



Dear Students,

Welcome to PSYC 300A: Statistical Methods in Psychology I. Statistics First, I would like to acknowledge and respect the Lək̓ʷəŋən (Songhees and Esquimalt) Peoples on whose territory the university stands, and the Lək̓ʷəŋən and WSÁNEĆ Peoples whose historical relationships with the land continue to this day. As we move forward in learning about statistics in psychology, we should critically consider who has been excluded and/or underrepresented in psychological research and what conclusions we can and cannot draw when interpreting statistical outcomes. I hope we can create a community in PSYC 300A where in the process of understanding the material, we can learn from and support each other.

Statistics is a required course for most psychology undergraduate degrees for a reason – it serves as a foundation for much of the research and questions that excites you about psychology. However, I am sure there are many of you who are coming into this course with a little less (okay, a lot less!) enthusiasm than for most of your other psychology courses. There are also likely many of you that feel some level of apprehension or concern about taking a statistics course. But there is a reason why this course is placed at the 300-level. This course builds on all the work you have done so far in your major from introductory psychology, to 200-level stream courses and research methods. I believe that if you attend and actively engage in the class and with your peers, put in the work on practice problems, and complete assignments and exams, you will be able to succeed in this course. You have worked hard to be here at UVic; you belong here. Congratulations on your achievements, and welcome to the course. I am excited that you are here, and I hope it will be a great semester for all.

Sincerely,

Louise Chim (Dr. Chim)

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Psychology 300A (A03) – Statistical Methods in Psychology I

Winter session first term (Sept-Dec) 2024: CRN 12906, 1.5 Units
Contact hours: Mon & Thu 1-2:20pm and 1 hour of lab
Class: Mon and Thu 1-2:20pm, David Turpin Building (DTB) A102
Lab: See lab schedule for time and room location

Meet your Teaching Team



Instructor: Louise Chim (she/her/hers)
(generally, I prefer Dr. Chim or Prof. Chim)
Email: chim@uvic.ca
Office: Cornett A265
Office Phone: (250) 472-4490
Office hours for students: TBD

Teaching Assistants: TBD
Office: TBD
Email: TBD
Office hours for students: TBD

Course Prerequisites

Before you take this course, you need to have completed PSYC 201 and have fulfilled the Academic Writing Requirement (AWR). We also recommend that you complete the MATH requirement for the PSYC degree or that you have Math 12 (Pre-Calculus) or equivalent (e.g., MATH 120 at UVic) before you take this course. If you haven't yet completed these math courses and have any concerns, please feel free to reach out to the teaching team.

What is this course about?

We designed this course to provide a conceptual and practical understanding of descriptive and inferential statistics as applied to psychological research. The goal is for you to be able to evaluate and apply basic statistical concepts and become a critical consumer of statistical claims.

By the end of the course, you will

1. Describe the four scales of measurement and propose the appropriate scale of measurement that can be used for different research purposes. [Topic 1]
2. Explain findings presented in data visualizations (e.g., frequency tables, bar and line graphs, stem-and-leaf plots, and tables). [Topic 2]
3. Communicate research findings using the appropriate data visualizations (e.g., frequency tables, bar and line graphs, stem-and-leaf plots, and tables). [Topic 2]
4. Describe the importance of and calculate by hand and using statistical software, basic univariate and bivariate descriptive statistics. [Topics 3, 4, 5]
5. Independently identify and apply the appropriate descriptive statistics to a specific research design. [Topics 3, 4, 5]
6. Describe the principles of Null Hypothesis Significance Testing (NHST) and calculate by hand, basic inferential statistics (single sample z-test and t-test). [Topics 8, 9, 10, 11]

7. Identify and explain different methods of random sampling. [Topics 9, 10, 11]
8. Evaluate the generalizability of specific findings, including the population the sample is drawn from and caution in extending colonial western constructs to additional sociocultural contexts. [Topics 10, 11]
9. Develop skills to collaborate effectively in groups to solve a problem. [Workshops, Labs]

Class structure

We will meet in person two times a week for 80-minutes of class time that will include a combination of lecture, in-class activities, and group workshops. You will also have 50-minute in person labs most weeks with your lab instructor that will include guided activities for you to further practice and apply the course content. **You have to attend the class and lab section that you are registered for.**

Course material will be presented in 4 sections through class slides, handouts, class activities, workshop sessions, labs, graded learning quizzes, ungraded practice homework assignments and ungraded practice quizzes. At the start of each new section, an outline is uploaded to Brightspace that details the material related to the class lectures and workshop sessions. Answer keys for workshops and homework will be available through Brightspace.

