

Texas A&M University-Central Texas
Department of Counseling and Psychology
PSYC 3430-140 Statistics for the Behavioral Sciences (CRN 80618)
Fall 2023: August 28, 2023 – December 15, 2023

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Jeffery L. Kirk, PhD

Office: Warrior Hall 318A

Office Phone: 254-519-5427

Email: Preferred email is through Canvas “Inbox” for course-related information. If correspondence is not related to the course, contact the professor at jeff.kirk@tamuct.edu

Office Hours: The instructor is available to meet with students by appointment either on campus (Warrior Hall, Room 318A) or virtually by booking an [appointment](#) via MS Teams.

COURSE DATES, MODALITY, AND LOCATION

This course is a 100% online course with a synchronous learning (virtual) requirement and uses the [TAMUCT Canvas Learning Management System](https://tamuct.instructure.com) [https://tamuct.instructure.com]. The course is offered in the fall 2023 16-week semester, and the course date range spans August 28, 2023, through December 15, 2023 (inclusive). All course deadlines are based on the time zone of the physical location of the university, which is in the Central Standard Time (CST) zone, but Central Daylight Time (CDT) is observed in the summer.

Synchronous Class Day and Time: Online with synchronous meetings Monday evenings 6:00 pm – 7:30 pm.

Student-Instructor Interaction:

The instructor will log on to the course in Canvas daily during the work week (Monday through Friday) and will reply to emails within two business days. Students are expected to log on to the course in Canvas daily to review announcements and resources or to message the instructor with updates on their work.

The instructor will provide feedback on written work by posting comments as needed in the Submission box, on the document students submit, or on documents attached to emails. Students should review all comments when feedback is posted to examine and apply the information on subsequent portions of the project to similar assignments.

Emergency Warning System for Texas A&M University-Central Texas

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
 - o [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)
[https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service.

For updates on COVID information, please monitor the University [website](https://www.tamuct.edu/covid19/)
[https://www.tamuct.edu/covid19/]

COURSE INFORMATION

Course Overview and Description:

Catalog: Statistics for the Behavioral Sciences (4 semester credit hours). Study measures of central tendency, variability, and correlation. Analyze applications of statistical inference to research in Psychology, reliability and validity of psychological tests and measurement, analysis of variance, multiple analysis of variance, and regression. Lab sessions will focus on the use of statistical software to organize and analyze data and to the translation of raw results of statistical analyses into written APA-style Results sections. Prerequisites: PSYC 2301 and MATH 1314 or MATH 1342 or permission of Department Chair.

Expanded Course Description: Fundamental to this course are explanations of theoretical concepts underlying descriptive and inferential statistics. Content will include frequency distributions and graphing, empirical distributions, theoretical distributions (including the normal distribution), sampling distributions, and the logic underlying confidence intervals and hypothesis testing. In addition to the discussion of theoretical concepts, students will calculate measures of central tendency and variability, z scores, correlation coefficients, regression equations, analysis of variance (including one-way, one-factor repeated measures, and factorial designs), and chi-square. Examples and problems will be applied to research in psychology. Selected problems will be interpreted and written in a Results section format according to APA style.

Student Learning Outcomes:

1. Compute basic statistical analyses (descriptives, *t*-tests, ANOVAs, Chi-square, correlations, and linear regression) and identify them in published psychological research.
2. Interpret basic statistical analyses on practice assignments and in published research findings of psychological phenomena.
3. Write survey questions, use a web-based tool for conducting psychological research (e.g., Qualtrics), and analyze the results. Identify appropriate statistical analyses for a variety of research designs.
4. Evaluate the strengths and weaknesses of statistical methods in research contexts, distinguish between hypothesis test results and effect size, interpret test outcomes, and draw inferences supported by data.
5. Write statistical research results in APA style.
6. Perform basic statistical analyses (descriptives, *t*-tests, ANOVAs, Chi-squared, correlations, and linear regression) using computing software (e.g., SPSS, Jamovi, R) commonly used in the field.

Required and Recommended Readings and Textbook(s):

Required Textbook/Resources:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000> (ISBN: 9781433832178; spiral) (New and used costs range from \$32.85 to \$45.00)

Gravetter, F. J., Wallnau, L. B., & Forzano, L. B., Witnauer, J. E. (2022). *Essentials of statistics for the behavioral sciences* – with MindTap (10th ed.). Cengage Learning Inc. (ISBN: 978-0357585047) (New, used, and digital costs range from \$96.25 to \$128.33)

Green, S. B., & Salkind, N. J. (2017). *Using SPSS for Windows and Macintosh: Analyzing and understanding data* (8th ed.). Pearson. (ISBN: 978-0134319889) (New, used, and digital costs range from \$43.96 to \$157.13)

Required Electronic Resources:

MindTap. MindTap is an online instructional and homework delivery tool custom-tailored to the Gravetter et al. textbook. Students can purchase MindTap access, which comes with an e-book from the campus bookstore or at <https://login.cengagebrain.com/cb/login.htm>. MindTap (Aplia) is accessed through the Canvas LMS. Be advised: Students' ability to access the e-book is limited to only the duration of this course (i.e., the length of the MindTap subscription). Because students will use their knowledge of statistics in PSYC 4435 and later in their careers, I highly recommend that students have a statistics book to keep in their professional collections for future reference.

The instructions to register for MindTap are in the course materials in Module 1 on the “Learning Modules” tab.

IBM Statistical Package for the Social Sciences (SPSS) Standard GradPack v. 28 (version 27 is acceptable as well). This computing software is widely used to compute statistical analyses and is available for students to use on university computers **free** of charge. If students live far from the University or do not want to use the computer lab resources, students can rent a subscription to SPSS for their personal computers at home. Students can purchase a 6-month or 12-month lease for the program via one of many online vendors. **Be sure to select the STANDARD GradPack, not the BASE GradPack.** See the IBM website for a description of the product and a list of vendors: <https://www.ibm.com/products/spss-statistics-gradpack>

Recommended Resource:

Vogt, W. P., & Johnson, R. B. (2016). *Dictionary of statistics and methodology: A nontechnical guide for the social sciences* (5th ed.). Sage Publications. (ISBN: Print: 9781483381763) (New, used, and digital costs range from \$37.50 to \$75.00)

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer. (Texas Education Code 51.9705.)

