

Course Materials:

- All course materials are available on-line at: <http://psych.unl.edu/psycrs/index.html>
- There are no required textbooks, but suggestions are at: https://psych.unl.edu/psycrs/941/readings_psycrs941.pdf
- You are not required to purchase SPSS (or any statistical package), but you must ensure that you have “working access” to the statistical package(s) you choose to use, so that you consistently complete assignments in a timely fashion.

Objectives: The major intent of this course is to prepare you to participate in collaborative research with faculty and other graduate students and to conduct your Master’s research project (or its equivalent). I chose topics for this course based on an ongoing review of recent Master’s Theses, the research being conducted by the faculty in your departments, and attention to both the “standards” and the “hot topics” in research design and statistics.

Emphasis: With respect to design issues, we will pay special attention to the “rules of evidence” for the analysis of cause-and-effect relationships and the important differences between experimental, quasi-experimental, and concomitant measurement designs. With respect to data analytic issues, we will particularly pay attention the family of ordinary least-squares techniques that includes analysis of variance and multiple linear regression. We will emphasize the pragmatics of hypothesis testing, data analysis and the communication of findings, at a level that is more like “driver’s education” and less like “mechanical engineering.”

Course Topics: The course is divided into four parts.

- Basic Research Methods & Design
- Basic Bivariate Data Analysis & Hypothesis Testing
- Multiple Groups Design & Analysis
- Parametric/Nonparametric Statistics & Meta-Analysis

Activities: We will be spending our time this semester to reflects the three “kinds of things” I want you to be able to do with these research/statistical techniques: 1) Be able to talk/write about them using either the proper jargon or “plain language” (assessed by the Short Answer portion of the quizzes); 2) Be able to start with a research hypothesis or question and a data set and to complete and report appropriate data analyses (assessed by the homework); and 3) Be able to “think on your feet” about the theory and application of these techniques (assessed by the Story Problem portion of the quizzes).

Time and Effort: Most graduate courses in this department meet weekly. Because of the workload, this course has multiple weekly meetings in order to allow you to “spread out” the considerable amount of reviewing, studying and homework (this is intended as a kindness, honest). Don’t thwart the system by procrastinating! **Things you should be doing between class meetings include ...**

1) review your notes and the handouts from the previous lecture

- Determine what part of your notes relate to each of the study questions
- Determine if there is anything you would like to have clarified
- Identify difficulties early gives us more of a chance of painless remediation

2) do the homework

- The Mobius (Pink Thins) exercises allow you to practice working with the language, techniques, and procedures
- The computational homework is your best chance to learn what you do and don’t understand. Some are shorter, some longer, but all represent what you will do with real research data and most can be completed in 3-4 hours

3) prepare for the next class

- Look over the study questions and materials that will be covered next
- Preview the next lecture using the web site
- The better prepared you are the “better” the lecture will be!

Homework: There are two kinds of assignments in this class.

Online assignments (Pink Things or Orange Things or some other fanciful color) give you practice and review with the language, identifications, discriminations and decision making that are central to the course topics. These assignments are all conducted using a single-event mastery format. Each assignment has one or more topics and the online software will present you with items (questions, answers, & feedback) until you have gotten the criterion number of items correct in each topic. You are expected to complete each EDU assignment before the class meeting following its assignment. The last day to hand in homework assignments that will be graded and included in your course grade is the Friday of Finals Week.

Computation assignments (Green Things) usually involve statistical analysis and presentation of the results in a prescribed format and style. There is a website at which you can check your computational results and many of your decisions and interpretations before completing the write-up and handing in the assignment. Be sure to include the completed online check with your assignment when you hand it in. When doing these assignments, please invoke "the 15 minute rule" which states, "Whenever you can't make something work in 15 minutes of effort, find help!!" Often the problem is one of mistake or misunderstanding (yours, mine, the documentation, etc.) and additional effort will not help. Usually solutions can be found via email, especially if we exchange data sets, syntax files, ect. Or bring your question to office hours or we'll set up a Zoom to go over things!! **The whole system works better if you don't procrastinate.** After you hand them in, homeworks will be reviewed and graded on a 1-10 scale. If you have a score less than 9/10, or any incomplete parts of the assignment, I will contact you and let you know that you need to redo portions of that assignment. In order to get a passing grade for the course, you must complete all parts of all computational assignments, and have a score of at least 9/10 on each.