Learning Materials: What will you need for this course?

Do I need a textbook?

There is no required textbook for this course. Past students have found that lecture slides, in-class activities, learning quizzes, workshops, labs, and practice homework and quizzes provide them the necessary tools to succeed. All these materials will be posted on Brightspace (<https://bright.uvic.ca/d2l/home/373067>). However, if you are interested in a supplemental text as an additional resource, we recommend some of the following optional texts:

- Howell, David C. (2017). *Fundamental Statistics for Behavioral Sciences* (9th Edition). Wadsworth, Cengage Learning.
- Freely available: Navarro, D. (2019). *Learning statistics with R: A tutorial for psychology students and other beginners (version 0.6)* <https://learningstatisticswithr.com/lsr-0.6.pdf>; <https://learningstatisticswithr.com/>
- Field, A., Miles, J., & Field, Z. (2012). *Discovering Statistics Using R*. Thousand Oaks, CA: Sage Publications

Required Technology

- **A scientific calculator** (non-graphing). The calculator should have square root key, brackets, and exponents and at least one memory function. If you look for a scientific calculator at any office supplies store you should be able to find one will work for this class. You can generally find one for about \$15-25. Please bring your calculator regularly to class and for exams.

- **Computer software program for statistical analysis.** We will be introducing the R and R studio (a free and widely used statistical software program) during the labs in PSYC 300A. You will use it more extensively in PSYC 300B. You may be required to download the software. Information on downloading, installing, and using the software can be found in the Lab Brightspace site, and will be covered during lab time.
- **An *iClicker* Personal Response System.** We use iClickers in class to work together through questions posed in class and 3% of your final grade will be based on your in-class iClicker participation. There are different options for how you can participate in class using the iClicker: (1) iClicker student app (on your smartphone, tablet, or laptop); or (2) physical iClicker remote, or (3) both. There are several options for purchase at the bookstore (which is cheaper than purchasing a subscription directly from the app). If you are taking both PSYC 300A and B, we recommend the 8-month polling access for \$21.95. But there is also a new iClicker remote + 5 years polling access for \$57.95; a used iClicker remote (first or second-generation iClickers can be used) for \$34.95, and a 6-month polling access for \$17.95. For more information on how to register your iClicker to receive points, please see page 10.
- **A note on Generative AI.** Please be advised that in this course you are not authorized to use any form of generative AI for any assessments. In order to successfully complete course activities, generative AI is not required. Specifically students should not make any use of generative AI tools such as ChatGPT, Grammarly, among others that use AI for content generation and editing for any of the marked assessments. As the University of Victoria states on its Academic Integrity Policy “Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility.” Therefore, I expect you to comply with the course syllabus and I encourage you to enhance your academic experience in this course by refraining from using generative AI.

Class Expectations

What we expect from you

Attend class regularly. Attending class regularly will help to increase your understanding of the material by providing you with opportunities to engage with and discuss the material.

Please bring:

- a) lecture notes (posted on Brightspace ahead of time);
- b) notebook/paper, writing implements, and a calculator to work through practice problems in class;
- c) and your iClicker (or the iClicker app on your phone or tablet) to engage with activities in class.

Prepare for workshops and labs. To facilitate discussion and allow you to clarify any questions you may have about the material, you should come prepared for in-class workshops and labs. At minimum, please go over your notes and complete the graded learning quizzes before workshop and lab days. You can also complete homework and

practice quizzes ahead of time as well. It is okay if you don't know all the material yet but by doing some preparation ahead of time, this will help further facilitate your learning in workshops and labs.

Check the Brightspace website often. All of the course materials, including class notes, will be available through Brightspace (<https://bright.uvic.ca/d2l/home/373067>). Brightspace will be your guide on what needs to get done each week. You can sign into Brightspace using your NetLink ID.

Conduct yourself appropriately. You should listen to and interact with others in a respectful manner. We are all very diverse and have different values, beliefs, and opinions. Please maintain an open mind to these differences. You may argue with others who hold opinions different from your own, but you must remain respectful at all times. Respect also includes creating an environment conducive to learning, which means being on time, not leaving class early, turning off cell phones, listening, and only using computers and tablets to take notes and not to check email, send messages, or access the web.

Provide constructive feedback. We are always looking for ways to improve the course to facilitate learning. You are highly encouraged to provide constructive feedback about your experiences in the course. Please see us in our office hours for students to discuss your concerns or suggestions.