COURSE REQUIREMENTS

Course Sequence of Instruction: This course is organized into weekly learning modules (on the “Modules” link on the left menu bar). Each module requires students to perform the following actions. Complete these actions in the following order for each module.

- 1) **When first logging on to Canvas, read the learning outcomes for each module before completing any course assignments.**
 - a. This document will explain the Learning Outcomes for each module and should serve to direct students’ attention to important course content.
- 2) **Participate in Study Hall by posting and responding to questions at any time as you study** (on the “Study Hall” link on the left menu bar).
 - a. In the spirit of student-led study groups, the professor created a virtual space for informal, student-to-student, and student-to-professor communication concerning matters related to this class. All questions related to the academic content of this class should be asked in the Study Hall. Students are expected to respond to their classmates’ questions/comments with helpful explanations. Students who can answer a posted question or provide assistance should not wait for the professor to respond. Student-led discussion of academic content is expected; however, the professor will monitor Study Hall and will respond to any post that is not adequately addressed by peers (e.g., posts that are unanswered, posts that include inaccurate information, etc.). While students should provide accurate information in their posts, Study Hall posts are ungraded and present a low-threat way of interacting with classmates to help each other learn.
 - b. To use Study Hall effectively, students should follow the link each time they log on to the class and perform the following actions:
 - i. Ask for explanations by creating a new thread in the Study Hall forum and including a title for the thread as the first line. It is certainly acceptable to ask for assistance on any topic in the course **except specific items that are graded** (i.e., questions assigned for homework and questions on exams).
 1. Please note: There are NO graded group projects in this class. All graded assignments must be completed individually with no assistance from classmates, tutors, or other people. **While learning is not a solo endeavor, assessment is!** If you cannot define this distinction or if you are unsure what acts constitute academic dishonesty, ask the professor before engaging in the behavior.
 - ii. Offer explanations to other students by replying to a question thread.
 - iii. Read old threads as a study tool and reference. Peer explanations are another source of examples and clarifications in addition to your textbook, the videos, and your communications with the professor.
 - iv. Network! Don’t lose sight of the fact that your classmates will soon be your colleagues in your profession. Establish professional contacts now that you can rely upon later.
 - c. Students should know that Study Hall is a **public forum**, and all students in the course can access and read all postings; therefore, **private information should not be discussed in Study Hall** (e.g., personal problems or events, confidential information including grades and disability accommodations, and other issues that should be kept between the student and professor only). If students have a personal or confidential topic to discuss, the student should send a message addressed to the professor only.

- 3) **Use additional online resources at any time as you study each chapter.**
- The number of websites offering help with statistics is staggering. So, instead of overwhelming students with an exhaustive list, I have suggested a couple of links in addition to MindTap to aid in completing this course. The links are provided in the Optional Supplemental Resources section in the learning modules.
- 4) **Read/work through the assigned chapter(s) in the Gravetter et al. textbook.** This text provides the primary content for the course. It introduces students to specific techniques and theory in statistics. Follow the steps below when beginning each chapter. (For more information on this technique, search “SQ3R” on the web.)
- Survey** – Before reading, spend 2 minutes skimming the pages of the chapter to get a general idea of the chapter content. During this time, read only titles, headings, subheadings, and captions for pictures, tables, graphs, etc. for the entire chapter.
 - Question** – Next, go back to the beginning of the chapter and skim through it again, turning the title, headings, and subheadings into questions. Guess a plausible answer to each question. Finally, review the “Tools You Will Need” section at the beginning of each chapter and assess the adequacy of your background knowledge. Review previous chapters before reading the new chapter, if needed.
 - Read** – Go back to the beginning of the chapter and start reading. Slow down your speed for difficult passages, reread captions for graphs and tables as you encounter them, reread sections that are unclear, read only one section at a time, and work through each calculation as it is presented. If you do not understand a given calculation by “mentally” working through it, take the time to “physically” (with paper and pencil) work through it. Stop reading at each “Learning Check” to recite (see next step).
 - Recite** – At the end of each section, stop reading and go back to take notes from the text, writing them **in your own words**. Do not copy notes verbatim from the text. Use the publisher-provided PowerPoint slides to organize the notes you take from each chapter. Next, work on the problems presented at each “Learning Check” in the text. Completing these checks will identify the material you may not fully understand, so you can immediately review it. You will be unable to understand later concepts without first understanding initial concepts. **The material in this class is cumulative.** You must understand each calculation and its rationale as you encounter it because it will form the foundation for more sophisticated techniques later.
 - Review** – Use the odd-numbered “Problems” at the end of each chapter to review the material for that chapter. Work on the odd-numbered problems for each chapter and check your work. Answers are provided for the odd-numbered problems in the back of the text. (The even-numbered problems will be assigned as Homework through MindTap as explained below).
- 5) **Use the PowerPoint (PPT) slides for each chapter to take notes from the text on them.**
- See the ‘Recite’ section of the SQ3R method above for taking notes as you read the text.
- 6) **Write the Muddiest Point Discussion Post and Reply for each module.**
- Each discussion forum allows students to identify the most challenging or confusing concept from the module to discuss with others in a helpful, mutually supportive manner. Students should post on the concept they are having the most difficulty understanding, explain what is confusing to them about the concept, research the concept using reputable online resources, then write an explanatory paragraph about the concept in their own words, and cite the source(s) of the online information they used to learn about the concept. Each initial discussion post should be at least 8-12 sentences in length, should be well-organized, should

