

## STATISTICS IN PSYCHOLOGY

Weber State University

Psychology 3600, Spring 2013

Class Times: Monday, Wednesday, & Friday 9:30 a.m. – 10:20 a.m. in SS 323

**Professor:** Dr. Azenett A. Garza  
**Office & Office Hours:** SS 328D – By appointment mainly, but will be around Mondays 11:30 – 12:20 p.m. & Thursdays 9 a.m. – 10 a.m.  
**Contact Information:** e-mail: [agarza@weber.edu](mailto:agarza@weber.edu)  
Office #: 626-6249  
**Course Website:** CANVAS – may access through student portal (<http://weber.edu>) or <http://canvas.weber.edu> or <http://weber.instructure.com> and will need Wildcat username and password to access. From the “Courses” tab, click on “PSYC 3600”. This syllabus, study guide, workbook, course announcements, and grades will be accessed through CANVAS. You will also be able to e-mail classmates and your professor through CANVAS.  
Go to <http://guides.instructure.com/m/4212> for more information about CANVAS.

**Texts:** -Aron, A., Coups, E. J. & Aron, E. N (2013). *Statistics for Psychology (6<sup>th</sup> edition)*. Pearson Publishers.  
- Additional class and study material will be downloaded by chapter through CANVAS.

You will need to purchase a textbook from the bookstore, a new book costs \$173.45.

or

Purchasing the book directly Online from the publishers costs \$185 new.

### Learning Objectives

1. The ability to calculate and understand basic descriptive and inferential statistical analyses.
2. The ability to understand and explain to others the statistical analyses in reports of psychological research.
3. The ability to identify the appropriate statistical procedure for many basic research situations and to carry out the necessary computations.
4. Understanding the relationship between statistical analysis and hypothesis testing.
5. The ability to interpret SPSS statistical analysis output.

### Methods of learning and preparing for this class.

1. Reading the assigned material, which includes following the numeric examples closely, writing down questions about anything not entirely clear to you. Reading statistics requires close study and rereading, not just reading through once as you might an ordinary book.
2. Testing your knowledge and reviewing each lecture using the Prelecture & Mastery quizzes.
3. Completing the assigned practice problems. Statistics is a skill-it is necessary to DO statistics, not just read and understand.
4. Attending lectures, listening closely, asking questions- be sure to have done the reading *first*. DON'T fall behind!
5. Studying for, taking, and reviewing answers for exams.

### **Knowledge of mathematics:**

The course does not emphasize mathematics. There will be many calculations, but these require nothing more than elementary high-school algebra. The emphasis, instead, is on understanding the LOGIC of the statistical methods. The most important part of each exam will be either (a) a problem in which you use a statistical procedure to analyze the results of a study and then write an essay explaining what you have done to someone who has no knowledge of statistics or (b) a problem in which you are presented with the results of a study and must explain what they mean to a person who has never had a course in statistics.

### **Calculators**

I strongly encourage you to use a hand calculator for doing your assignments, and I will permit calculators during tests, I would much prefer you to spend your time developing an understanding of the statistical concepts rather than adding and dividing numbers. A simple calculator that adds, subtracts, divides, multiplies, and takes square roots should be of great help. Since you must show your work on all assignments and exams, calculators that also do statistical calculations will not be of much help, so don't feel any pressure to spend a lot of money. About \$15 or less should do.

### **Evaluation of Course Work**

**Exams:** There will be a total of five exams and one optional final exam. Each exam will consist of a combination of multiple choice, short essay questions, and/or computational problems. Bring a #2 pencil and a valid ID to each test. **Test proctors will not allow you to take an exam without an ID.** You will be required to purchase a scantron for each exam. **MAKE-UP EXAMS ARE NOT ALLOWED. A missed exam counts as a zero. This means try your hardest to not miss an exam.** If you know of a conflict with the exam schedule, you may take ANY exam early. However, no exam may be taken late. Early exams will be permitted if advanced notice is given. **If you miss an exam, you must take a final exam to replace your missing test score.** The final exam will be comprehensive (that means it will cover material from the entire course). You have 4 days for each exam, including the final exam, and you are responsible for knowing the testing center hours. They will NOT let you arrive or stay late to take an exam. Please schedule your time wisely! **Also, you may replace your lowest exam score by taking the final exam.** So if you DO better on the final exam, your lowest score will be replaced by your final exam score. If you miss more than one exam, remember that only one exam grade will be replaced by the final exam score and your second missed exam will receive a 0! If, however, you take the first five exams (meaning, you don't miss any of them), I will drop your lowest grade. Exam questions will be taken from the textbooks and the lecture. You will be responsible for all material covered during the semester regardless of its source. ALL exams will be taken in the Social Science Weber State University Testing Center. Social Science Testing Center hours are provided below and it is located in the Social Science Building room 38. **Exams will make up 70% of your grade.**