Let us know if there are any special circumstances. We learn in different ways and with varying degrees of success. If you know of any factors in your life that hinder your ability to learn up to your potential in this course, please contact the Centre for Accessible Learning (CAL; <http://www.uvic.ca/services/cal/>). The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you are registered with the CAL and anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you are a student with a disability or chronic health condition, you can meet with a CAL advisor to discuss access and accommodations.

What you can expect from us

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, in scheduling exams, I have attempted to avoid conflicts with major religious holidays. If, however, I have inadvertently scheduled an exam or major deadline that creates a conflict with your religious observances, please let me know as soon as possible so that we can make other arrangements.

We are available to help. While your first stop for your questions should be Brightspace to check the syllabus, course announcements, class notes), we are also available to help! You can connect with us by asking questions in class, attending office hours, and via email. For email, please include "PSYC 300A A03" at the beginning of your subject

headline and then followed by the subject of your email. Before you compose your email, check the course syllabus, notes, with your classmates, and on Brightspace for the answer to your question. Please also be patient as I will be teaching over 500 students this term and will try to respond to emails in a timely manner (**within 48 hours during business hours and excluding weekends**).

Please attend student office hours for your more detailed or complicated questions. We will be available during office hours to discuss your grades, understanding of the material, or discuss more general topics about psychology and statistics. If you can't make the designated office hours, you can email us at least a couple days in advance to set up an appointment.

We will upload class notes to Brightspace. A skeleton of the notes will be posted on Brightspace before class and full notes will be posted on Brightspace after class.

We will give and receive feedback. We will post answers to practice homework assignments on Brightspace and be available in office hours to give feedback on assignments and exams. We are also open to receiving constructive feedback about your experiences with the course.

How will we evaluate your progress?

Learning Assessments

Final grades will be based on the following criteria*

Percent of grade	Evaluation tool	Date(s)
15%	Exam #1 (covers Topics 1-3)	Thu Sep 26
15%	Exam #2 (covers Topics 4 & 5)	Thu Oct 24
15%	Exam #3 (covers Topics 6-8)	Thu Nov 14
30%	Final Exam (cumulative)	TBA (Dec 7-20)
5%	In-class Workshops	Sep 19, Oct 17, Nov 4, 21, Dec 2
7%	Learning Quizzes	Sep 11, 18, Oct 4, 16, 30, Nov 3, 20, Dec 1
10%	Labs	Most weeks (see course schedule)
3%	Clicker Participation	See pg. 9-10 for dates

* Please see the course completion section below for more information about the required and mandatory components of the course in order to pass the course.

Course Completion Requirements

Students who have completed the following components will be considered to have completed the course:

- At least two of the three in-class exams
- The final exam

Failure to complete one or more of these elements will result in a grade of "N" regardless of the cumulative percentage of all other elements in the course. N is a failing grade and factors into the GPA as a value of 0.

In accordance with the [University's policy on academic concessions](#), "A student who completes all course requirements is not eligible for an academic concession." Students can only request deferrals for the completion of required course components and not for non-essential course components.

In addition, labs are mandatory, and students are expected to attend them. You must earn a passing grade (50% or higher) in the lab portion of the course. If you do not earn a passing grade in the labs, you will be ineligible to write the final exam and will earn an "F" in the course regardless of your performance in the remainder of the course. Note that grades are not rounded up. Given that we drop two of the lowest lab scores, there are no make-up labs. If you are struggling with regular lab attendance, please reach out to Dr. Chim as soon as possible.

Grading Criteria

A+	A	A-	B+	B	B-	C+	C	D	F
90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	50-59	0-49

In-Class Workshop Sessions (5%)

There will be 5 workshop sessions where we will work through problems in learning teams (4-5 team members). These sessions are loosely based on a method originating in university chemistry classes in 1994 called Process-Oriented Guided-Inquiry Learning (POGIL; see: <https://pogil.org/> for more information). While lectures and reading course material can provide you with the information on statistics, in order to actually develop the skills necessary to succeed in the classroom and outside of the classroom you need work at it by doing homework and workshops. Not only do students working in groups learn, understand, and remember more but they also acquire skills essential in the workplace (Hanson, 2006). You may actually find that you learn more from your colleagues than from passively listening to me lecture in class! Each learning team will be given the same workshop activity. This will involve questions and problems that will help you learn the material and prepare you for the exams. Each team will hand in one workshop report at the end of class and each team member will receive the same mark on the report. Team members will each be assigned a role and these roles will rotate throughout the semester. After the first couple sessions, the teams may also change to give you the opportunity to work with different students in the classroom. We will count the 3 highest workshop activity grades. Your two lowest grades will be dropped. This will allow you flexibility to miss a workshop due to illness or other external circumstances without penalty.

