. Tomlinson Review Session*		
TBD	**FINAL QUIZ**		

*This schedule is subject to change, always go by what is posted in the Modules for the most current assignments and topics.

*Review session is optional

COURSE SCHEDULE: WEEKS 13 - 16

SUPPLEMENTAL TEXTS

In addition to the required text, if you intend to move forward in investing in your analytical approach (especially if you may be interested in big data and data science), I encourage you invest in the below books.

Weapons of Math Destruction

Statistics for People who (Think They) Hate Statistics

Adventures in Statistics

If you are moving forward in your self-work on anti-racism and anti-oppression, I encourage you invest in the below books:

Kendi, I. (2019). How to Be an Antiracist.

Saad, L. (2020). Me and White Supremacy.

PSYC200 QUICK LINKS

Course ELMS page	elms.umd.edu
Writing center	ter.ps/writing
Counseling	counseling.umd.edu
IT helpdesk	helpdesk.umd.edu
Course book	https://sites.google.com/umd.edu/statisticsinsocialsciences/home
Campus policies	http://www.ugst.umd.edu/courserelatedpolicies.html