PSYC 2 | Summer Session 1 (21) Syllabus
PSYC2: INTRODUCTION TO PSYCHOLOGICAL STATISTICS
Department of Psychology, UC Santa Cruz

Class Meetings: June 21-July 23; Mondays and Wednesdays, 9am-12pm via Zoom

Instructor: Giselle Laiduc, M.S. | she/hers | glaiduc@ucsc.edu
Office hours*: Tuesdays 9-10am or by appointment via Zoom (link on Canvas)

*What are office hours?
Office hours should really be called student hours. Generally, they are a time when students can drop in and chat about anything related to the course (or research, in general). During this time, students can ask questions, clarify expectations, or just say “hi.” Please don’t wait until you’re totally lost before you come in! It’s better to chat about anything confusing (even if it seems small) early on. Also, if you have questions about getting into research and/or grad school, I’m here to help! Please come visit!
Note: To protect student privacy, I will enable a “waiting room” in Zoom.

COURSE DESCRIPTION

● PSYC 2 provides an introduction to basic statistical principles and techniques used by psychological researchers.

● The goals of this course are to provide you with the statistical skills to run simple analyses on psychological data and connect what you learn to statistics you encounter in research and everyday life.

● Ideally, you will be able to determine and calculate the appropriate statistical test to answer a research question and interpret the statistics you may encounter in research reports.

COURSE LEARNING OUTCOMES

● Think critically about and make connections with statistics encountered in research and in everyday life

● Differentiate between different types of variables, experimental and non-experimental designs, populations and samples, and descriptive and inferential statistics

● Sketch and interpret visual data displays (i.e., histograms, scatterplots)

● Identify and calculate the appropriate statistics necessary to solve problems (both manually and via computer), including how to evaluate and communicate their meaning in everyday language

Note: This course is a prerequisite to PSYC 100 (Research Methods) and PSYC181 (Psychological Data Analysis)

COURSE REQUIREMENTS

Canvas: I will use Canvas to post slides, homework assignments, and grades. Please make sure you have a working login and can access the site. Slides and recorded videos will be uploaded typically within a day of any given lecture. Please note that these materials are made available only for your personal use and should not be sold or shared for commercial purposes.

Statistical Analysis Software: You will complete both manual (by hand) and computer calculations. For computer calculations, this course will use SPSS (click here for installation instructions).

Note: SPSS is not compatible with Chromebooks, so students may use PSPP (preferred) or Excel.

Calculator: You will need a simple calculator (one that has basic functions and can also take square roots and exponents). You do not need an expensive graphing calculator, just a calculator not on your smartphone. Or, you can use an online calculator (https://www.desmos.com/scientific).

Zoom: We will meet 2x/week on Zoom. Our meetings will be an engaging mix of lectures, activities, and time for classwork. You may also be asked to watch videos (available on Canvas) to supplement your learning. To prevent Zoom fatigue, we will also take plenty of stretch breaks throughout lecture.
Textbooks (optional)
There is no required textbook for this class. However, some may find a textbook useful. Here are some good ones:

- Pay what you want scale:

- Available free & electronically via university library:

**EVALUATION**

**Lecture Attendance (9, 1 dropped) (10%)**

- There will be 2 synchronous (live) Zoom lectures each week. Attendance counts toward your grade (keep in mind Zoom logs how long you are present). Your lowest lecture attendance score will be dropped.
- If you are unable to attend lecture and want attendance credit, you may watch the recorded lecture afterward and submit a 200+ word summary of the lecture content within 3 days (72 hours), please include word count. Note that this alternative to attending the live Zoom lecture is only permitted for up to 3 lectures.

**Homework (6, 1 dropped) (30%)**

- Each homework will consist of 10 questions to help you practice course concepts (they may be conceptual questions or calculation-based). Due dates can be found in the course schedule below or on Canvas. Because sometimes life throws you curveballs that could affect your experience in the course, 1) **you may request a 24-hour-no-questions-asked-extension** [you must indicate this in the Canvas comments] and 2) the lowest homework grade will automatically be dropped. As such, there is no make-up or late work. Note: To earn full credit, **show your work** (type it out or take a picture of your work) and circle/highlight your final answer.

**Quizzes (8, 1 dropped) (20%)**

- Online quizzes will consist of multiple-choice and fill-in-the-blank questions that assess your understanding of key concepts. They may also ask you to do calculations. You may use the 24-hour extension on a quiz, but remember you only have 1 (so you may not use it on a quiz AND a homework).

**Examinations (2) (40%)**

- You will be given 2 exams, each worth 20% of your final grade. The exams will be on Canvas and have both multiple-choice and short-answer questions. While the exams are open-note, I expect you to complete them independently (working with others will be considered cheating). The exams are cumulative in the sense that the material covered in class builds on itself.

Note: See page 3 of the syllabus for information about extra credit, which can add up to 3% to your final grade!

**Grade Calculations & Contestations**

The above 4 components make up your final grade. To calculate your final grade, I take the weighted average of each of the 4 components and add them together. Curious about “what if” scenarios? You can check out this **grade calculator**!