Learning Quizzes (7%)

You will complete 8 online Learning Quizzes (LQs) through Brightspace throughout the term and your **two lowest grades will be dropped**. This will allow you flexibility to miss a quiz deadline due to illness, technical issues, or other external circumstances without penalty.

The quizzes are designed to be your next step (after attending class) in learning the material. They are meant to encourage you to practice what you've learned in class, prepare you for the workshops, and help you start gaining mastery of the material in preparation for the exams. The quizzes are open-book (you can use your notes and any of the materials from class) but you should complete them individually (i.e., students cannot work collaboratively on quizzes).

Each quiz will have 10 questions with a mixture of conceptual and computation questions. As these quizzes should be used as part of your initial learning of the material, you can attempt each quiz up to 3 times while it is open (before the deadline) with your

final grade for each quiz being your highest score of all your attempts. The questions are somewhat randomized so you may receive different questions each time you take the quiz. There will be no time limit on the quizzes and all quizzes that have been started will be submitted and will count as an attempt.

Due Dates for Learning Quizzes

#	Topic	Due Date (Due at 11pm)*
1	Topics 1 & 2	Wed Sep 11
2	Topic 3	Wed Sep 18
3	Topic 4	Fri Oct 4
4	Topic 5	Wed Oct 16
5	Topic 6 & 7	Wed Oct 30
6	Topic 8	Sun Nov 3
7	Topic 9 & 10	Wed Nov 20
8	Topic 11	Sun Dec 1

*An automatic 12-hour extension will be implemented on each quiz such that you will have until 11am the next day to complete it. Since we drop the two lowest quiz grades and grant an automatic 12-hour extension on quizzes, there are no additional make-ups for quizzes.

Labs (10%)

The goal of labs is to get hands-on practical experience so that students can deeply integrate the course material and learn from each other. To complete labs, you will work in groups of 3-6 students during lab sessions. Each group will hand in one lab at the end of each lab session. Each group member is expected to contribute equally to the submitted product. If a person has concerns regarding the contribution of one or more members of the group, they should speak to Dr. Chim. Students are expected to come to lab sessions prepared. There will be 11 lab sessions in total with 7 content labs and 4 programming (R) labs. Students' lowest content lab and lowest programming lab will be dropped such that the best 6/7 content labs and the best 3/4 programming labs will count towards the final lab grade. This will allow you to miss up to two lab sessions due to illness or other factors without penalty. The points from the content labs will make up 90% of the lab grade; and the points from the R labs will make up 10% of the lab grade.

Lab Attendance: Labs are mandatory, and you must earn a minimum grade of 50% (a passing grade) or you will be ineligible to write the final exam and will receive an 'F' in the course, regardless of your performance in the rest of the course. Note: Lab grades are not rounded up. Given that we drop two of the lowest lab scores, there are no make-up labs.

Clicker Participation (3%)

We will base 3% of your final grade on your in-class participation using the *iClicker* Personal Response System.

Why do we use clickers in class?

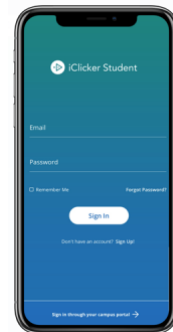
Clickers are used as a way to work together through questions posed in class. When used effectively, iclickers can increase your ongoing engagement and involvement, promote a safe environment to communicate your answers, and create lively discussions in class. Clickers can also provide immediate feedback about your understanding of the class material and help us figure out how to improve your understanding of a concept.

In order to receive the full 3%, you need to participate in **75% of the questions** per class in at least **13 of the 18 iClicker classes** (Sep 12, 16, 19, 23, Oct 3, 7, 10, 17, 21, 28, 31, Nov 4, 7, 18, 21, 25, 28, Dec 2). There are no opportunities to make up clicker points as the level of participation required to receive maximum points is set at 72% of all classes to allow you to occasionally miss a class, forget your clicker or phone/tablet, or run out of batteries and still receive the maximum amount of clicker points.

It is an academic infraction to respond using the app when you are not present in class, respond on behalf of another student by logging in or bringing another student's clicker to class, or to have someone else click in on your behalf. This will be treated similarly to other academic infractions (such as cheating on an exam) and will be subject to university disciplinary procedures. Please remember that the clickers provide you with an opportunity to enhance your in-class learning, and it is expected you will cooperate in making the system work to help you and your colleagues learn.

