

<p>Dr. Gregory Meyer  Office: UH 1065 (1<sup>st</sup> floor)  Telephone: (419) 530-4312  E-mail: <a href="mailto:gregory.meyer@utoledo.edu">gregory.meyer@utoledo.edu</a>  Hours: T 1:30-4:30 pm Grad only; by appt.  R 1:00-4:00 pm by appointment</p>	<p>: Emily O’Gorman, M.S.  Office: UH 1069 (1<sup>st</sup> floor)  E-mail: <a href="mailto:Emily.OGorman@rockets.utoledo.edu">Emily.OGorman@rockets.utoledo.edu</a>  Office hours: M 10:00am-12:00pm or by appt.</p>
---	--

- Required Text: Nolan, S. A., & Heinzen, T. E. (2017). *Statistics for the behavioral sciences* (4<sup>th</sup> edition). New York, NY: Worth. See also the online supplement: (6 months for \$90, <https://tinyurl.com/yblyvzq3>).
- Prerequisite: C- or better in Math 1320 (or a higher math)
- Calculator: Required (nothing fancy, just needs a square root function); not a phone

This course provides a basic understanding of the statistics used most commonly by social scientists. Topics to be covered include summarizing data with graphs and numbers, generalizing from samples to a population, and determining the effect of one variable on another. The course will also allow you to understand research reports in social science publications and in the press. We will particularly emphasize the application of statistics, and using and interpreting statistics as opposed to the mathematical proofs underlying these statistical methods. Even students who say they have “math anxiety” can excel in this class, if they asMMMM!MÂ icaticourse pm th! detm8Mq

you will identify what type of statistical test discussed during the semester to use for particular

Arrive on time and do not leave early.

The computers at your desks are to remain off unless we are working on an in-class exercise that requires their use (e.g., for SPSS or Blackboard).

Do not talk once class begins unless it is part of an assignment or you are asking a question about the class material.

---

Academic dishonesty is not tolerated. Among the aims of education are the acquisition of knowledge and the development of skills necessary for success in any profession. Activities inconsistent with these aims are not permitted. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should seek the instructor's advice. Examples of academic dishonesty include, but are not limited to:

Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper credit or documentation to the other person;

Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination;

Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination;

Advocacy and Wellness on the main campus in Health and Human Services Room 3017. You can call 419-530-2497 during regular business hours and 419-530-3431 for 24-hour assistance from a trained advocate. In-person, walk-in appointments are also available Monday-Thursday from 8:30 a.m. to 5 p.m. The Center for Student Advocacy and Wellness provides free and confidential advocacy and counseling services to students, faculty and staff. The YWCA H.O.P.E. Center also can be accessed as an off-campus confidential resource at 419-241-7273. Faculty, teaching assistants, and other university employees are mandated reporters of any incidents of sexual or gender-based violence or harassment. Thus, any disclosures of sexual or gender-based violence or harassment on or off campus made to faculty or teaching assistants, or other university employees must be forwarded to the Title IX Coordinator. The Title IX Office will then contact you regarding your rights, your option to participate in the investigation, interim safety measures and/or academic accommodations, and the need to proceed with an investigation (even if none is requested). Your participation in the process is voluntary. You may call 419-530-3152 to file a complaint or visit the following website for more information and resources: <http://www.utoledo.edu/title-ix/>. Policies relating to Title IX can be found at: <http://www.utoledo.edu/title-ix/policies.html>.

---

Many students dread the statistics requirement for psychology. Some may even wonder why statistics is necessary for psychology majors. Others think back to math courses, which causes anxiety. Even though students may be nervous about taking this class that does not need to be the case. Anxiety can hamper your ability to study and acquire information. Both the TA and I hope to calm any fears about this class and really want to help all of you succeed in this course. We will do our best throughout the semester to do so, and this course should help convince you that it is quite natural for psychology and statistics to work together to further knowledge.

Mastering the basics of statistics is much like learning a new language – it requires practice, practice, practice – and then a bit more practice. New material builds on older material, and it is essential that you stay up to date with the course material. This means studying regularly and completing all assignments on time. Here are some general strategies to use to maximize success when going through the course:

. Attending class is critical for success. In fact, research has shown that one of the best predictors of grades in courses is class attendance, and even the brightest students gain more insight by attending classes regularly. This is especially important in a class like statistics, as it is helpful to consume information multiple times and in a number of different formats (e.g., reading, lectures). Moreover, there will be some course material presented in class that does not appear in the book; thus, you will need to attend class to ensure you have all the information covered on exams.

. Research shows that many individuals read and write passively, that is, without thinking about the meaning of what they are covering. When reading and studying textbook-type material, everyone (professors included) must read actively, and as a result somewhat slowly. Research shows that learning is much more effective if new information is related to old information. Passively writing down what is on the overhead screen or what is



UT also has useful campus resources for students in need. The provides students with emergency assistance to help cover expenses related to housing or rent, a car issue, childcare, or a health issue. [http://www.utoledo.edu/studentaffairs/omss/omss-2017/Rocket\\_Recovery.html](http://www.utoledo.edu/studentaffairs/omss/omss-2017/Rocket_Recovery.html). The is available for students in need: <http://www.utoledo.edu/studentaffairs/food-pantry/>. For , students can contact Daniel Boyle, the Student Advocate and Student Involvement Specialist ([Daniel.Boyle2@utoledo.edu](mailto:Daniel.Boyle2@utoledo.edu) or 530-5923). If that is insufficient, students also may contact the Dean's Office at 530-4616. They aim to do everything they can to get students the assistance they need to be successful in their classes.