If you feel like you are being graded unfairly, you have 1 week after an assignment is graded to follow up with me.

**Scores to Letter Grades:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97%</td>
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<tr>
<td>A</td>
<td>92%</td>
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<tr>
<td>A-</td>
<td>90%</td>
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<tr>
<td>B+</td>
<td>87%</td>
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<tr>
<td>B</td>
<td>82%</td>
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<tr>
<td>B-</td>
<td>80%</td>
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<tr>
<td>C+</td>
<td>77%</td>
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<tr>
<td>C</td>
<td>72%</td>
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<tr>
<td>C-</td>
<td>70%</td>
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<tr>
<td>D+</td>
<td>67%</td>
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<tr>
<td>D</td>
<td>60%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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Note: The Psychology Department requires at least a B- in PSYC 2 to declare the Psychology or Cognitive Science majors. Because I will drop some of your lowest scores and offer extra credit opportunities, final grades will **not** be rounded.

*Everything in this course is open-note, so you may use slides and your own notes for all assignments (you may NOT work with others, see academic integrity below).*
### COURSE SCHEDULE
(Remember, this is a “living” document, meaning this schedule might change).

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>To Do</th>
<th>Due</th>
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<tbody>
<tr>
<td>Week 1</td>
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<tr>
<td>M (6/21)</td>
<td>Lecture 1.1: Introduction, key/concepts terms, research designs, visual data displays; central tendency</td>
<td>Install SPSS Introduction Quiz Lecture 1.1 Quiz HW 1</td>
<td>W (6/23) by 9am W (6/23) by 9am W (6/23) by 9am F (6/25) by 5pm</td>
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<tr>
<td>W (6/23)</td>
<td>Lecture 1.2: Variability, z-scores, probability, distributions</td>
<td>Lecture 1.2 Quiz HW 2 Midterm Study Guide</td>
<td>F (6/25) by 5pm Sun (6/27) by 5pm Not due</td>
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<td>Th (6/24) *Last day to add course</td>
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<td>Week 2</td>
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<tr>
<td>M (6/28)</td>
<td>NO CLASS Watch pre-recorded Lecture 2.1: Distributions, estimation, Hypothesis tests, z-tests (available on Canvas Mon 6/28)</td>
<td>Lecture 2.1 Quiz HW3</td>
<td>F (7/2) by 5pm F (7/2) by 5pm</td>
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<tr>
<td>W (6/30)</td>
<td>Lecture 2.2: Midterm Review</td>
<td>Midterm Exam</td>
<td>Sun (7/4) by 5pm</td>
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<td>Week 3</td>
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<td>M (7/5)</td>
<td>NO CLASS</td>
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<tr>
<td>W (7/7)</td>
<td>Lecture 3.2: Issues w/ hypothesis tests, power, effect sizes, 1-sample t-test, independent samples t-test</td>
<td>Lecture 3.2 Quiz HW4</td>
<td>F (7/9) by 5pm Sun (7/11) by 5pm</td>
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<td>F (7/9)  *Last day to withdraw from the class by requesting a “W” grade (no tuition reversal) or change grade option</td>
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<td>Week 4</td>
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<td>M (7/12)</td>
<td>Lecture 4.1: Dependent-samples t-test, 1-way ANOVA</td>
<td>Lecture 4.1 Quiz HW5</td>
<td>W (7/14) by 9am F (7/16) by 5pm</td>
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<td>W (7/14)</td>
<td>Lecture 4.2: 1-way ANOVA (post-hoc tests), Correlations</td>
<td>Lecture 4.2 Quiz HW6 Final Study Guide</td>
<td>F (7/16) by 5pm Sun (7/18) by 5pm Not due</td>
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<td>Week 5</td>
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<td>M (7/19)</td>
<td>Lecture 5.1: Choosing a test, Final exam review</td>
<td>Lecture 5.1 Quiz</td>
<td>W (7/21) by 9am</td>
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<tr>
<td>W (7/21)</td>
<td>Lecture 5.2: Catch up, Final exam review</td>
<td>Final Exam</td>
<td>Fri (7/23) by 5pm</td>
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*Last day to submit any extra credit: Friday, 7/23 by 5pm*

### EXTRA CREDIT:
There are 2 main ways that you may receive extra credit in this course.

1. **Instructor Evaluation (Student Evaluations of Teaching or SETs)**
   You can receive an extra 1% towards your final grade for completing a course evaluation for me online at the end of the course. Your evaluation will be anonymous, so please complete it honestly. I'll just get a list of students who submitted (separate from any evaluations themselves) to grant you this credit.