Instructions for how to set up your iClicker to use in class

- In order to receive marks for iClicker participation, you must have an iClicker account using your **email address associated with your uvic account** and your **correct V-number**. If you need to create an iClicker account follow the instructions below:
1. Visit <https://student.iclicker.com/#/login> OR download the **iClicker Student** iOS/Android app. Select **"Sign Up!"** to create your account. Note: If you already have an iClicker account, just sign in. **Do not create and use more than one iClicker account** as you will only receive credit from a single account.
 2. Enter your institution ("University of Victoria"), select the correct institution and click "next"
 3. On the **Create Account** form, fill out your First Name, Last Name, email address associated with your uvic account, and your V Number, and create and confirm your password.
 - a. To check what email address you have associated with your uvic account:
 - i. Sign-in with your Netlink ID and passphrase at <https://www.uvic.ca>
 - ii. Scroll down in the "Online Tools" area of the page to "Personal & account profile" and click on "Profile; address, phone & email"
 - iii. Check the email address labeled "Preferred (contact) email" under "Email addresses"
 4. Check your iClicker course list. Once you sign-in, you should be automatically dropped into this course ("PSYC 300A A03 Chim 1pm"). If not, use the "+" sign to search for the course and enter "University of Victoria" as your institution and "PSYC 300A A03" as the course. Select **Add This Course** and it will be added to the main screen of the iClicker app.
 5. **Using a web browser, enter your access code from the bookstore to activate your subscription.** When you create a new iClicker student account you will have a **two-week free-trial** period to participate in class sessions. Before the trial period end, you will need to **redeem an access code** in the subscriptions section of your iClicker student account. **Access codes cannot be entered via**



the smartphone or tablet app. The app will not give you the option to enter an access code (it will only allow you purchase a subscription). If you are using a smartphone or tablet, simply use the web browser on your device to follow the registration guidelines. To continue onto registration: click the three-line icon in the upper left corner, select “Subscriptions”, click “Polling”, click “Enter Access Code”, type in the code, and click “Submit”.

- If you already have an existing iClicker account, please double check that your account has the correct information. You may need to edit the account so you are using your **email address associated with your UVic account** (see #3 above for how to check this) and your **V-number**. Visit <https://student.iclicker.com/#/login> or the iClicker app and sign-in. Click on the three-line icon in the upper left corner, select “**Profile**” and make your edits. Click **Save Profile** before exiting if you are using the web app. If you need to redeem an access code, please follow Step 5 from above.
- If you have a physical iClicker, you do not need to pay for an iClicker subscription and can ignore any “Buy” messages. You must register your 8-digit iClicker remote ID (found on the back of your remote) in your iClicker account. You can do this by clicking on the three-line icon on the top left, go to **Profile** and then **Register Remote**. Note that iClicker serial numbers do not contain letter O’s, only number 0’s.



Exams

All exams will be in person. The exams will cover material from the class lectures, learning quizzes, workshop sessions, labs, practice quizzes, and practice homework assignments. The exam will be a combination of multiple choice, short answer, and long answer questions and are meant to test your knowledge of the course material and also your ability to apply the concepts to novel situations. Each exam will cover the designated sections (see above) but may require use of previous material learned. The final exam will be cumulative but will have more of a focus on the material that has not yet been tested on exams 1-3. All grades will be posted on Brightspace following each exam. Please take the time to check this posting to make sure the grade is correct.

Missed Exam Policies

You are responsible for attending exams as scheduled. **NO make-up exams will be given for Exams 1, 2, or 3.** If you miss one of these exams due to unexpected and unavoidable circumstances (e.g., illness, accident, personal or family affliction, Indigenous cultural or community obligations), or conflicting responsibilities (e.g., service in the armed forces or emergency service, representing the university, province, or country by participating in an academic event, an athletic competition, or an artistic performance) you must contact Dr. Chim as soon as possible (within 3 working days) indicating that you have missed the exam, and the reason for it. Students are not required to provide documentation to support their request for academic concession unless it is for a conflicting responsibility, but it is appreciated.

If you miss an exam due to unexpected and unavoidable circumstances or conflicting responsibilities, then your grade will be proportionally transferred to the remaining exams

and the final exam. For example, if you miss Exam 1 (which is originally 15% of the final grade), then exam 2 will be worth 18.75%, exam 3 will be worth 18.75%, and the final exam will be worth 37.5% of your final grade.