- explain the concept, and should include citations so classmates can follow the links to learn more.
- b. Students should respond to at least one other discussion post in the forum each week with additional explanations to clarify the concept or with explanations that link the concept to other, related concepts from the course. Only responses that contain course content that extend the application of the initial concept will receive credit. Responses that do not discuss statistical content or research applications will not receive credit. While complimenting others on their work is professional and appropriate (e.g., “good job,” “I agree,” “well written”), posts limited to just these remarks are not credited as they do not teach others about statistics.
 - c. Initial posts are due by the end of the day on Thursdays (i.e., 11:59 pm CST) prior to the close of each Module. Replies to initial posts are due with the remaining assignments on Mondays by 8:00 am CST.
- 7) Watch the instructional video(s) that accompany each chapter as you study the text (provided with Dr. Andria Schwegler’s permission).**
- a. The professor filmed short video segments to demonstrate examples of the analyses presented in the text. The intent of the videos is NOT to replace the text but to walk students through the process of setting up a problem and finding its solution to supplement the ready-made solutions presented in the textbook.
 - b. Many students find it puzzling that the completed problems in the text seem so easy and obvious while beginning a problem on a blank piece of paper is so difficult and confusing. The videos will guide students from a blank page to a completed problem with the goal of bringing the problem ‘to life.’
 - c. Students are expected to watch each video and/or review the video text transcript and work the problems with the professor just as they would in a face-to-face course. But, unique to an online course, students can pause the video to finish working calculations at their own pace, and students can repeat segments of the video as many times as needed to understand the procedure.
- 8) Make an appointment for virtual office hours (synchronous communication) or email the professor (asynchronous communication) for assistance when needed.**
- a. The professor will log on to the class in Canvas daily on weekdays (Monday through Friday) unless otherwise announced. The professor will respond as quickly as possible to emails, usually within two business days. All course-related emails should be conducted through the Inbox tool.
 - b. In addition, the professor is available for virtual, or in-person (office) meetings as needed. Office hours vary according to the professor’s duties and responsibilities, but students are encouraged to email me to set up a meeting either virtually or in person. If a virtual meeting is scheduled, students will need speakers and a microphone to use this option, or students can call in using their phones. If using the computer, it is preferable that students use 1) a headset when speaking to reduce echo and feedback and 2) a wired (not wireless) internet connection. Message the professor in class to schedule a time to meet.
- 9) Complete the Homework problems for each chapter.**
- a. Only after thoroughly reading the text, using the interactive online websites, working the “Learning Check” problems in the text, and reviewing the odd-numbered “Problems” at the end of the chapter, complete your homework problems in MindTap <http://login.cengagebrain.com/>. This site delivers practice problems with explanations (optional) and assigned homework problems (required). For your homework problems,

MindTap provides grading feedback and explanations for each problem at the deadline for the assignment. Immediate feedback is available for the practice problems in MindTap.

10) Read/work through the assigned lessons in the Green & Salkind (G&S) textbook.

- a. This text provides a thorough explanation for using the computer software Statistical Package for the Social Sciences (SPSS) to perform statistical analyses of data using a computer.
- b. Students should not only read this text, but students should also follow along with each step using the SPSS program itself. Students will be unable to fully understand how to use SPSS by merely reading the textbook. Students should work with the SPSS program on a computer, using the textbook as a reference.

11) Complete the SPSS Assignments from the G&S textbook for each module.

- a. To practice the techniques in the Green and Salkind textbook, students will submit labeled SPSS output of assigned statistical analyses. Students will use SPSS and Jamovi to perform virtually every statistical procedure we learn to compute by hand in the course. The hand computations reveal what the SPSS program does “behind the scenes.” In future schoolwork and professions, students will be more likely to use computer programs such as SPSS to perform statistical analyses; however, numbers on a page are meaningless unless students understand what the data means and know how to interpret it. Therefore, both hand calculations and software calculations of data are integrated into this course.

12) Write the Research Application Assignments for each module.

- a. After reading, practice, and homework assignments are complete, students should have a solid understanding of chapter content. The next step in the learning process is to apply the newly learned concepts to research in psychology as it pertains to the student’s life and future work. The Research Application activities may require students to explain the connection between a statistical concept and a decision they must make, interpret published research in psychology, or review and integrate concepts across chapters in their own words. In addition, some activities will require students to write an APA style Results section for a completed analysis that is appropriate for inclusion in a manuscript submitted for publication (e.g., thesis or research article).
- b. Students should create a folder on their computers to save and chronologically order all their completed Research Application activities. At the end of the semester, students will be expected to refer to these activities written earlier in the semester. Additionally, having quick access to the APA-style Results sections will be of great benefit to students when they are enrolled in their research methods course in the future.
- c. All activities must be completed independently unless specified in the assignment instructions (i.e., some will include group work) and written in a student’s own words. Any evidence of collaboration, when it is not required for the assignment or plagiarism, will result in no credit for the assignment.

13) Comprehensively review several chapters and take the Exams.

- a. The final step of the study will be completing five exams. Once an exam is started, it must be completed in the same session. Each exam will be comprised of multiple-choice questions that span several chapters. As previously stated, the material in this course is cumulative, and as such, ALL course content covered prior to an exam is testable material for that exam. On the Course Calendar, each exam is labeled with the chapters that will be the primary focus of the exam. However, students should realize that calculations learned in earlier chapters will also appear on exams though the specific chapter where the calculation was first introduced may not be listed on the Calendar as

exam content. For example, calculating a standard deviation, which is introduced in Chapter 4, is relevant to calculations in all later chapters and is testable material for Exam 3 and Exam 4 though Chapter 4 is not specifically listed next to that exam on the Calendar.

- b. Links to Exams are available in Canvas.

Course Assignments and Late Work Policy: Students are responsible for meeting the course requirements as scheduled for each module in the course calendar. **Assignments submitted after the due date will not receive full credit.** A 25% penalty per day will be imposed on all assignments submitted after the deadline. Specifically, assignments submitted after the deadline on the due date will receive a 25% penalty, assignments submitted more than 24 hours after the deadline will receive a 50% penalty, assignments submitted more than 48 hours after the deadline will receive a 75% penalty, and assignments submitted more than 72 hours after the deadline will receive no credit though the professor will still provide feedback on the assignment.