Monday – Thursday	7:30 AM – 8:00 PM (Must show up by 7:00 PM to take an exam)
Friday	7:30 AM – 4:30 PM (Must show up by 3:30 PM to take an exam)
Saturday	9:00 AM – 4:30 PM (Must show up by 3:30 PM to take an exam)

**Attendance, Participation & In-Class Work:** Class participation and discussion will occur on a regular basis. In addition, there will be MANY class exercises and if you are present and participate; you will get credit for your participation. **You may miss 3 of these days without penalty.** Additional missed days and class assignments will receive 0s. Each day of participation and assignment will be worth 5 points. **Attendance will make up 5% of your grade.**

**Class & Homework Assignments:** There will be class/homework exercises given throughout the semester. These assignments will mostly be downloadable from CANVAS or will be handed out in class. You will need to attend class or obtain information as to the assignments if you are absent. Although there will be class time devoted to working on some of these assignments, you will be responsible for completing the rest of the assignment at home before the next class period. **ALL assignments must be completed by the start of the final exam to not be given an E in the course.** Assignments are due at the start of each class. Assignments turned in between 5 minutes and 24 hours after they are due are 1/2 late. **Two late assignments will be allowed without penalty.** Any additional late assignments will be penalized 2 points for each day they are late (weekends count as two days, Sat. & Sun.) Each assignment will be worth 25 points. In addition, before each exam, a review assignment will be provided. These review assignments will be worth 25 points and **MUST** be completed on due date. **No late reviews will be accepted for credit. Homework will make up 15% and Exam Reviews 5% of your final grade.**

**SPSS Assignments:** There will be 8 assignments that will require interpreting a statistical analysis of some sort on SPSS and verbally describing the results. These assignments will be due at the beginning of class on their specified due dates. Due dates are listed on the class calendar. **You may miss 1 of these assignments without penalty.** Each assignment will be worth 15 points. Late assignments will be penalized 2 points for each date they are late (weekends count as two days, Sat. & Sun.). Late assignments are better than no assignments. **SPSS assignments will make up 5% of your grade.**

**What is the workload expectation for this course?**

In this course, in addition to the 45 hours spent in class or taking exams, you should spend up to 90 hours doing "homework," which include reading the text and documents, writing your assignments, and studying for exams. That equals 135 hours, which is the university standard in-and-out-of-class workload expectation for a three-hour course under the semester system. This is roughly equivalent to 2 hours outside of class per hour spent in class, which is about 6 hours per week.

**Extra Credit Options:**

You have the option participating in research for extra credit. Extra credit must be turned in by **April 15<sup>th</sup>.**

**Research participation:** You may participate in research projects being conducted in the psychology department. You may do up to 2 hours of research participation. Please see <http://www.weber.edu/psychology/ResearchReq.html> for specific information as to how to do this. All research participation must be completed by **April 6<sup>th</sup>.** **ABSOLUTELY NO LATE EXTRA CREDIT WILL BE ALLOWED.** A list of participation in research will be provided to professor by Human Subjects Committee but it would behoove you to keep a copy of all proof of research participation as a backup. It is extremely important that you **ALWAYS** provide your full name, W# in the following format (W12345678) and my name (professor's name) when participating in research so that you may receive credit for your research participation.

**Student Disability** Weber State University is committed to equal opportunity in education for all students, including those with documented physical disabilities or documented learning disabilities. Weber State University policy states that it is the responsibility of students to contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary. The instructor will meet with the student and staff members of the SSD to formulate a written plan for appropriate accommodations, if required.