Students who miss **two** exams will earn a grade of “N” in the course as they will be deemed to have missed too much of the course material to have met the course completion requirements.

Missed Final Exam

If you are unable to attend the final exam you must apply to Records Services for a “[Request for Academic Concession](#)”, typically within 10 working days of the exam date. If an academic concession is granted for the final exam, an alternative date to write the make up exam must be arranged with the instructor. If you do not take the final exam, you will receive an “N” in this course regardless of the course percentage earned up until the exam. The final exam, unlike the other three exams, will not be extrapolated and **must** be taken.

What else can you do to meet the learning goals for this course?

Complete all the non-exam assessments. These include iClicker participation, in-class workshops, learning quizzes, and labs. Not only will they help you be better prepared for the exams and help you meet the learning goals, but they are worth 25% of your mark in the class. In some cases (i.e., labs) you **need** to pass the component to pass the course.

Do the practice homework and practice quizzes. One of the best ways to learn statistics is to practice, practice, and practice some more! In addition to completing the learning quizzes, you will be given 11 non-graded homework assignments throughout the term and online practice quizzes. These practice quizzes and homework assignments will provide you with opportunities to test your mastery of the material. The intention is for you to complete these practice components after the initial Learning Quiz to help you further consolidate your learning of the concepts. Answer keys will be provided on Brightspace shortly after the assignments are posted. Since it can be very easy to *think* you know the material once you look at the answer key, we encourage you to only look at the answer key once you have completed each problem.

Create study groups. You can meet regularly in groups of 2-4 people to work through the material together. Not only can it be helpful to have others explain concepts to you but it can also be helpful to have to explain concepts to others!

Attend office hours. If you're having a hard time understanding something please don't struggle on your own. Come see us during office hours! Email us to set up alternative times to meet if you can't make it to office hours.

Look at online resources. I will post some additional resources on each topic on Brightspace. There are many different approaches to explain a particular concept and reading through alternative explanations might help you gain a better understanding of the material.

Tentative Course Outline				
Wk	Date	Class Topic	LQ Due	Lab Topic
1	Thu Sep 5	Topic 1: Scales of Measurement		No Labs
2	Mon Sep 9	Topic 2: Frequency Distributions	Wed Sep 11	Scales of Measurement
	Thu Sep 12*	Topic 3: Central Tendency and Variability		
3	Mon Sep 16*		Catch-up; Workshop Session #1	Wed Sep 18
	Thu Sep 19*			
4	Mon Sep 23*	Topic 4: Correlation		R Basics
	Thu Sep 26	Exam #1 (Part 1: Topics 1-3)		
5	Mon Sep 30	National Day for Truth and Reconciliation (no class)	Fri Oct 4	R Basics
	Thu Oct 3*	Topic 4: Correlation (cont'd)		
6	Mon Oct 7*	Topic 5: Regression		Correlations
	Thu Oct 10*			
7	Mon Oct 14	Thanksgiving (No Class)	Wed Oct 16	Regressions
	Thu Oct 17*	Catch-up; Workshop Session #2		
8	Mon Oct 21*	Topic 6: Normal Distribution		R Basics
	Thu Oct 24	Exam #2 (Part 2: Topics 4 & 5)		
9	Mon Oct 28*	Topic 7: Probability; Topic 8: Distributions and Hypothesis Testing	Wed Oct 30	Distributions
	Thu Oct 31*			
10	Mon Nov 4*	Catch-up; Workshop Session #3	Wed Nov 3	R basics
	Thu Nov 7	Topic 9: Sampling Distribution of the Mean		
11	Mon Nov 11	Remembrance Day; Reading break (no class)		No Labs
	Thu Nov 14*	Exam #3 (Part 3: Topics 6-8)		
12	Mon Nov 18*	Topic 10: Single Sample Hypothesis Testing (z-test)	Wed Nov 20	Error Detection
	Thu Nov 21*	Catch-up; Workshop Session #4		
13	Mon Nov 25*	Topic 11: Single Sample Hypothesis Testing (t-test)		Hypothesis Testing: z-test
	Thu Nov 28*			
	Mon Dec 2*	Catch-up; Workshop Session #5	Sun Dec 1	No labs

*iClicker participation points will count in these classes

Sep 17 is the last day to drop the course for 100% reduction of tuition fees

Sep 20 is the last day to add courses

Oct 8 is the last day to drop the course for 50% reduction of tuition fees

Oct 31 is the last day to withdraw from the course without penalty of failure

UNIVERSITY OF VICTORIA

Department of Psychology Important Course Policy Information Fall Session 2024

Accessible Learning

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you are registered with the [Centre for Accessible Learning](#) and anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you are a student with a disability or chronic health condition, you can meet with a CAL advisor to discuss access and accommodations.