Statement on the use of Open-Source AI (e.g., Chat GPT) tools to complete class assignments.

Students must know the 'rules' when preparing assignments using the newest AI technologies. While I'm a huge fan of these technologies to assist in the preparation of assignments (primarily written) for submission they may not be used as a replacement for human creativity, originality, or critical thinking. As technologies evolve to assist in writing so does the ability to detect the use of AI in your writing. Consequently, faculty are paying more attention to these tools to ensure students remain faithful to academic integrity standards. For more information on this please visit the [Student Conduct](#) page and review the sections on Academic Integrity and the Code of Academic Honesty for more information on your responsibilities. Also, note there is now an AI check on submitted written assignments that will provide an index (like Turnitin) of AI-generated work in your paper. I always review these similarity reports before grading the writing assignments so please ensure you are submitting your original work to the course assignment.

All assignments must be written in a student's own words. No credit will be awarded for quoted or plagiarized material on any assignment. **Quoting or paraphrasing that closely mirrors the source (textbook or other reference material) will receive no credit even if properly cited. Students must write original sentences conveying the information they have learned to the reader (i.e., paraphrasing) and properly cite the source of the information to receive credit for writing.**

All assignments should be written in the proper APA style. Students must follow the APA style guidelines provided in the *Publication Manual* and use online style resources provided by the American Psychological Association at www.apastyle.org

Attendance/Prepared and Active Participation (0% of Overall Course Grade, 0 points each)

While this class is conducted in an online modality there is a synchronous attendance component encouraged. This synchronous component (see course schedule) allows for collaborative work necessary outside the traditional lecture, readings, and textbook. Each session will be recorded for review by students unable to attend the synchronous session.

Muddiest Point Discussion and Response (12% of Overall Course Grade; 8 points each, 15 assignments due).

Students are expected to identify the concept they find the most challenging from each chapter and write a brief explanation of the concept in the **student's own words** after researching the concept in the textbook and online. Students must identify and summarize an explanation of the concept from at least one online source, cite the source in the text of their post, and include a working hyperlink to the source so classmates can review it. At least one online source must be used for all muddiest point explanations to receive credit. Quoting from the textbook and/or

online sources will **not** receive credit. In their description and explanation, students should write a brief (8 to 12 sentence) explanatory paragraph on the concept to help themselves and their classmates recognize and understand these concepts as they progress through course content.

Homework Problems (21% of Overall Course Grade; 14 points each, 15 assignments due). Problems pertaining to the content of each chapter will be assigned as homework problems through MindTap. All homework must be completed independently. To complete homework, students may use textbooks, notes, calculators, and internet resources, but students may not use other people (i.e., classmates, friends, and tutors) as resources to complete graded assignments.

SPSS Assignments (20% of Overall Course Grade; 20 points each, 10 assignments due). Each week students will perform analyses using SPSS software and will submit 10 assignments throughout the course of the semester. The initial assignments for SPSS (Units 1 through 3) are intended to allow students to gain familiarity and practice with the program. Then, beginning with Unit 5, students will begin to submit graded assignments. Credit will be awarded only for properly labeled assignments as indicated on each set of instructions. Without labels, there is no evidence that students have examined the output, and there is no evidence that students can interpret the output. To meet the goals of this assignment, it is not sufficient that students are able to generate SPSS output. Numbers and tables on a page are meaningless unless one knows how to interpret them properly. Thus, students who submit SPSS output that is not labeled as specified in each assignment will not receive credit for their submissions. Labels to include on all SPSS output are explicitly stated in each assignment and vary depending on the type of analysis conducted. Points awarded for each label are stated on each assignment.

Research Application Activities (21% of Overall Course Grade; 15 points each, 14 assignments due). Each week students will engage in activities that require them to apply statistical concepts to research, their personal lives, and/or their future careers. The specific writing assignment will vary weekly to provide students with an introduction to the application of statistics to research that will be expanded in the research methods course.

Examinations (25% of Overall Course Grade; 50 points each, 4 assignments due plus 1 final exam worth 60 points). Four exams (50 points each) that include both multiple-choice items and problems to calculate will be given during the semester (see Course Calendar for dates). These tests will cover content from the assigned chapters and activities listed in the Course Calendar. A comprehensive final examination will be given during final exam week (60 points). Students may use textbooks, notes, and calculators when completing the exams. However, all exams must be completed independently. Direct all questions to the professor of the course. Students should use a hardwired internet connection, NOT a wireless internet connection when completing exams. Wireless connections “blink,” and when they do, students will be exited from the exam and will not be allowed to re-enter it. If students are kicked out of an exam unexpectedly, email the professor immediately. To reduce the likelihood of this occurrence, physically plug the computer into the wall port with an internet cable.

Research Experience Requirement: Students in selected psychology courses (PSYC 3307, PSYC 3409, PSYC 3312, PSYC 3430, PSYC 4320) are required to engage in research experience activities as part of the course. The research experience activity includes writing summaries of peer-reviewed research articles that are related to the course content. The course instructor will identify which articles can be reviewed for their course, and article reviews can be submitted directly to the faculty member for evaluation.

If students choose not to write article summaries, they can complete an alternative research experience by participating in research studies directly related to psychology to gain this experience.

Sign Up for Alternative Research Experience: To receive credit for this alternate research experience activity, students must create an account in SONA. The [university SONA account](#) is where students will sign up to participate in research projects (<https://tamuct.sona-systems.com>). Students should view the introductory [tutorial video](#) before using SONA (<https://www.youtube.com/watch?v=1OnT2ZU6QQ>) and be sure to use their **university email** when signing up. Students who have problems signing up for SONA or have questions should contact the professor of the course.

