



Psychology 250: Psychological Statistics and Research Methods

Spring, 2009

Section 001

Course Credit: 6 Hours

Instructor: Dr. Michael Marcell

Contact Information

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WebCT page <http://webct.cofc.edu/webct/public/home.pl> Class-related materials will be posted on WebCT. Also, you should check WebCT daily for announcements related to this class.

Office Hours *Monday* 2:00 – 6:00 PM
Thursday 2:00 – 3:00 PM *Or by appointment*

Class Information

Class Time and Location *Monday, Wednesday, and Friday:* 1:00 – 1:50 PM
AND
Tuesday and Thursday: 10:50 – 12:05 PM
R.S. Small Library, Room 113

Textbooks Goodwin, J. (2008). *Research in Psychology: Methods and Design* (5th Edition). Hoboken, NJ: John Wiley & Sons.

Gravetter, F.J., & Wallnau, L.B. (2008). *Essentials of Statistics for the Behavioral Sciences* (6th Edition). Belmont, CA: Thomson/Wadsworth.

Kirkpatrick, L.A. (2009). *A Simple Guide to SPSS for Windows, Version 16.0* (9th Edition). Belmont, CA: Thomson/Wadsworth. (NOTE: ANY EARLIER VERSION OF THIS PAPERBACK WILL ALSO BE FINE.)

These should be available at the College of Charleston Bookstore (160 Calhoun St., 953-5518) and University Books of Charleston (360 King St., 853-8700).

Prerequisites and Course Description

Psychology 103 (Introduction to Psychological Science) is the only prerequisite for this class. As noted on the *Psychology Advising Website*, Psyc 250 is designed for stronger students who seek to accelerate their study of Psychology or who wish to combine the study of statistics and research design. It is recommended that students complete a mathematics course (MATH 104 or higher) before taking this class.

Psyc 250 is a special, 6-hour combination of Psyc 211 (Psychological Statistics) and Psyc 220 (Research Methods) in which you take both courses simultaneously. This combination class is taught in an integrated fashion, which means that we will move back-and-forth between texts and topics and avoid some of the less desirable consequences that occur when the courses are taught separately (e.g., learning about methods of research separately from data analysis tools for research; repeating basic statistical material in Methods that was learned a semester earlier in Statistics). A unique feature of Psyc 250 is that you will learn how to use SPSS (Statistical Package for the Social Sciences), a software data-analysis tool that is employed in our lab courses and by many professionals in the field of psychology.

It is important to remember that the workload in this combination class reflects the content of two, 3-hour courses. We will meet every day of every week, and the pace may seem relentless because there aren't the usual "breathing spaces" that occur when classes are scheduled every other day. This course is similar to the College's 150- and 250-level language courses in which you complete two semesters of foreign language in one semester, or to two of the College's 7-week Express courses taken back-to-back. ***It is also important to remember that you will earn only one grade for this 6-hour course.***

Course Objectives

This course is founded on the belief that psychology students should understand the logic, tools, and design of research. Thus, my primary goal as your instructor is to help you understand how psychologists conduct research and analyze data. A secondary goal is to teach you how to solve problems with the mental attitude and critical-analytical thinking skills of a scientist.

During the semester I will expose you to topics in the philosophy of science such as the importance of theory and the roles of intuition, logic, and chance in scientific thinking. We will also discuss concepts that are central to scientific research, such as independent and dependent variables, hypothesis, causation, correlation, the development of research ideas, and so on. I shall introduce you to specific issues that need to be addressed when planning and executing research projects, such as experimental control, randomization, counterbalancing, internal validity, and matching research designs to statistical analyses. Because mathematics provides a precise language for describing results and making decisions about the outcomes of studies, we will learn how to use descriptive statistics (e.g., frequency distributions, bar graphs, measures of central tendency and variability, z scores) to summarize and describe data, and inferential statistics (e.g., t tests, correlation coefficients, analysis of variance, chi square, measures of effect size) to assist us in drawing conclusions from research. Finally, I will insist that you become conversant with a variety of experimental, quasi-experimental, single-subject, correlational, and observational research methods, as well as the statistical procedures associated with each method.

By the end of this course you should possess the theoretical background necessary to design and evaluate the results of a simple research project. You will actually execute such research projects in a subsequent psychology laboratory course in either conditioning and learning (360), social psychology (362), physiological psychology (364), sensation and perception (366), or cognitive psychology (368).