### ***Calculation of Grades***

5 Exams	(100 pts. ea.)	70% of your grade
Attendance & Participation	(5 pts. ea.)	5% of your grade
Class/Homework	(25 pts. ea.)	15% of your grade
Exam Reviews	(25 pts. Ea.)	5% of your grade
8 SPSS Assignments	(15 pts. ea.)	5% of your grade

#### Final Grade

A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%

#### Final Grade

C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
E	0-59%

**Final Grades:** Please note that due to the policy in which assignments are dropped in most of the categories, extra credit options are available and extra points are usually awarded in exams, final grades are not “rounded up or curved”. Meaning that if you have an 89.9 in the class, you will not be rounded up to an A-, rather you will receive a B+. In the **ONLY** circumstance in which a grade will be rounded is if **ALL** assignments and exams have been completed. *Please DO NOT e-mail me approaching the end of the semester OR once the semester is over asking if there is anything you can do to improve your grade. The answer will always be NO. Plenty of opportunities are given during the semester to improve your grade. Realizing at the end that you should have done more is too late and not my responsibility.*

**Grade Appeals:** If, after receiving an exam or homework back during class, you think a question is open to more than one interpretation, please do not ask about this during class. Write down on a sheet of paper your challenge to me. The challenge must be submitted within a week after the exam and must explain how the question could be interpreted so that one of the other answers (the one you chose) would be as “correct” as my answer. I will return the challenges with comments either accepting or rejecting the challenge. I encourage you to utilize this option if you feel strongly about a test question. Your challenge must include the following (if any of these components are missing, your challenge will automatically receive no credit): 1) your name 2) your exam with answer sheet 3) the number of the question that you are challenging and what the question is generally asking 4) the CORRECT answer (according to me) 5) YOUR answer, and 6) why YOUR answer is as “correct” as the CORRECT answer. NOTE: Good challenges include citations from lecture notes, text (with page numbers), or assigned articles. Challenge points are almost never given for arguments based on your own life experience, on the simple assertion that your answer is correct, etc. **THIS IS THE ONLY WAY** that your concerns will be addressed. **ONLY** written questions and comments **THAT YOU SUPPORT** will be evaluated. At times, your professor may determine that a particular question is problematic due to the number of students missing an exam question; she will then give points back for that particular question. Thus, no challenge will be necessary for that particular question.

**Name changes:** If your name has recently changed or will be changing during the semester, please notify me immediately. This will help avoid confusion that arises by having different names in the class roll vs. assignments that are turned in or CANVAS.

**E-mail communication:** When you send me an e-mail, it is crucial that you identify in your subject line what course you are enrolled in and a brief summary of the issue. Include your name and repeat what class you are taking from me (whether it is online or face to face) and what your question or concern is in the text of the e-mail. Don't assume that I know who you are and/or I know/understand what you are e-mailing me about. Please provide a context for your question as well. **Before e-mailing me, be sure that your question is not answered in the syllabus first.** When e-mailing me about a homework or exam question be sure to include the entire question and all response options (if multiple choice question), this will help in me providing a quicker reply even if I don't have access to the homework or exam at the time I receive your e-mail.

**Class Attendance:** Please note that attendance will be officially taken every class and an excessive number of unexcused absences will result in a lower grade. Class and some homework assignments are given during class. Also remember that tests will cover both reading and lecture material and lectures might often cover material not found in the book. Material to be covered is likely to change. Therefore, it is to the benefit of the student to attend class every day.

**Excused Absences for University-Recognized Activities.** "Students who will be absent while representing the University in officially recognized University activities (sports, band, professional conferences, etc.) must notify the instructor ten days prior to absence. Students will be permitted to make up both assignments and examinations in consultation with their instructors

**Class Contact:** At times it is necessary to miss a part or all of class. When this happens, it is helpful to have the name and number of another student in the class you can call to answer any questions you may have about any information missed, etc. Please use the space below to write down the name, email, and phone number of at least one student in this class who you can contact:

---

---

---

## CLASS DISRUPTIONS

Students in this course have the right to participate in lecture sessions that are relatively free of any unnecessary noises or other distractions that could impair their ability to take good lecture notes. For this reason, all students attending class will be expected to refrain from the following:

**Chronic Tardiness.** Students who anticipate being late for class on a regular basis should see me at the beginning of the semester to explain why they will be late. They also should plan to sit in an area of the classroom that will lead to the least amount of class disruption when they arrive. Students who are chronically late (4 or more times) but fail to discuss the problem with me can expect to receive a final grade in the class that is one letter grade lower than is indicated by their total point accumulation in the course.

**Early Departures.** Students who must leave a class early should discuss their plans with me before the beginning of the class period. Students who expect to make many such departures should talk to me about their plan at the beginning of the semester. Students who depart early from class on a regular basis without permission will be penalized in the same manner as indicated for chronic tardiness.