Credits: Students are required to complete 3 research experience credits in this course. Credit is allotted as follows based on estimated participation time:

- 1 credit for each summary of a peer-reviewed, research article **OR**
- 1 credit for each hour (60 minutes) of research participation (in-person or online)
- 1/2 credit for each 1/2 hour (30 minutes) of research participation (in-person or online)

Students can use a combination of article summaries and alternative research assignments to earn their credits. There is no guarantee that there will be sufficient research participation opportunities for students to earn 100% of their credits from the alternative research experience.

Students who drop a class after having earned research experience credit cannot apply any accumulated credit from that class toward future semesters without the documented approval of the department chair; however, credits in SONA can be transferred from one course to another in the same semester. Credits from previous semesters are not permitted to be transferred for current semester use.

Penalties: Students should earn at least 1 research credit before module 5 of the course (October 16, 2023). Any student who has not earned all required research credits prior to the end of the semester is subject to a 1-letter grade penalty on the final course grade (December 15, 2023).

Grading Criteria Rubric and Conversion

Table 1 Grading Criteria

Assignments & Grading

Assignment	Number	Points Each	Points Totals	% Overall Grade
Required but Not Graded Assignments				
Complete 'Start Here' Module	1	0	0	0%
Add a profile picture to Canvas course	1	0	0	0%
Acknowledgment of Understanding	1	0	0	0%
Meet and Greet Post	1	0	0	0%
Ungraded Brief Stats Quiz	1	0	0	0%
Weekly Graded Assignments				
Attendance (attendance encouraged)	16	0	0	0.0%
Muddy Points Discussion & Reply	15	8	120	12.0
Chapter Homework Problems	15	14	210	21.0
SPSS Assignments	10	20	200	20.0
Research Application	14	15	210	21.0
Chapter Exams	4	50	200	20.0%
Comprehensive Final Exam	1	60	60	6.0%
			1000	100.0%
Research Experience Requirement (see requirements on the previous page)				
Article Summaries	3	1 credit	3 credits	
or				
Alternative Research Experience	3	1	3	

***Research Experience Requirement Penalties:** Students should earn at least 1 research credit before module 5 of the course (**October 2, 2023**), 2 research credits before module 9 (**October 30, 2023**), and have all 3 research credits completed before module 16 (**December 15, 2023**). **Any student who has not earned all required research credits prior to the end of the semester (December 15, 2023) is subject to a 1-letter grade penalty on the final course grade.**

Posting of Grades

Posting of Grades/Grading Rubric:

Grades are not 'given' in this course; they are earned. Students earn grades by actively utilizing course content (i.e., Homework Problems and SPSS Assignments) and by demonstrating their grasp of subject-matter content on written assignments (i.e., Research Applications and Discussion forums) and exams. Grades are determined based on the percentage of points earned on each assignment and the assignment's weight toward the overall course grade.

All students grades will be posted in the Canvas Grade Center after the assignment's due date has passed. Grades on Homework Problems will also be available in the MindTap grade book immediately after the assignment's due date has passed. Students are encouraged to independently verify their Homework grades in MindTap and ensure that the professor has transferred them into Canvas properly. On the SPSS and writing assignments (i.e., Discussion forums and Research Applications), the professor will begin reading, grading, and recording grades on the Monday they are due and will have all grades posted within one week. Students should regularly monitor their grades in the Canvas Grade Center, and *students should not hesitate to ask the professor about any grade or concern*. Please note that requests for an **"Incomplete"** grade are recorded for a student are rarely considered and only in cases of extraordinary circumstances.

Table 2 Grade Percentages

Grade	University Definition	Course Definition	Percentage
A	Excellent	Exceptional	90-100
B	Good	Above Average	80-89
C	Fair	Average	70-79
D	Passing	Unsatisfactory	60-69
F	Failing	Failure	59 or below

Exam/Quiz Make-up Policy:

Make-up exams/quizzes will be granted only under exceptional circumstances (e.g., cardiac arrest or death of first-degree relative) and when accompanied by official documentation of your emergency (e.g., a note from the academic dean or a copy of an obituary). Make-up exams/quizzes may differ in format from the one given at the scheduled time. The professor reserves the right to determine if circumstances merit a make-up exam. **To be fair to all students, there are no exceptions to these policies.**

Students also should note that once an assignment is submitted it is a completed assignment. No changes will be allowed and the grade for the assignment will be considered as final.

Table 3 Course Calendar

Complete Course Calendar PSYC 3430 (August 28 thru December 15, 2023)

Week	Module	Instructional Activities	Assignments Due
	Get Ready	Log on to Canvas Review Make the Most of MindTap Establish library access from home Create a quiet study environment Resolve all computer difficulties Find a 'back-up' computer w/internet Introduce self in discussion forum	All assignments are due by 8:00am CST on Mondays except for initial discussion posts which are due by the end of the day on Thursdays (i.e., 11:59 pm CST) prior to the close of the Module.
Aug 28 (12:30 am) thru Sep 4 (8:00 am)	Module 1: Introduction to Statistics	CLASS Read G&W Chapter 1 Take notes on PPT slides Watch instructional videos Participate in Study Hall/Office Hours Write Muddiest Point Discussion & Reply Complete Homework Problems LAB Read/Work G&S SPSS Unit 1 (Lessons 1 through 4) Complete Research Application Activity	CLASS Discussion & Reply Ch 1 Homework Problems LAB SPSS 1-4 Verification Research Application: Identifying Concepts in Research
Sep 4 (12:30 am) thru Sep 11 (8:00 am)	Module 2: Frequency Distributions	CLASS Read Chapter 2 Take notes on PPT slides Watch instructional videos Participate in Study Hall/Office Hours Write Muddiest Point Discussion & Reply Complete Homework Problems LAB Read/Work G&S SPSS Unit 2 (Lessons 5 through 10) Complete Research Application Activity	CLASS Discussion & Reply Ch 2 Homework Problems LAB SPSS Lesson 10 (Importing Data) Research Application: Cleaning Data