Class Format

There are 7 units of study, a unit lasts 8 – 11 class periods, and each unit ends with an exam. Most classes have a reading assignment, and the length of a daily reading assignment ranges from 5-35 pages. ***Please complete the assigned reading before you come to class.*** This course is primarily structured as an independent reading, lecture, and discussion class. I would like to see my primary role as “interpreter,” someone who will help you to understand material that you have read and digested on your own. ***It is up to you to be an active, thinking reader who completes reading assignments on time.*** I will begin each class by asking if you have any questions or comments about the assigned reading. I will happily spend time clarifying difficult topics encountered in the textbook, perhaps by redescribing concepts, using different examples, referring to digital resources posted on WebCT, lecturing, or conducting classroom demonstrations. If there are few questions or comments, I may assume that the material is understood and move on to new material. However, some of the time I will lecture on topics that are covered in the textbooks in the hope that a “double dose” of reading and lecture will help you absorb difficult material. You should bring with you to class a calculator and the textbook(s) for that day’s assigned reading.

Attendance Policy

Class attendance is expected and required for both regular classes and exams. This also means being on time and remaining for the entire class. You will be allowed 6 unexcused absences without penalty. Each unexcused absence above six will result in your overall grade in the course being lowered a letter grade (*e.g., 7 unexcused absences will change a C- average to a D+*).

Excused absences are those due to reasons such as illness, death in the family, and official college business. You will need to visit the Office of the Associate Dean of Students (67 George Street) shortly after your return to class and have the Office send me an absence memorandum explaining your absence. I must receive the memo within one week of your return to class. ***In order to qualify as an excused absence, the memo must indicate that it is a documented absence.***

It is your responsibility to keep a running tally of absences during the semester. I will not tally absences until Finals Week, at which time I will determine the number of excused and unexcused absences by matching recorded absences with documented absence memos received on time from Office of the Associate Dean of Students. It is also your responsibility to notify me *at the end of a class* in which you were late and missed the taking of roll. *If the combination of excused and unexcused absences reaches 9*, then your overall letter grade in the course will drop a whole letter grade and will continue to drop one whole letter grade for each additional absence of any type.

Please remember that you are always responsible for all material covered in class, such as new research findings, classroom demonstrations, emergent points in discussions, and changes in the reading schedule, exam schedule, homework schedule, or syllabus.

Electronics Policy

Use common sense – do the polite thing, and turn your cell phone off and remove your CD/radio headphones before class begins. Also, because we are in a computer classroom, it is tempting to use the computer for non-classroom purposes (*e.g., checking email, shopping, surfing the Internet, playing games*) during class. I have no problem with this *before* class begins. However, once class begins, I do have a problem with it. Don’t do it -- it is rude and distracting to your neighbors and your teacher.

Supplemental Instruction

If you are having difficulty in this course, please take advantage of the several opportunities for assistance that are available to you. Make an appointment with me for help, and bring your textbooks and notebook with you. Take one or more of the free Study Skills Seminars, visit the Math Lab, or call for a tutoring appointment with the Center for Student Learning (1st floor of Addlestone Library, 953-5635).

Exams, Quizzes, and Homework

Your performance evaluation in Psychology 250 is based on several sources of information:

Exams. There are six regular examinations (Exams 1-6) consisting of multiple-choice, identification-completion, short-answer, and discussion questions based on the assigned textbook readings, in-class lectures and discussions, classroom demonstrations, and WebCT online resources. Each of the six regular exams is worth 80 points. Each student must have *sole* use of a calculator during Exams 2-7 and Tests 1-2.

There is a comprehensive, two-part final exam (Exam 7) worth 220 points. Like regular exams, the final exam consists of multiple-choice, identification-completion, short-answer, and discussion questions based on the assigned textbook readings, in-class lectures and discussions, classroom demonstrations, and WebCT online resources. Approximately 30% of the final exam will assess material related to Unit 7 and will be administered during the first final exam period. The remaining 70% will assess material covered in Units 1-6, and it will be administered during the second final exam period. Thus, the final exam is comprehensive in that it will include textbook and classroom material covered during the entire semester.