Quizzes:

The **Short Answer** portion of each quiz will ask you to respond to a selection of the study questions. There will be some choices, but don't get brave. Your answers should be complete yet concise and must take "sentence and paragraph" form (no lists, phrases, or dependence upon figures, except where specified). All of the questions can be answered in 4-5 sentences (though some take more care to do this). Overly long answers will be carefully perused and richly punished for repetition, wondering off topic, and other trickery designed to prevent me from noticing that you don't really know the answer.

The **Story Problem** portion of each quiz will involve identifications, calculations, written interpretations, comments about "someone else's" interpretations, etc. For the Story Problem portion of each quiz you should bring a calculator. I'll provide whatever computators, tables, etc. are necessary.

Quizzes and retakes will be scheduled in the DLC – be sure to check the testing dates and the times when the Testing Center is open! You may retake any particular quiz once to improve your score (and must retake it if your score is less than 90%). Different quizzes have different constructions and each has a specific retake policy that will be discussed during the preparation for that quiz.

Grades: Your grade for this course will be based upon performance on quizzes (60%) & homework (Greenthings - 40%). Attendance and participation in lecture will be noted and used in the assignment of the final grades, especially decisions about "borderline" grades. Letter grades generally will be assigned using the usual decades: "A" = 100-90%, "B" = 89-80%, "C" = 79-70%, "D" = 69-60%, "F" = <60%. "Plus" grades generally will be given for %s in the ?7-?9 range of each decade and "minus" grades generally will be given for %s in the ?0-?1 range (e.g., 86.4=B, 86.5=B+, 89.4=B+, 89.5= A-, 91.4% = A-, 91.5% = A). A grade of "A+" will be given for % grades of 99% and higher.

Academic Honesty:

<http://stuafs.unl.edu/DeanofStudents/Student%20Code%20of%20Conduct%20May%20Rev%202014%20a.pdf>

Students often "gang-up" on the study questions and the homework assignments. This is encouraged, within the following guidelines. When preparing "your share" of the study questions, don't try to write the perfect answer. Rather, assemble the pertinent information from your notes and the readings, organize it into meaningful subtopics (often information will have to be drawn from more than one day's lecture, for example), and indicate those portions of the information that are most "central". This will allow each of you to compose your own best answer. This process is often improved by having two persons working on each question (instead of one). Evidence of "sharing" during the exam will result in a failing grade for the exam and possibly for the course, and presentation of the occurrence of the incident to the Graduate Committee, etc. When working on homework, it is a really good idea to brainstorm the issues and procedures of each question, and perhaps even to develop the necessary SPSS code and necessary interpretations. However: 1) The output must result from your computer work; and 2) The written portions of homework assignments (interpretations, formal presentations of the results, etc.) must be in your (unique) own words. You'll have an opportunity to redo the first

set of homework that does not meet both of these requirements; further occurrences will be scored zero (and can not be redone).

Here's the thing!

There is much we are supposed to accomplish in this course ! And barely enough time to do it! And the current “troubles” don’t make things easier! What you will get from me is support! Lectures, zooms, videos, websites, powerpoints, audio files, handouts and all that are provided to help, but sometimes what you will really need is a moment with me to get something explained so that you “get it”!! So, when you need help – ask for it! Content, schedules, assignments, things away from this class... If you need something, please ask. There are going to be office hours M-W-F in person in 230 Burnett, or by Zoom. And don’t forget email (cgarbin@unl.edu – please, not Canvas Notifications) Give me a shot at helping, please! And, less-than-timely requests are also very welcome! Sometimes we get behind and can waste huge amounts of time trying to “recover on our own” when a couple reminders or a couple questions answered will get you on your way so you are “spending time” not “wasting it”! Ask! Please!

Here are good places to learn about the (tons of) details that are supposed to be represented in the syllabus!

The instructions and help for faculty:

https://canvas.unl.edu/courses/51131/pages/drafting-your-syllabus-and-sample-policy-statements?module_item_id=839947

Attendance:

<https://registrar.unl.edu/academic-standards/policies/class-attendance/>

Students who are sick or who are engaging in self-quarantine in accordance with guidance from the Lincoln-Lancaster County Health Department or their health care professional should not physically attend in-person classes. They must notify the instructor of their absence and must still meet the stated engagement expectations of the course, and they must adhere to the usual codes of conduct and rules of academic integrity that remain in place. For students who are absent for these reasons, we ask instructors to be flexible with any attendance policies they may have for their courses. Again, students in this situation must still fulfill the engagement expectations of their classes and should follow the stated guidelines for their courses in communicating with their instructors and staying current in the coursework. If the majority of the course work is completed but the absence makes it impossible for the student to adequately complete all course requirements, a grade of incomplete may be an appropriate option. Note, however, that if the student has not already completed most of the graded work for the course, then a late withdrawal would be more appropriate than an incomplete.