Week	Module	Instructional Activities	Assignments Due
Sep 11 (12:30 am) thru Sep 18 (8:00 am)	Module 3: Central Tendency	<p>CLASS Read Chapter 3 Take notes on PPT slides Watch instructional videos Participate in Study Hall/Office Hours Write Muddiest Point Discussion & Reply Complete Homework Problems</p> <p>LAB Read/Work G&S SPSS Unit 3 (Lessons 12 through 14) Complete Research Application Activity</p>	<p>CLASS Discussion & Reply Ch 3 Homework Problems</p> <p>LAB Research Application: Writing Survey Questions</p>
Sep 18 (12:30 am) thru Sep 25 (8:00 am)	Module 4: Variability	<p>CLASS Read Chapter 4 Take notes on PPT slides Watch instructional videos Participate in Study Hall/Office Hours Write Muddiest Point Discussion & Reply Complete Homework Problems</p> <p>LAB Read/Work G&S SPSS Unit 4 (Lessons 16 through 18) Complete Research Application Activity</p>	<p>CLASS Discussion & Reply Ch 4 Homework Problems</p> <p>LAB Research Application: Creating and Completing Surveys</p>
Sep 25 (12:30 am) thru Oct 2 (8:00 am)	Module 5: z-Scores	<p>CLASS Take Exam 1 (Chapters 1-4) Read Chapter 5 Take notes on PPT slides Watch instructional videos Participate in Study Hall/Office Hours Write Muddiest Point Discussion & Reply Complete Homework Problems</p> <p>LAB Complete Research Experience 1 Complete Research Application Activity</p>	<p>CLASS Exam 1 (Chapters 1-4) Discussion & Reply Ch 5 Homework Problems</p> <p>LAB Research Experience Credit Research Application: Using z Scores</p>

Week	Module	Instructional Activities	Assignments Due
Oct 2 (12:30 am) thru Oct 9 (8:00 am)	Module 6: Probability	CLASS Read Chapter 6 Take notes on PPT slides Watch instructional videos Participate in Study Hall/Office Hours Write Muddiest Point Discussion & Reply Complete Homework Problems LAB Read/Work G&S SPSS Lesson 13 Complete Research Application Activity	CLASS Discussion & Reply Ch 6 Homework Problems LAB SPSS Lesson 13 (Computing Variables) Research Application: Analyzing Survey Data
Oct 9 (12:30 am) thru Oct 16 (8:00 am)	Module 7: Probability and Samples	CLASS Read Chapter 7 Take notes on PPT slides Watch instructional videos Participate in Study Hall/Office Hours Write Muddiest Point Discussion & Reply Complete Homework Problems LAB Read/Work G&S SPSS Lesson 19 Complete Research Application Activity	CLASS Discussion & Reply Ch 7 Homework Problems LAB SPSS Creating Variables (Lesson 19) Research Application: Interpreting Probability Estimates
Oct 16 (12:30 am) thru Oct 23 (8:00 am)	Module 8: Introduction to Hypothesis Testing	CLASS Read Chapter 8 Take notes on PPT slides Watch instructional videos Participate in Study Hall/Office Hours Write Muddiest Point Discussion & Reply Complete Homework Problems LAB Read/Work G&S SPSS Lesson 20 Complete Research Application Activity	CLASS Discussion & Reply Ch 8 Homework Problems LAB SPSS Frequency Analysis (Lesson 20) Research Application: Interpreting Research

Week	Module	Instructional Activities	Assignments Due
Oct 23 (12:30 am) thru Oct 30 (8:00 am)	Module 9: Introduction to the t Statistic	CLASS Take Exam 2 (Chapters 5-8) Read Chapter 9 Take notes on PPT slides Watch instructional videos Participate in Study Hall/Office Hours Write Muddiest Point Discussion & Reply Complete Homework Problems LAB Complete Research Experience 2 Read/Work G&S SPSS Lesson 22	CLASS Exam 2 (Chapters 5-8) Discussion & Reply Ch 9 Homework Problems LAB Research Experience Credit SPSS One-Sample t Test (Lesson 22)
Oct 30 (12:30 am) thru Nov 6 (8:00 am)	Module 10: t Statistic for Two Independent Samples	CLASS Read Chapter 10 Take notes on PPT slides Watch instructional videos Participate in Study Hall/Office Hours Write Muddiest Point Discussion & Reply Complete Homework Problems LAB Read/Work G&S SPSS Lessons 24 Complete Research Application Activity	CLASS Discussion & Reply Ch 10 Homework Problems LAB SPSS Independent t Test (Lesson 24) Research Application: Writing APA Results Section
Nov 6 (12:30 am) thru Nov 13 (8:00 am)	Module 11: t Statistic for Two Related Samples	CLASS Read Chapter 11 Take notes on PPT slides Watch instructional videos Participate in Study Hall/Office Hours Write Muddiest Point Discussion & Reply Complete Homework Problems LAB Read/Work G&S SPSS Lessons 23 Complete Research Application Activity	CLASS Discussion & Reply Ch 11 Homework Problems LAB SPSS Paired t Test (Lesson 23) Research Application: Writing APA Results Section