Open-Book Tests. There are two open-book tests (Tests 1-2) that will require you to do the following activities in class: a) Test 1 – calculate a one-way analysis of variance by hand (you should bring your own calculator to class); and b) Test 2 – apply SPSS and computer-based data analysis procedures to sets of data that I will provide. Before you take Test 1 during Unit 5, we will thoroughly review ANOVA procedures. To help you prepare for Test 2 (which occurs in Unit 7), you will complete several homework assignments and in-class SPSS activities throughout the semester. You should annotate these, collect them in a folder, and take them to class with you to use during Test 2 (the Kirkpatrick SPSS text will also be an allowable open-book resource).

Online Quizzes. 36 quizzes will be self-administered online through WebCT. Each quiz is worth 5 points and consists of five randomly-selected multiple-choice questions (when the quiz is from a Goodwin reading) or five text-box and/or multiple-choice questions (when the quiz is from a Gravetter & Wallnau reading). The maximum number of points you can accumulate on quizzes is 150 (this is the equivalent of 30 quizzes at 5 points each). Because your quiz grade will actually be the sum of *all 36* quiz scores, with the maximum number of points set at 150, this means, for instance, that you can miss 6 quizzes, or take all 36 quizzes and do poorly on several, without your grade being adversely affected.

Beginning with the third class period, quizzes are scheduled for many of the assigned readings. A quiz should be taken **after** you have completed an assigned reading for a class, and *it must be taken no later than 9 AM on the morning of that class*. Quizzes not taken before the deadline will earn 0 points. The WebCT software will allow you 10 minutes to complete a quiz, so find a quiet time and place and try to avoid interruptions! As soon as you complete a quiz, the WebCT software will score it and provide feedback on the correctness of your answers.

The College's Honor Code is, of course, in effect for all components of this class. For online quizzes, this means that *you are not allowed to receive help from anyone else while taking the quiz*.

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However, you *are* allowed to refer to your textbooks and notes during the quiz – I consider each online quiz to be “open book.” Note that if you have not read the material, it is unlikely that you will be able to find the answers to five questions in 10 minutes. The best strategy will be to read the material, answer the questions to the best of your ability, and use any remaining time at the end of a quiz to double-check your uncertain answers.

Homework. There is a homework grade component worth 135 points. There are nine homework assignments, each worth 10-30 points; the assignments will add up to 135 points by the end of the semester. *Homework assignments will be collected at the beginning of class on the due date specified in the syllabus.* You may, of course, turn in a homework assignment early if you wish.

Grading

The following grading scale will be used in this course:

Grade	Percent	Number of Points Associated with Each Grading Component					Total Points Needed by End of Semester (1065 possible)
		80-Point Exams (1-6) 45% of grade	40-Point In-Class Tests (1-2) 8% of grade	220-Point Final Exam 20% of grade	150 Points (Total) Quizzes (1-36) 14% of grade	135 Points (Total) Homework (1-10) 13% of grade	
A	93 – 100%	74 – 80	37 – 40	205 – 220	140 – 150	126 – 135	990 – 1065
A-	90 – 92%	72 – 73	36	198 – 204	135 – 139	122 – 125	959 – 989
B+	87 – 89%	70 – 71	35	191 – 197	131 – 134	118 – 121	927 – 958
B	83 – 86%	66 – 69	33 – 34	183 – 190	125 – 130	112 – 117	884 – 926
B-	80 – 82%	64 – 65	32	176 – 182	120 – 124	108 – 111	852 – 883
C+	77 – 79%	62 – 63	31	169 – 175	116 – 119	104 – 107	820 – 851
C	73 – 76%	58 – 61	29 – 30	161 – 168	110 – 115	99 – 103	778 – 819
C-	70 – 72%	56 – 57	28	154 – 160	105 – 109	95 – 98	746 – 777
D+	67 – 69%	54 – 55	27	147 – 153	101 – 104	91 – 94	714 – 745
D	63 – 66%	50 – 53	25 – 26	139 – 146	95 – 100	85 – 90	671 – 713
D-	60 – 62%	48 – 49	24	132 – 138	90 – 94	81 – 84	639 – 670
F	0 – 59%	0 – 47	0 – 23	0 – 131	0 – 89	0 – 80	0 – 638

Bear in mind that class attendance is expected, and that failure to attend class regularly will hurt your grade in the manner described in the Attendance Policy section of the syllabus. Preparation for, and participation in, class will be considered in the determination of your grade in a borderline case (when your average falls within 0.5% of the border between two letter grades).