Attendance and Absences

Attendance is important. Students are expected to attend all classes in which they are enrolled. Students may be assigned a final grade of N or debarred from writing final examinations if they fail to satisfy a minimum attendance requirement set by the instructor for lectures, laboratories, online course discussions or learning activities, tutorials, or other learning activities set out in the course outline.

Medical documentation for short-term absences is **not required** (approved by Senate). Students who cannot attend due to illness are asked to notify their instructors immediately. If illness, accident, or family affliction causes a student to miss the final exam or to fail to complete any required assignment/assessment by the end of the term students are required to submit a request for academic concession (see below).

Children and Pets

If you need to bring your children or pet to class, please do not hesitate to do so. It is understood that sometimes this is necessary due to care circumstances. However, please aim to have minimal class disturbance so that student learning is not impacted.

Class Recording and Auto-Captioning Statement

The instructor may record class sessions and those recordings may be made available to all students in the class via Brightspace. If you have questions or concerns regarding class recording and privacy, please contact privacyinfo@uvic.ca

Auto-generated captioning may be enabled in this course. Auto-captioning is highly error-prone, especially for specialized terminology and proper names. Students are asked to refer to the audio feed for clarification of any errors. If you find captioning errors that are offensive, please contact your instructor and/or teaching assistant so that they are aware. If you require captions as part of an academic accommodation, please contact [CAL](#).

Commitment to Inclusivity, Diversity, and Respectful Environments in the Classroom and Online

The University of Victoria is committed to providing a positive and supportive and safe learning and working environment for all its members. All members of the university community have the right to this experience and the responsibility to help *create* such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying, or harassment.

Please be advised that, by logging into UVic's learning systems or interacting with online resources and course-related communication platforms, you are engaging in a University activity.

All interactions within this environment are subject to the university expectations and policies. Any concerns about student conduct may be reviewed and responded to in accordance with the appropriate university policy.

To report concerns about online student conduct: onlineconduct@uvic.ca

Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class¹. The material is protected under copyright law, even if not marked with ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy \(AC1300\)](#) or the [Academic Integrity Policy](#), whichever is more appropriate for the situation.

Course Experience Survey (CES)

I value your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to the instructor regarding the course and their teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. You will be reminded nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.

Disclaimer

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

Grading

In classes that are based on a percentage grading scheme, the following [Undergraduate Grading Scale](#) is used

Grade	A+	A	A-	B+	B	B-	C+	C	D	F
Percentage	90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	51-59	< 50
GP Value	9	8	7	6	5	4	3	2	1	0

Rounding is only applied to the final grade and is rounded up at the 0.5% level (e.g., 84.49% is round to 84% and 84.50% is rounded to 85%).

Medical Documentation for absences

No medical documentation for short-term absences is required (Approved by Senate).

If you are seeking a Withdrawal Extenuating Circumstances or an Aegrotat grade, medical documentation may be required if relevant.

Ombudsperson and Academic Concerns

From the course calendar...

Depending on the nature of the academic matter of concern to the student, the order in which the student should normally try to resolve the matter is: first, the course instructor; second, the Chair of the department; third, the Dean of the faculty; and finally, the Senate.

If you are having an academic concern or problem that cannot be resolved with your instructor or the Department Associate Chair, you may wish to consult with the Office of the Ombudsperson (<https://uvicombudsperson.ca>). Current contact information for the office can be found here <https://uvicombudsperson.ca/contact/>.

¹ Syllabi belong to the department through which the course is administered.

Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the [Senate Policy on Academic Integrity](#). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
6. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

The use of a generative artificial intelligence (AI) is strictly prohibited in any submitted work (unless expressly endorsed by the instructor as part of an assignment).

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar Fall 2023.

The definitive source for information on Academic Integrity is the University Calendar

Other useful resources on Plagiarism and Cheating include:

1. The Ombudsperson's office: <https://uvicombudsperson.ca/academic-integrity/>
The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. UVic Library Document on [Avoiding Plagiarism](#)

Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see the [UVic Calendar](#).

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the [deadlines](#) set out in the current UVic Calendar.

Students who do not attend classes must not assume that they have been dropped from a course by an academic unit or an instructor. Courses that are not formally dropped will be given a failing grade, students may be required to withdraw and will be required to pay the tuition fee for the course.