2. **Research Participation OR Alternative Assignment** (for details see “Extra Credit Opportunities”)
   - **Research Participation:** You can complete up to 4 hours of research credit for up to 2% towards your final grade. Studies are worth different numbers of credit hours, so complete 4 hours of research for the full 2%. The number of points you get will be the number of hours you complete divided by two (so, if you complete 1.5 hours, you’ll get .75% added to your final grade). **OR**
   - **Alternative Assignment:** If you are under the age of 18 or choose not to participate in research, you can complete an alternative assignment. See details [here](#).
ADDITIONAL INFORMATION

Respect for Diversity
My goal is to foster an environment where students from all diverse backgrounds and perspectives can feel comfortable learning. I recognize that we all hold different social identities and that they overlap to provide unique experiences for us both in and out of the classroom. It is my intent to present materials that are respectful of different dimensions of diversity (e.g., race/ethnicity, culture, gender, sexuality, disability, age, socioeconomic status). However, whatever my intent, I may not always get it right. Please let me know how I can improve the course for you personally or for others. In addition, if any of our class meetings conflict with your religious events, or if you encounter extenuating circumstances, please let me know so that we can make arrangements for you.

Academic Integrity:
- All of the work you submit for use in this course must be completely your own and produced exclusively for this class. Use of any sources should be cited properly. Refer to the library guide here for more info about source citation and plagiarism.
- With respect to homework assignments: students are welcome to consult one another with conceptual questions about the homework. However, I expect the work you submit to be accomplished independently. Submissions with exactly the same prose will be considered to violate the academic honesty policy.
- A relevant issue is the use of statistical software or calculators. If you have a statistical calculator or stats program and know how to use it, it is fine to employ it to check your work. However, where noted, I expect you to show your work (not just report a final answer). As such, no work = no full credit.
- For the consequences of academic dishonesty, refer to the student guide available here.
  - Violations will be taken seriously; if you have any questions about if something constitutes academic dishonesty, please contact me.

Distribution of Lecture Notes & Class Materials:
Students may be disciplined for selling or distributing course notes for any commercial purpose, whether or not they are the person taking the notes. The unauthorized sale of lecture notes or class materials is a violation of campus policies, state law, and may also constitute copyright infringement subject to legal action.

Students with Disabilities
Any student who thinks they may need accommodation based on the impact of a disability should contact me privately to submit their Accommodation Authorization and discuss specific needs as soon as possible. Even if you have accommodations through the Disability Resource Center (DRC) but don’t always use or aren’t sure if you want to use them, please submit your forms regardless so you have the accommodations you’re entitled to, just in case.
  
DRC Contact: 831-459-2089, drc@ucsc.edu

CAMPUS RESOURCES

Slug Support (https://deanofstudents.ucsc.edu(slug-support/program/))
- If you are facing financial challenges, food and/or housing insecurity, or other concerns, and you are not sure how to find the resources you need, contact Slug Support by calling (831) 459-4446. You can also contact Slug Support if you are concerned about a friend or peer and they will connect with that person to help them get access to the resources they need. I am also happy to contact Slug Support on your behalf.
Basic Needs (https://basicneeds.ucsc.edu)
- If you are experiencing challenges related to basic needs, such as food, housing, health & wellness, or financial security, visit the Basic Needs hub for information.

Undocumented Student Services (USS; https://eop.ucsc.edu/undocumented_student_services/index.html)
- Under the umbrella of the Educational Opportunities Programs, Undocumented Student Services (USS) provides personal, academic, financial, and legal support to all UCSC undocumented students, including scholarship and fellowship information, community-building meetings, legal assistance and workshops, and access to fresh produce.

CARE (Campus Advocacy Resources and Education; https://care.ucsc.edu/)
- CARE is a confidential space to discuss issues of dating violence, sexual assault, and stalking. CARE advocates provide support in a variety of ways depending on your needs, such as by supporting you in your decision-making; understanding the complexities that can arise from these issues; providing emotional support and free services; and providing resources and referrals. Make an appointment here, or give CARE a call: (831) 502-2273.

STARS (Services for Transfer and Re-Entry Students; https://stars.ucsc.edu/)
- STARS provides culturally responsive support to transfer, re-entry, veteran students, as well as students who do not have traditional family support due to experiences in the foster care system, with homelessness, abuse, parents who have been incarcerated, or other factors impacting their family life.

CAPS (Counseling and Psychological Services; https://caps.ucsc.edu/)
- If you are in distress, managing heightened stress and anxiety, or want to get more support and a counselor’s perspective on something you’re going through, CAPS provides a variety of services for your needs—including immediate crisis support, scheduled individual appointments, group counseling, and workshops led by peer advisors.
  - **Call:** (831) 459-2628 (if after operating hours, select option 3 to get connected to an after-hours counselor)
  - **Walk in:** Typically located at the Student Health Center in the East Wing on the 2nd floor (check website for details during remote learning).
  - **Drop-in Services:** Drop-in services include “Let’s Talk,” a service offered at a variety of campus locations where you can stop by for a one-time talk with a professional counselor to get information or support, and “Relaxation Station,” a designated area in the CAPS office designed to help you de-stress.
  - **LGBTQ+ Services:** Resources and counselors with specific awareness of intersecting and non-binary identities.
  - **Scheduled Services:** Includes individual and group counseling.
  - Check out the **Self-Support Library**

*For crisis assistance: https://caps.ucsc.edu/counseling/crisis-assistance.html

Any other questions/comments/concerns?
Feel free to email me (glaiduc@ucsc.edu) and let’s chat!