Services for Students with Disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can discuss options privately. To establish reasonable accommodations, I may request that you register with Services for Students with Disabilities (SSD). If you are eligible for services and register with their office, make arrangements with me as soon as possible to discuss your accommodations so they can be implemented in a timely manner. SSD contact information: 117 Louise Pound Hall; 402-472-3787.

Counselling and Psychological Services

<https://caps.unl.edu/>

<https://resilience.unl.edu/big-red-resilience-well-being>

UNL offers a variety of options to students to aid them in dealing with stress and adversity. [Counseling and Psychological & Services \(CAPS\)Links to an external site.](#); is a multidisciplinary team of psychologists and counselors that works collaboratively with Nebraska students to help them explore their feelings and thoughts and learn helpful ways to improve their mental, psychological and emotional well-being when issues arise. CAPS can be reached by calling 402-472-7450. [Big Red Resilience & Well-BeingLinks to an external site.](#) (BRRWB) provides one-on-one well-being coaching to any student who wants to enhance their well-being. Trained well-being coaches help students create and be grateful for positive experiences, practice resilience and self-compassion, and find support as they need it. BRRWB can be reached by calling 402-472-8770.

Classroom Climate

Because the topics in this course may be emotionally charged or challenging for class members, I hope we can create an environment that is both intellectually productive and supportive for all. I realize there might be days when class members may choose to be silent. Beyond verbal participation, your active and supportive listening is also an important and valuable form of participation. I hope that we will continuously reflect upon our class processes so that we can build an inclusive intellectual community where all feel valued and supported in their learning.

This will be really important for us! The description of each “sample” and “represented population” will involve, at a minimum a description of the “age, race & sex” of participants. Each of those is a whole topic in itself! We have to be able to talk forthrightly about these topics, to explore the history, current approaches and likely future of these “descriptors”!! And there will be several other sensitive parts – ethics, researcher motivations, etc. So, we gotta find, as a group, a balance between “comfort & coverage”. Be sure to let me know when we’re bumping up against one of the other! Here’s a thoughtful bit recently written by the Chair of psych, “The pandemic and our current political polarization mean that stress is high for everyone. We obviously can’t change that but showing empathy and compassion for each other can help. Listen to one another, be aware of other people’s needs, and cut each other slack.”

Face Coverings

As of July 17, 2020 and until further notice, all University of Nebraska–Lincoln (UNL) faculty, staff, students, and visitors (including contractors, service providers, and others) are required to use a facial covering at all times when indoors except under specific conditions outlined in the COVID 19 face covering policy found at: <https://covid19.unl.edu/face-covering-policy>. This statement is meant to clarify classroom policies for face coverings:

To protect the health and well-being of the University and wider community, UNL has implemented a policy requiring all people, including students, faculty, and staff, to wear a face covering that covers the mouth and nose while on campus. The classroom is a community, and as a community, we seek to maintain the health and safety of all members by wearing face coverings when in the classroom. Failure to comply with this policy is interpreted as a disruption of the classroom and may be a violation of UNL’s Student Code of Conduct.

Individuals who have health or medical reasons for not wearing face coverings should work with the Office of Services for Students with Disabilities (for students) or the Office of Faculty/Staff Disability Services (for faculty and staff) to establish accommodations to address the health concern. Students who prefer not to wear a face covering should work with their advisor to arrange a fully online course schedule that does not require their presence on campus. Students in the classroom:

1. If a student is not properly wearing a face covering, the instructor will remind the student of the policy and ask them to comply with it.
2. If the student will not comply with the face covering policy, the instructor will ask the student to leave the classroom, and the student may only return when they are properly wearing a face covering.
3. If the student refuses to properly wear a face covering or leave the classroom, the instructor will dismiss the class and will report the student to Student Conduct & Community Standards for misconduct, where the student will be subject to disciplinary action.

Instructors in the classroom:

1. If an instructor is not properly wearing a face covering, students will remind the instructor of the policy and ask them to comply with it.
2. If an instructor will not properly wear a face covering, students may leave the classroom and should report the misconduct to the department chair or via the TIPS system for disciplinary action through faculty governance processes.

*Courses that have been granted an exception to the Face Covering Policy for pedagogical reasons are excluded. Exceptions to the Face Covering Policy are only granted after an approved health safety plan is developed.