Makeup Policy

The assessment schedule is distributed on the first day of class for a reason – so that you will put each important date on your calendar and be present for each exam and test. However, if you find that you must miss a regular exam or test due to illness, death in the family, official college business, or some other circumstance formally recognized by the College, I will accept a *documented* absence memo from the Office of the Associate Dean of Students immediately upon your return to class. You will then have an opportunity to make up the missed assessment at my convenience upon your return to class. If I do not receive a *documented* absence memo from the Undergraduate Studies Office, then you will receive a grade of zero for that assessment.

Grades on makeup exams and tests are consistently poorer than grades on regularly-scheduled assessments. Past experience suggests that it is to your advantage to take an exam or test on its regularly-scheduled day. *No makeup is given for the Final Exam.*

Homework assignments are distributed several days before they are due; thus, turning them in late is not allowed if the reason for your absence is a scheduled event. However, if you are ill, have a death in the family, or some other unforeseen circumstance, immediately contact the Office of the Associate Dean of Students and, as usual, provide documentation of your absence. I will accept and grade your late homework assignment once I have received a *documented* absence memo.

Typically, no makeups are given for quizzes. However, if you experience a computer malfunction during an online quiz, and wish to take a timed hardcopy makeup version of the quiz during the next day's office hours, then *let me know by email before the quiz expires*. Once the next quiz has expired, you will not be allowed to make up the previous quiz.

Students with Disabilities

If you have a documented disability that may have an impact on your work in this class, and for which you require accommodations, please see me as soon as possible so that we can discuss arrangements. The *Center for Disability Services (CDS)*, located in Room 104 of the Lightsey Center (953-1431; lindstromb@cofc.edu), is available to assist you and can provide services such as the following:

SNAP (Students Needing Access Parity). SNAP provides services and accommodations for students with disabilities that have been documented by a qualified MD or psychologist (e.g., learning disability, visual impairment, movement disorder). Documentation must meet criteria published in the SNAP brochure and on the www.cofc.edu/~cgs website. Accommodations are decided on a case-by-case basis and are determined by the type and severity of the disability and the essential elements of the course the student is taking. Accommodations are designed to provide access to education and to create a “level playing field,” not to give advantage or guarantee success. Students approved for SNAP Services should meet with each of their professors during the first two weeks of classes to discuss accommodations and present a copy of their SNAP-issued Professor Notification Letter (PNL).

Alternative Testing Site. The alternative testing site provides an area for students approved for services to take their tests with accommodations such as extra test time, testing in isolation, use of readers or scribes, and access to assistive technology. *[Information in these two paragraphs was culled from the CDS website.]*

Assigned Readings and Exam Schedule (There is a total of 70 class periods -- 42 Monday, Wednesday, and Friday classes plus 28 Tuesday and Thursday classes). The Kirkpatrick & Feeney paperback book will be used as needed as a resource for SPSS homework assignments and in-class projects (chapter assignments for the SPSS textbook will be given in class).

Date	Assessment	Goodwin	Gravetter & Wallnau
<i>Unit 1: Monday, January 12 – Monday, January 26 (10 class periods)</i>			
Mon., Jan. 12	----	No reading assignment	
Tues., Jan. 13	----	Preface (pp. v-x)	Preface (pp. xi-xv)
Wed., Jan. 14	<i>Practice Quiz</i>	Ch. 1 “Scientific Thinking in Psychology” (pp. 1-35)	
Thurs., Jan. 15	<i>Quiz 1</i>	Ch. 2 “Ethics in Psychological Research” (pp. 37-75)	
Fri., Jan. 16	<i>Quiz 2</i>		Appendix A “Basic Mathematics Review”(pp. 505-526)
<i>No school on Monday – Martin Luther King Holiday</i>			
Tues., Jan. 20	----		Ch. 1 “Introduction to Statistics” (pp. 1-16)
Wed., Jan. 21	<i>Quiz 3</i>	Ch. 4 “Measurement and Data Analysis” (pp. 117-134)	
Thurs., Jan. 22	<i>Quiz 4</i>		Ch. 1 “Introduction to Statistics” (pp. 17-32)
Fri., Jan. 23	<i>Quiz 5</i>		Ch. 2 “Frequency Distributions” (pp. 33-54)
Mon., Jan. 26	<i>Homework 1</i>	No reading assignment	
Tuesday, January 27	<i>Exam 1</i>		
<i>Unit 2: Wednesday, January 28 – Monday, February 9 (9 class periods)</i>			
Wed., Jan. 28	----	Ch. 3 “Developing Ideas for Research...” (pp. 77-100)	
Thurs., Jan. 29	<i>Quiz 6 (on both Ch. 3 readings)</i>	Ch. 3 “Developing Ideas for Research...” (pp. 100-115)	
Fri., Jan. 30	<i>Quiz 7</i>		Ch. 3 “Central Tendency” (pp. 55-83)
Mon., Feb. 2	<i>Homework 2</i>		Ch. 4 “Variability” (pp. 84-100)
Tues., Feb. 3	<i>Quiz 8 (on both days of readings)</i>	Ch. 4 “Measurement and Data Analysis” (pp. 134-146)	Ch. 4 “Variability” (pp. 100-112)