**Inappropriate Behavior.** Students engaging in horseplay or disruptive, lecture-irrelevant conversations during a class period will be given up to two warnings to stop their behavior. Following the second warning, disruptive students will be asked to leave the classroom after each additional incident. A petition will be submitted to the Dean's office to drop the disruptive students from the class roster after the second class dismissal. Those dropped from the roster may receive a grade of "F".

Electronic Gadgetry. Students are expected to deactivate all beepers, cellular phones, and watch alarms while class is in session. Any students who disrupts the class more than 2 times during the semester because of these devices will be asked to leave the classroom after each subsequent incident. No walkmans, ipods, or other portable headsets may be worn while class is in session. Tape recorders are permitted in lecture; however, care should be taken to not disrupt class while changing tapes.

#### VISITORS AND CHILDREN

No child or adult visitors are allowed in class without prior permission.

#### Academic Dishonesty

#### PLAGIARISM AND CHEATING

“Plagiarism” means the intentional unacknowledged use or incorporation of any other person’s work in, or as a basis for, one’s own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one’s own, without attribution, any other individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression. Plagiarism includes purchased or borrowed papers. If you include verbatim text in one of your homework assignments, you must quote the original source. You must put the text in quotes and give the specific citation for the questions. Consider the following hypothetical response as an example. Contrary to Plato and Descartes who assumed that knowledge and ideas are innate or inborn, Locke proposed that the mind is a “blank slate...on which experience writes” (Meyers, 2003, p. 4). This notion helped lay the foundation for empiricism, or “the view that knowledge originates in experience and that science should, therefore, rely on observation and experimentation” (Meyers, 2003, p. 4).

Plagiarism on a homework, class assignment, or exam will be dealt with in a strict fashion, including receiving a **zero for the assignment** and at the instructor’s discretion **may result in a grade of zero for the entire course. Regardless of the outcome, the Dean of Students will be notified of the incident;** therefore, it could have serious implications for your academic career (e.g., academic probation, suspension, or expulsion). Please refer to the following web site for a complete listing of infringements (including plagiarism) that constitute cheating: <http://documents.weber.edu/ppm/6-22.htm>

#### **ACADEMIC PROBATION**

Students who believe that a poor grade in this course may lead to their dismissal from Weber State University should talk to me BEFORE the first exam about strategies to improve their class performance. Seeing me after the final exam will not be helpful since extra-credit projects and test retakes are not to be available in this course.

Students who do not perform well on the first exam should come and see me immediately to determine ways in which to help improve your scores for the rest of the course. Coming to see me because you are unhappy with your grade after the third or final exam will be of no avail. At that point in time, it is too late to do anything to improve your grade since no extra-credit or test retakes are available in this class.

#### **This Syllabus:**

This syllabus is our contract. It details your obligations to me, and mine to you. Please bring this syllabus to class with you and record any changes in requirements or deadlines on it. **Announcements made in class “count” just as much as policies outlined in the written syllabus.**

**Staying registered in this class indicates that you have understood this syllabus and agree to abide by the guidelines of this class and to be evaluated accordingly.**

**Permissions/Notifications:** If at any time you need to notify me of an upcoming absence, tardiness, or any unique circumstance, you are to provide me with a written notice in both hard copy and electronic format (e-mail). This procedure will allow me to remember what agreements or arrangements have been made with you.