Request for Academic Concessions

Students can apply for [academic concessions](#) if their course requirements are affected by (i) unexpected and/or unavoidable circumstances (e.g., illness, family affliction, etc.), or (ii) conflicting responsibilities (e.g., service in the armed forces or first responder, representing the university).

- **Request an in-course extension**
If you require more time to complete a course requirement or miss a test or midterm exam, then you will need to complete the "[In-Course Extension Form](#)" and submit it directly to your course instructor. All course requirements must be completed prior to the submission of final grades.
- **What to do if you miss the final exam scheduled during the formal exam period**
Apply at Records Services for a "[Request for Academic Concession](#)", normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.
- **What to do if you require additional time to complete course requirements beyond the normal term.**
Apply at Records Services for a "[Request for Academic Concession](#)", normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record if the missing work has been deemed required. Note, only required course components may be deferred.

Research Participation Opportunities with the Department of Psychology

The Department of Psychology offers multiple opportunities to participate in research studies over the year. Students are encouraged to learn more about the field of psychology by volunteering in these studies. Information about studies can often be found posted on notice boards around the Department as well as through our Participant Pool webpage at <https://www.uvic.ca/socialsciences/psychology/research/participants/>.

Student Support Services

[Learn Anywhere](#) is the student support portal for a full range of student academic and support services. Services include: [Centre for Academic Communication](#), [Math & Stats Assistance Centre](#), [Counselling Services](#), [Health Services](#), [Library](#), [Ombudsperson](#), and [Computer Help Desk](#)

This classroom is a trans-inclusive space

Please indicate if you have a preferred name and pronoun that you'd like to be used in the classroom. Please e-mail your instructor or your TA if you would like to discuss the climate of this classroom for trans students. Gender neutral bathrooms are available at UVic.

University of Victoria Students' Society (UVSS)

The [UVSS](http://uvss.ca) is a social justice based non-profit run by students, for students and is entirely separate from UVic. As an undergrad student, you are already a member! We work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. We fund clubs and course unions, and have several advocacy groups. We also have a Food Bank and Free Store, a Peer Support Centre, and run your health and dental plan. We are here to support you, so please reach out to us at uvss.ca!

Academic Important Dates

Fall session – first term (September – December)

Wednesday, September 4 th	First term classes begin for all faculties
Tuesday, September 17 th	Last day for 100% reduction of second term fees for standard courses 50% of tuition fees will be assessed for courses dropped after this date.
Friday, September 20 th	Last day for adding courses that begin in the first term
Monday, September 30 th	Last day for paying first term fees without penalty
Monday, September 30 th	University Closed (National Day for Truth and Reconciliation)
Tuesday, October 8 th	Last day for 50% reduction of tuition fees for standard courses
Monday, October 14 th	University Closed (Thanksgiving Day)
Thursday, October 31 st	Last day for withdrawing from first term courses without penalty of failure
Monday, November 11 th	University Closed (Remembrance Day)
November 11 th - 13 th	Reading Break for all faculties
Wednesday, December 4 th	Last day of classes in first term for all faculties
Wednesday, December 4 th	National Day of Remembrance and Action on Violence Against Women - (Classes and exams cancelled from 11:30am - 12:30pm)
Saturday, December 7 th	First-term examinations begin for all faculties
Friday, December 20 th	First term examinations end for all faculties
December 25 th - 31 st	University Closed (Winter Break)

Add and drop dates for standard 2024-2025 Winter Session courses

Term	Start Date	End Date	100% Fee Reduction	Add Deadline	50% Fee Reduction	Academic Drop no Fee Reduction
First term	Sep 4	Dec 4	Sep 17	Sep 20	Oct 8	Oct 31
Second term	Jan 6	Apr 4	Jan 19	Jan 22	Feb 9	Feb 28

Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Office of Equity and Human Rights, Sedgewick Building, Room C115

Phone: 250 721 8021

Email: svpcoordinator@uvic.ca

Web: <https://www.uvic.ca/sexualizedviolence/>

BE WELL



A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic:

Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.

<https://www.uvic.ca/undergraduate/housing-student-life/student-life/index.php>

Counselling Services:

The Student Wellness Centre can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. <https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-counsellors>

Health Services:

The Student Wellness Centre also provides a full service primary health clinic for students. <https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-physicians>

Centre for Accessible Learning:

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <https://www.uvic.ca/accessible-learning/index.php>. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Elders' Voices:

The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services:

Mental health supports and services are available to students from all areas of the UVic community: <https://www.uvic.ca/student-wellness/wellness-resources/mental-health/>