Date	Assessment	Goodwin	Gravetter & Wallnau
Wed., Feb. 4	<i>Quiz 9</i>		Ch. 5 “z-Scores: Loc. of Scores & Standardized Distr.”(pp. 113-133)
Thurs., Feb. 5	----		Ch. 6 “Probability” (pp. 134-146)
Fri., Feb. 6	<i>Quiz 10 (on all Ch.6 readings)</i>		Ch. 6 “Probability” (pp. 146-159)
Mon., Feb. 9	<i>Homework 3</i>	No reading assignment	
Tuesday, February 10	<i>Exam 2</i>		
<i>Unit 3: Wednesday, February 11 – Monday, February 23 (9 class periods)</i>			
Wed., Feb. 11	----	Ch. 4 “Measurement and Data Analysis” (pp. 147-159)	
Thurs., Feb. 12	<i>Quiz 11</i>		Ch. 7 “Probab. & Samples: Distr. of Sample Means (pp. 160-187)
Fri., Feb. 13	----		Ch. 8 “Introduction to Hypothesis Testing” (pp. 188-205)
Mon., Feb. 16	<i>Quiz 12 (on all Ch. 8 readings)</i>		Ch. 8 “Introduction to Hypothesis Testing” (pp. 206-231)
Tues., Feb. 17	<i>Quiz 13</i>	Ch. 5 “Intro. to Experimental Research” (pp. 161-176)	
Wed., Feb. 18	<i>Quiz 14</i>	Ch. 5 “Intro. to Experimental Research” (pp. 177-194)	
Thurs., Feb. 19	<i>Homework 4</i>		Ch. 9 “Introduction to the t Statistic” (pp. 232-241)
Fri., Feb. 20	<i>Quiz 15 (on all Ch. 9 readings)</i>		Ch. 9 “Introduction to the t Statistic” (pp. 242-256)
Mon., Feb. 23	<i>Homework 5</i>	No reading assignment	
Tuesday, February 24	<i>Exam 3</i>		
<i>Unit 4: Wednesday, February 25 – Monday, March 16 (9 class periods)</i>			
Wed., Feb. 25	----	No reading assignment	
Thurs., Feb. 26	<i>Quiz 16</i>	Ch. 6 “Control Problems in Experimental Res. (pp. 195-212)	
Fri., Feb. 27	<i>Quiz 17</i>	Ch. 6 “Control Problems in Experimental Res. (pp. 212-231)	
<i>No class March 2-6: Spring Break!</i>			
Mon., Mar. 9	----	Ch. 7 “Exp. Design I: Single – Factor Designs” (233-244)	