Jan. 7 (M)	<i>Introduction ~ Syllabus</i>	
Jan. 9 (W)	<i>Statistical Graphing</i>	Chapter 1
Jan. 11 (F)	<i>Statistical Graphing</i>	Chapter 1
Jan. 14 (M)	<i>Central Tendency &amp; Variability</i>	Chapter 2 <b>HW ch. 1 due in class</b>
Jan. 16 (W)	<i>Central Tendency &amp; Variability</i>	Chapter 2
Jan. 18 (F)	<i>No Classes</i>	
Jan. 21 (M)	<i><b>Martin Luther King Day – No Class</b></i>	
Jan. 23 (W)	<i>Central Tendency &amp; Variability</i>	Chapter 2
Jan. 25 (F)	<i>Review</i>	<b>HW ch. 2 due in class</b> <b>SPSS #1 due in class</b> <b>Review due</b>
Jan. 28 (M)	<i><b>Exam 1 – No Class</b></i>	<b>Exam available 1/25 – 1/29</b>
Jan. 30 (W)	<i>Standardization, Z-scores, the Normal Curve,</i>	Chapter 3
Feb. 1 (F)	<i>Sampling &amp; Probability</i>	Chapter 3
Feb. 4 (M)	<i>Hypothesis Testing with <math>z</math> Tests</i>	Chapter 5 <b>HW ch. 3 due in class</b>
Feb. 6 (W)	<i>Hypothesis Testing with <math>z</math> Tests</i>	Chapter 5
Feb. 8 (F)	<i>Hypothesis Testing with <math>z</math> Tests</i>	Chapter 5
Feb. 11 (M)	<i>Statistical Significance, Effect Size, &amp; Power</i>	Chapter 6 <b>HW ch. 5 due in class</b>
Feb. 13 (W)	<i>Statistical Significance, Effect Size &amp; Power</i>	Chapter 6
Feb. 15 (F)	<i>Review</i>	<b>HW ch. 6 &amp; Review due in class</b>
Feb. 18 (M)	<i><b>President's Day – NO Class</b></i>	
Feb. 20 (W)	<i><b>Exam 2 – No Class</b></i>	<b>Exam available 2/16-2/21</b>
Feb. 22 (F)	<i>Single T-tests</i>	Chapter 7
Feb. 25 (M)	<i>Paired Sample T-tests</i>	Chapter 7 <b>HW ch. 7 due in class</b>
Feb. 27 (W)	<i>Paired Sample T-tests &amp; SPSS</i>	Chapter 7
Mar. 1 (F)	<i>Independent Samples T-test</i>	Chapter 8 <b>HW ch. 7 due in class</b>
Mar. 4 – 6	<i><b>Spring Break</b></i>	
Mar. 11 (M)	<i>Independent T-tests continued</i>	Chapter 8
Mar. 13 (W)	<i>Independent T-test &amp; SPSS</i>	Chapter 8 <b>HW ch. 8 due in class</b>
Mar. 15 (F)	<i>Review</i>	<b>HW ch. 8 and Review due in class</b> <b>SPSS # 2 - 4 due in class</b>

Mar. 18 (M)	<b>Exam 3 – No Class</b>	<b>Exam available 3/15 -3/19</b>
Mar. 20 (W)	<i>One-way Between Groups ANOVA</i>	Chapter 9
Mar. 22 (F)	<i>One-way ANOVA cont.</i>	Chapter 9
Mar. 25 (M)	<i>One-way ANOVA cont.</i>	Chapter 9
Mar. 27 (W)	<i>Two-way (factorial) ANOVA</i>	Chapter 10 <b>HW ch. 9 due in class</b>
Mar. 29 (F)	<i>Two-way (factorial) ANOVA</i>	Chapter 10
Apr. 1 (M)	<i>Two-way (factorial) ANOVA &amp; SPSS</i>	
Apr. 3 (W)	<i>Review</i>	<b>HW ch. 10 &amp; Review due in class</b> <b>SPSS 5 &amp; 6 due in class</b>
Apr. 5 (F)	<b>Exam 4 - No Class</b>	<b>Exam available 4/4 – 4/8</b>
Apr. 8 (M)	<i>Correlation</i>	Chapter 11
Apr. 10 (W)	<i>Correlation</i>	Chapter 11
Apr. 12 (F)	<i>Correlation &amp; SPSS</i>	Chapter 11
Apr. 15 (M)	<i>Bivariate &amp; Multiple Regression</i>	Chapter 12 <b>HW ch. 11 due in class</b> <b>SPSS 7 due in class</b>
Apr. 17 (W)	<i>Bivariate &amp; Multiple Regression</i>	Chapter 12
Apr. 19 (F)	<i>Regression &amp; SPSS</i>	Chapter 12 <b>HW ch. 12 and Review due in class</b>
Apr. 22 (M)	<i>Review</i>	<b>HW ch. 12 due</b> <b>SPSS 8 due in class</b>
	<b>Exam 5</b>	<b>Exam 5 available 4/19-4/23</b>
Apr. 20-24	<b>Final Exam</b>	<b>Final available 4/20 - 4/24</b>

**NOTE:** This schedule may change as necessary and it is your duty to attend class to learn about the changes. Test dates rarely change; however, material to be covered on test might change.