Week	Module	Instructional Activities	Assignments Due
Nov 13 (12:30 am) thru Nov 20 (8:00 am)	Module 12: Introduction to Analysis of Variance	CLASS Read Chapter 12 Take notes on PPT slides Watch instructional videos Participate in Study Hall/Office Hours Write Muddiest Point Discussion & Reply Complete Homework Problems Write Application Essay LAB Read/Work G&S SPSS Lesson 25 Complete Research Application Activity	CLASS Discussion & Reply Ch 12 Homework Problems LAB SPSS One-Way ANOVA (Lesson 25) Research Application: Writing APA Results Section
Nov 20 (12:30 am) thru Nov 27 (8:00 am)	Module 13: Two-Factor Analysis of Variance	CLASS Take Exam 3 (Chapters 9-12) Read Chapter 13 Take notes on PPT slides Watch instructional videos Participate in Study Hall/Office Hours Write Muddiest Point Discussion & Reply Complete Homework Problems LAB Read/Work G&S SPSS Lesson 26 Complete Research Application Activity	CLASS Exam 3 (Chapters 9-12) Discussion & Reply Ch 13 Homework Problems LAB SPSS Factorial ANOVA (Lesson 26) Research Application: Writing APA Results Section
Nov 27 (12:30 am) thru Dec 4 (8:00 am)	Module 14: Correlation and Regression	CLASS Read Chapter 14 Take notes on PPT slides Watch instructional videos Participate in Study Hall/Office Hours Write Muddiest Point Discussion & Reply Complete Homework Problems LAB Read/Work G&S SPSS Lessons 31 and 33 Complete Research Application Activity	CLASS Discussion & Reply Ch 14 Homework Problems LAB SPSS Correlation (Lesson 31) SPSS Regression (Lesson 33) Research Application: Writing APA Results Section

Week	Module	Instructional Activities	Assignments Due
Dec 4 (12:30 am) thru Dec 11 (8:00 am)	Module 15: Chi-Square Statistic	CLASS Take Exam 4 (Chapters 13-15) Read Chapter 15 Take notes on PPT slides Watch instructional videos Participate in Study Hall/Office Hours Write Muddiest Point Discussion & Reply Complete Homework Problems LAB Read/Work G&S SPSS Lessons 39, 40, 41 Complete Research Application Activity	CLASS Exam 4 (Chapters 13-15) Discussion & Reply Ch 15 Homework Problems LAB SPSS Chi Square (Lesson 41) Research Application: Distinguishing Significance and Effect
Dec 11 (12:30 am) thru Dec 15 (8:00 am)	Module 16: Final Exam	Take the Comprehensive Final Exam (Chapters 1-15) Complete Research Experience 3	Final Exam Research Experience Credit

The professor reserves the right to amend this syllabus at any time. If revisions are necessary, the professor will make every effort to provide as much advanced notice as possible.

IMPORTANT UNIVERSITY DATES

See the Academic Calendar: <https://www.tamuct.edu/registrar/academic-calendar.html>

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

Logon to A&M-Central Texas [Canvas](https://tamuct.instructure.com/) [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus a web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug-in.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Warrior Center for Student Success

The Warrior Center for Student Success is a comprehensive academic support department at A&M-Central Texas, dedicated to fostering an environment of excellence and empowerment among its student body. The center offers a wide range of programs and services to ensure every student reaches their full potential and is a haven for students seeking guidance, resources, and a strong support network to excel in their educational journey.

ADA Access and Accommodations: Texas A&M University-Central Texas ensures that students with disabilities have equal access to educational opportunities by providing appropriate accommodations and support services. If you believe you have a physical, learning, or socio-emotional disability requiring reasonable accommodations, please visit [Access and Inclusion](https://www.tamuct.edu/student-) [https://www.tamuct.edu/student-

affairs/access-inclusion.html] for more details or contact the Office of Access and Inclusion, WH-212; (254) 501-5836. Any information you provide is private and confidential.

Success Coaching and Peer Mentoring: Our experienced Success Coaches work one-on-one with students to develop personalized action plans, set academic goals, and build effective study strategies, time management skills, and resilience. Our Peer Mentors provide a valuable support system, offering guidance, encouragement, and a relatable perspective to help students navigate their academic and personal challenges. For more details call 254-501-5836 or 254-501-5928 or visit [Academic Support](https://www.tamuct.edu/student-affairs/academic-support.html) [https://www.tamuct.edu/student-affairs/academic-support.html]. Click the link to schedule a session (virtual or in-person) with a success coach bit.ly/3q7uB50 or visit WH, 111.

Testing Services: We offer a secure and comfortable environment for students and members of the community to take courses and distance learning exams, as well as placement tests and professional certification exams. Our Testing Service also offers resources and support referrals for testing-related challenges (test anxiety, learning disabilities, etc.) and supports all approved ADA accommodations. Call (254) 519-5830 or visit the [Testing Center](https://www.tamuct.edu/testing-center/) [https://www.tamuct.edu/testing-center/].

Tutoring and Supplemental Instruction Services: Our team of qualified Tutors and Supplemental Instructors assist students in various non-writing subjects, promoting academic comprehension and enhancing learning outcomes. Click the link to schedule a tutoring session with a TAMUCT tutor (virtual or in-person) or view tutor availability bit.ly/43Q6wNz. You may also chat live with a remote tutor 24/7 for a variety of subjects through our partnership with Tutor.com, an online tutoring platform that is free to all TAMUCT students. To learn more please visit [Tutoring Services](https://www.tamuct.edu/student-affairs/academic-support.html#tutoring) [https://www.tamuct.edu/student-affairs/academic-support.html#tutoring] or call (254) 501-5836 or visit the Tutoring Hub in Warrior Hall, 111.

Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Student Conduct Office. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the [student conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a referral](https://cm.maxient.com/reporting.php?TAMUCentralTexas), [https://cm.maxient.com/reporting.php?TAMUCentralTexas].

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpld=https://eis-prod.ec.tamuct.edu:443/samlSso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Records and Admissions Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Records and Admissions Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Records and

Admissions Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Pregnant and/or Parenting Students Rights and Accommodations

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of [Title IX and related guidance from US Department of Education's Office of Civil Rights](#), the Associate Dean in the Division of Student Affairs, (254) 501-5909, can assist students who are pregnant, experiencing pregnancy-related conditions, and/or parenting by provide flexible and individualized reasonable accommodations. Students should seek out assistance as early in the pregnancy as possible through the [Pregnancy & Parenting webpage](#) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. For more information, please visit [Student Affairs](#) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. If you would like to read more about these [requirements and guidelines](#) online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

[Title IX of the Education Amendments Act of 1972](#) specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions [<https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html>].