Date	Assessment	Goodwin	Gravetter & Wallnau
Tues., Mar. 10	<i>Quiz 18</i>		Ch. 10 “t test for 2 Independent Samples” (pp. 257-268)
Wed., Mar. 11	<i>Quiz 19</i>		Ch. 10 “t test for 2 Independent Samples” (pp. 268-286)
Thurs., Mar. 12	<i>Quiz 20</i>		Ch. 11 “t test for 2 Related Samples” (pp. 287-309)
Fri., Mar. 13	<i>Quiz 21</i>		Ch. 12 “Estimation” (pp. 310-334)
Mon., Mar. 16	<i>Homework 6</i>	No reading assignment	
Tuesday, March 17	<i>Exam 4</i>		
<i>Unit 5: Wednesday, March 18 – Tuesday, March 31 (10 class periods)</i>			
Wed., Mar. 18	<i>Quiz 22</i>	Ch. 7 “Exp. Design I: Single – Factor Designs” (pp. 244-267)	
Thurs., Mar. 19	----		Ch. 13 “Introduction to Analysis of Variance” (pp. 335-344)
Fri., Mar. 20	<i>Quiz 23 (first 2 parts of Ch.13)</i>		Ch. 13 “Introduction to Analysis of Variance” (pp. 344-357)
Mon., Mar. 23	<i>Quiz 24</i>		Ch. 13 “Introduction to Analysis of Variance” (pp. 358-377)
Tues., Mar. 24	----	No reading assignment	
Wed., Mar. 25	<i>Quiz 25</i>	Ch. 8 “Exp. Design II: Factorial Designs” (pp. 269-287)	
Thursday, March 26	<i>Open book test: Calculating a 1-Way ANOVA by hand</i>		
Fri., Mar. 27	<i>Quiz 26</i>	Ch. 8 “Exp. Design II: Factorial Designs” (pp. 287-306)	
Mon., Mar. 30	----		Ch. 14 “Repeat.-Meas. & 2-Factor ANOVA” (pp. 392-400, 404-408, 414-417)
Tues., Mar. 31	<i>Homework 7</i>	No reading assignment	
<i>Note: Tuesday is the last day of Unit 5. However, in order to take Exam 5 during a longer class period, we will begin Unit 6 on Wednesday, take Exam 5 on Thursday, and resume Unit 6 on Friday.</i>			
Wed., Apr. 1	<i>Quiz 27</i>	Ch. 9 “Correlational Research” (pp. 307-317)	Ch. 15 “Correlation and Regression” (pp. 422-426)
Thursday, April 2	<i>Exam 5</i>		

Unit 6: Wednesday, April 1 – Tuesday, April 14 (9 class periods)			
Date	Assessment	Goodwin	Gravetter & Wallnau
Wed., Apr. 1	<i>[See previous page]</i>		
Fri., Apr. 3	----		Ch. 15 “Correlation and Regression” (pp. 426-431)
Mon., Apr. 6	Quiz 28	Ch. 9 “Correlational Research” (pp. 317-318, 320-334)	Ch. 15 “Correlation & Regression” (pp. 431-437)
Tues., Apr. 7	----		Ch. 15 “Correlation & Regression” (pp. 437-449)
Wed., Apr. 8	Quiz 29	Ch. 9 “Correlational Research” (pp. 318-320)	Ch. 15 “Correlation & Regression” (pp. 449-455, 461-470)
Thurs., Apr. 9	----	Ch. 9 “Correlational Research” (pp. 334-341)	
Fri., Apr. 10	Quiz 30		Ch.16 “Chi-Square Stat.: Tests for Goodn. of Fit & Ind. (pp. 471-483)
Mon., Apr. 13	Quiz 31		Ch.16 “Chi-Square Stat.: Tests for Goodn. of Fit & Ind. (pp. 483-503)
Tues., Apr. 14	Homework 8	No reading assignment	
<i>Note: Tuesday is the last day of Unit 6. In order to take Exam 6 during a longer class period, we will begin Unit 7 on Wednesday, take Exam 6 on Thursday, and resume Unit 7 on Friday.</i>			
Wed., Apr. 15	Quiz 32	Ch. 10 “Quasi-Exp. Designs & Applied Res.” (pp. 343-360)	
Thursday, April 16	Exam 6		
Unit 7: Wednesday, April 15 – Monday, April 27 (8 class periods)			
Wed., Apr. 15	<i>[See above]</i>		
Friday, Apr. 17	Quiz 33	Ch. 10 “Quasi-Exp. Designs & Applied Res.” (pp. 360-383)	
Mon., Apr. 20	Quiz 34	Ch. 12 “Observational & Survey Res. Methods” (pp. 423-442)	
Tues., Apr. 21	Quiz 35	Ch. 12 “Observational & Survey Res. Methods” (pp. 442-460)	
Wed., Apr. 22	----	Ch. 11 “Small N Designs” (pp. 385-401)	
Thurs., Apr. 23	Open book test: Using SPSS and online calculators to perform inferential statistics		
Fri., Apr. 24	Quiz 36 (both Ch. 11 readings)	Ch. 11 “Small N Designs” (pp. 401-422), Epilogue (pp.461-467)	
Mon., Apr. 27	Homework 9	No reading assignment	
<i>Final Exam: Part 1- Thurs., Apr. 30, 8-11 AM; Part 2- Sat., May 2, 12-3 PM</i>			