## How can I be successful in this course?

- ▶ ***Set up a study schedule, study regularly and keep up.*** Do not put off studying until the last moment. It is very difficult to “cram” several chapters of statistics into your head in one night of frantic studying. Also be sure to allow for study breaks and only study for the amount of time in which you can be alert and awake. You should find a place to study in which there is minimum distractions. Reward yourself with small rewards every time you study to keep you motivated.
- ▶ ***Ask questions and participate in class.*** Do not be afraid to ask questions of the instructor. More than likely, other students in the class have the same questions and concerns. If you can, try to ask a specific/direct question rather than a very general one (e.g., “What is the difference between an interval vs. ratio scale?” vs. “I don’t get Chapter 1.”). This course is designed for true participation. Please respect your colleagues and be open to perspectives different from your own. You should expect the same respect from all others in the class.
- ▶ ***Keep up on the homework.*** These are not just busy work; they will help you learn and master the material.
- ▶ ***Use your calculator wisely.*** Do not just blindly trust the numbers. Get a feel for what makes sense and use that to your advantage.
- ▶ ***Read the book.*** The textbook may explain something in a slightly different way than the instructor; something that was unclear in class may become clear as you read the text. Read intelligently- a good guideline is to begin examining the chapter by skimming the titles and headings so that you will have an idea about what the chapter will cover. Create questions from the headings that the subsequent material will answer. Then read each paragraph and summarize it in your own words by answering the question posed. If possible, add any personal examples (from your own or friends life, or newspapers, etc) that illustrate the concepts being discussed or devise mnemonics to remember the information being covered. Read the chapter once more. Next, go through each question that you created and see if you can answer the question out loud in your own words. Do not move to the next section until you have mastered that material. In addition, after seeing how your text solves a particular problem, see if you can replicate the steps without referring back to your text.
- ▶ ***Integrate notes from book and lecture.*** After every lecture, be sure you go over your notes, fill in any gaps in your notes. Be sure to look and highlight or note information that is not covered in your text and be sure you understand it, if not ask for clarification during the next class or e-mail me with your questions, or you can post your queries on the class discussion board for your classmates to help. Create your own outline integrating your text and lecture notes, so that the organization of the material fits your perception and understanding of the material. Work from this outline when you study for an exam. **Short on time?** Write questions and summaries in the margins of your text and lecture notes as you read them.
- ▶ ***Study with someone else.*** Studying with someone else or studying with a group is usually helpful; try to secure a study partner or a study group. Oftentimes one student’s knowledge can complement another student’s knowledge from the class. Many times a peer can explain things better than the text or the instructor. Ask each other questions and practice

explaining concepts to each other. Be sure to ask for examples of concepts and application of the concepts.

► ***Don't skip class.*** A missed class in statistics is often very detrimental to your grade. Statistics is very cumulative, so that if you miss a class, usually the missed material must be mastered before new material can be learned. There will be class exercises and homework assignments that if you miss due to absence, they will decrease your grade and will likely decrease your understanding of the material covered. So, if you miss class and don't get another student's notes, you are likely to miss questions over that material. Everyone has a million and one things to do.....we all have busy lives. You will need to prioritize time for this class in order to do well.

► ***Learn from your mistakes.*** Take a look at the missed questions on your exams and homework and find out why you missed the questions you did. Did you not come to class? Did you not read the book? Were you unprepared for a computational problem? If you find out what went wrong, you can often correct it.

**Start your studying and organization of information on the FIRST day!!!**

### ***Grade Record***

Please keep a record of the grades you receive on all of your work. This will help insure that you are always aware of you academic progress in this class.

Please note the dates of any absences you have had- you are allowed 3 absences without penalty:

Home work #1	_____	Review # 1	_____
Home work #2	_____	Review # 2	_____
Home work #3	_____	Review # 3	_____
Home work #4	_____	Review # 4	_____
Home work #5	_____	Review # 5	_____
Home work #6	_____		
Home work #7	_____		
Home work #8	_____		
Home work #9	_____		
Home work #10	_____		
Home work #11	_____		
Home work #12	_____		
Home work #13	_____		
Home work #14	_____		

\*Note you are allowed two late HW without penalty.

SPSS #1	_____
SPSS #2	_____
SPSS #3	_____
SPSS #4	_____
SPSS #5	_____
SPSS #6	_____
SPSS #7	_____
SPSS #8	_____

**\*Note remember to drop 1 lowest SPSS homework**

Exam #1	_____
Exam #2	_____
Exam #3	_____
Exam #4	_____
Exam #5	_____

Final Exam \_\_\_\_\_ (Make up Exam if necessary)

- **Make note of days absent as well.**