Students experiencing any form of discrimination due to any of these conditions are encouraged to reach out to the Title IX Coordinator, 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or the Associate Dean of Student Affairs, 254.501.5909, Warrior Hall 105.

Title IX Rights and Reporting Responsibilities

Texas A&M University-Central Texas is committed to creating a safe and open learning environment for all students. If you or another student has experienced any form of gender discrimination or sexual misconduct, including sexual harassment, sexual assault, dating/domestic violence, and/or sex-based stalking, help and support are available. Our university strongly encourages all members of our campus community to report incidents and seek support for gender discrimination and sexual misconduct through the Title IX Office. You may contact the Title IX Office at 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or learn more by visiting the [Title IX webpage](#) [<https://www.tamuct.edu/compliance/titleix.html>].

Please be aware that that under [Title IX](#), [Texas Senate Bill 212](#), and [System Regulation 08.01.01](#), [<https://policies.tamus.edu/08-01-01.pdf>] all university employees are mandated reporters and are required to disclose information about suspected or alleged violations as listed above and defined in System Regulation 08.01.01. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Although I have an obligation to report, you will, in most cases, control how your case will be handled. When working with the Title IX Office you will have access to resources and accommodations but also have the opportunity to express if you wish to move forward with an investigation. Our goal is to make sure you are aware of the options available to you as a student. Community members are not required to respond to this outreach.

If you or another student wishes to speak to a confidential employee who does not have this reporting responsibility, you can contact the [Student Wellness & Counseling Center](#), [<https://www.tamuct.edu/student-affairs/student-counseling.html>], 254.501.5955, or swacc@tamuct.edu, located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or ssa@tamuct.edu, located in founder Hall Room 317D.

University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 1,203,947 eBooks and 134,750 journals, in addition to the 96,879 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library.

[Schedule an appointment here](https://tamuct.libcal.com/appointments) [https://tamuct.libcal.com/appointments]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group workspaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/index) [https://tamuct.libguides.com/index]

University Writing Center

Located in Warrior Hall 416 and online, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The face-to-face hours of operation are from 10:00 a.m.-5:00 p.m. Monday and Thursday in Warrior Hall 416. Online tutoring is available Monday thru Thursday from 10:00 a.m.-5:00 p.m. and from 6:00-9:00 p.m. and on Saturdays from 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WCOOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel

silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/bit) website for more information [https://www.tamuct.edu/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

INSTRUCTOR POLICIES

Student Created Content

All content submitted to the course for credit must be the student's own creation. Students must write or paraphrase and properly cite all content submitted. No credit will be awarded for plagiarized or quoted material even if it is appropriately cited (i.e., students cannot receive credit for submitting content that someone else wrote). Students should paraphrase all information and provide the appropriate citations.

APA Style

All text and citations submitted for course credit must follow the guidelines of the *Publication Manual of the American Psychological Association* (7th ed.).

Late Work

Late work will receive a grade penalty. A 25% penalty per day will be imposed on all assignments submitted after the deadline. Specifically, assignments submitted after the deadline on the due date will receive a 25% penalty, assignments submitted more than 24 hours after the deadline will receive a 50% penalty, assignments submitted more than 48 hours after the deadline will receive a 75% penalty, and assignments submitted more than 72 hours after the deadline will receive no credit though the professor will still provide feedback on all submitted assignments.

Recommended Academic Strategies

1. According to the federal definition of a [credit hour](https://sacscoc.org/app/uploads/2019/08/Credit-Hours.pdf), students should spend "not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class...for one semester hour of credit" (https://sacscoc.org/app/uploads/2019/08/Credit-Hours.pdf). For a 4-credit hour class that is delivered fully online, students should spend at least **12 hours on coursework per week for a 16-week course**. Bear in mind that this guideline is for an average class. Some students may find this course challenging and may require *significantly more time* to grasp the concepts and complete the assignments. Plan accordingly.
 - a. Research indicates that spaced practice is better than massed practice when learning new information. Thus, spending 3 hours a day for 6 days a week on coursework is better for your learning and your grade than 'pulling an all-nighter.' Adjust your schedule accordingly.
 - b. Begin each module the day it opens. The course requirements are too time-demanding and labor-intensive to wait until the last day an assignment is due to begin work.
2. Be professional and use proper netiquette (i.e., internet etiquette) in all course correspondence. Your college education is grooming you for a professional career.

- a. Use standard English in all your communications. Do not abbreviate or use texting shortcuts (e.g., OMG! R U kidding. ROFL!). Spell check, revise, and edit your messages before sending them. Use proper punctuation and capitalization.
 - b. Be polite and respectful of others. Do not use all UPPERCASE LETTERS, which is equivalent to shouting. Avoid sarcasm and irony because they are easily misinterpreted by the reader. Do not 'flame' others by sending negative or hurtful comments; though the reader cannot see you, you are not anonymous.
 - c. Remember that you are individually accountable for all your messages and online actions. Treat all your interactions with others in class as you would in your future professional career.
3. Follow the sequence of instruction. Gaining a full, independent understanding of the text is critical in an online course, and the sequence of instruction provides diverse activities based on sound educational practice to meet this goal. (If you are memorizing the formulas, you are studying for the class incorrectly!)
 4. Pay attention to the percentage of your grade each assignment is worth. Simply doing well on the exams will not allow you to pass the course. Students must submit all assignments every week to do well in the course.
 5. Complete and submit course assignments on time. Find a "back-up" computer with internet access if your primary computer "crashes" or you have connection difficulties. Save your work often and on multiple media (e.g., hard drive, jump drive), so you do not lose your work.
 6. Stay focused. Just as in a face-to-face class, reduce as many distractions as possible when working on course assignments. Turn off all electronic devices such as cell phones, music players, gaming equipment, etc. Postpone business not related to the course until you have completed your assignments for the day.
 7. Keep me informed. At the first sign of confusion or difficulty, request assistance in Study Hall. Unless I hear from you, I will not know how to help you.

Copyright Information

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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