PSY 395: Research Design and Measurement

in Psychological Research

Fall 2020

**Asynchronous Lectures, posted on D2L**

**Synchronous Labs (see below for times)**

**Optional Discussions with Dr. Neal (9:10 – 10am; see schedule for dates)**

## Part 1: Course Information

### Instructor Information

Instructor: Dr. Jennifer Watling Neal

Virtual Office: <https://msu.zoom.us/j/94376795022>

Virtual Office Hours: Thursdays 3 – 4pm or by appointment

E-mail: [jneal@msu.edu](mailto:jneal@msu.edu)

### Textbook

There is one required textbook for this course. Please make sure to order the 2nd edition of the textbook:

Dixon, J.C., Singleton, R.A., & Straits, B.C. (2018). *The process of social research* (2nd edition). New York: Oxford University Press. (ISBN: 978-0190876654)

Here is the link to the book on Amazon: <https://www.amazon.com/Process-Social-Research-Jeffrey-Dixon/dp/0190876654>

### Course Materials

To fully participate in this course, you will need:

* Access to broadband internet
* Access to a computer that will allow you to access D2L and to run the Zoom and JASP software described below

### Software

Your labs and optional discussions will be held in Zoom. You will need to have the Zoom software installed on your computer. It can be downloaded here: <https://zoom.us/download>

We will also be using statistical software in the labs and for several of your course assignments:

JASP Team (2020). JASP (Version 0.12.2)[Computer software].

The software is free and is available for both PC and Mac operating systems. You will need to download this software to your computer from this website: <https://jasp-stats.org/download/>

### Course Webpage

The course webpage is located on D2L (<https://d2l.msu.edu/>). On this page, you’ll find important course information including asynchronous class lectures, class powerpoint slides and grades. All assignments and exams will also be administered through this course webpage.

### Course Description & Objectives

Welcome to Psychology 395! This course is 3 credit hours and is designed to build your skills in the various steps that it takes to conduct a research project in psychology. There are 5 main objectives that will be accomplished through a series of class lectures, labs, and assignments. This course will help you:

1. Learn to develop research questions and generate hypotheses
2. Understand the principles of measurement necessary to conceptualize and operationalize key psychological phenomena
3. Learn about different ways to collect data to examine your research questions and hypotheses
4. Select, perform, and interpret statistical analyses to test your hypotheses
5. Effectively communicate your results through scientific presentation and writing

By accomplishing these objectives, you will not only learn how to produce psychological research but will also learn how to be a savvy consumer of psychological research.

### This Semester is Really Weird!

This semester is obviously not a normal semester. We are in the middle of a global pandemic that is stressful and anxiety-provoking for everyone, and that has real health consequences for some. There will be distractions and you may have challenges come up in your personal lives. Our lectures and labs in this class are completely virtual, making it more challenging for all of us to get to know each other. This format is new for me, for you, and for your TAs. With a little patience and despite these challenges, I’m certain that we can still have a great time together learning about research methods. Please make sure that you are taking time this semester for self-care (for you and your family) and please check in with me or your TA if anything comes up that makes it difficult for you to participate in class. We are here to help!

### Our Course Format

There are three different components to this class:

1. **Asynchronous lectures:** I will be conducting weekly course lectures. These prerecorded lectures are asynchronous, providing you with flexibility to watch them any time during their assigned week in the course. Lectures will be posted to D2L by the Monday of their assigned week on the tentative course schedule in this syllabus. It might be tempting to put off watching lectures because they are asynchronous. However, I will be presenting materials in lectures that will be important for your success on class assignments, your survey project, and the exams. Viewing these lectures will help reinforce course content that you need to understand to do well on assignments, your survey project, and the exams. Therefore, if you want to do well in class, it is in your best interest to watch the lectures during their assigned week. While watching the lectures, it may be helpful to pause the video and take notes. The use of any provided course materials (including course lectures) for purposes of sale and distribution is prohibited.
2. **Synchronous lab sections with your TAs:** Your TAs will be conducting weekly 2-hour lab sessions with you. These lab sections are synchronous in nature and you are expected to attend your section’s lab at the time listed below. Although the TAs will not take attendance in lab, they will be presenting materials that are critical for your success on class assignments, your survey project, and the exams. Therefore, if you want to do well in class, it is in your best interest to attend all synchronous labs with your TA.
3. **Optional Discussions with me:** Throughout the semester, I will be hosting optional discussion sessions. These discussion sessions will take place on Zoom and I will use them to reinforce materials in your lectures/labs, review exams, and discuss common themes that came up in your class discussion questions. You can see the dates of these optional discussion sessions in the course schedule below. Please use the following Zoom link (<https://msu.zoom.us/j/93690441938>) and password to attend: Psy395.

### Prerequisite

Because PSY 395 is a research methods class, it will involve applying statistics that you learned about in PSY 295 such as correlations, t-tests, ANOVAs, and/or basic regression. Don't worry! We’ll be reviewing these statistical tests in class and in labs. However, if it’s been awhile since you have taken statistics, you’ll likely benefit from reviewing this material. If you have any specific concerns about your understanding of the material from PSY 295, please don't hesitate to contact your TA or me.

### Laboratory Sections

Labs begin meeting the week of September 7th (Week 2). Please note: Monday lab sections will not meet on 9/7 due to Labor Day). They meet weekly online and links are provided on D2L. You must attend the lab section for which you are officially registered. Here is the list of laboratory sections and TAs:

|  |  |  |  |
| --- | --- | --- | --- |
| **Section** | **Day of the Week** | **Time** | **TA Info** |
| 001 | Monday | 10:20 – 12:10pm | **Name:** Toni Smith  **Email:** smit3094@msu.edu  **Office Hour:** Wed 3 - 4pm |
| 002 | Monday | 4:10 – 6:00pm | **Name:** Toni Smith  **Email:** smit3094@msu.edu  **Office Hour:**  Wed 3 - 4pm |
| 003 | Wednesday | 12:40 – 2:30pm | **Name:** Zach Woessner  **Email:**  woessne4@msu.edu  **Office Hour:** Wed 2:30 – 3:30pm |
| 004 | Tuesday | 4:10 – 6:00pm | **Name:** Zach Woessner  **Email:**  woessne4@msu.edu  **Office Hour:** Wed 2:30 – 3:30pm |
| 005 | Thursday | 4:10 – 6:00pm | **Name:** Jeewon Oh  **Email:**  ohjeewon@msu.edu  **Office Hour:**  Wed 4-5pm |
| 006 | Thursday | 12:40 – 2:30pm | **Name:** Sergio Marquez  **Email:**  marquezs@msu.edu  **Office Hour:** Fri 10-11am |
| 007 | Friday | 10:20 –12:10pm | **Name:** Jeewon Oh  **Email:**  ohjeewon@msu.edu  **Office Hour:** Wed 4-5pm |
| 008 | Friday | 12:40 – 2:30pm | **Name:** Sergio Marquez  **Email:**  marquezs@msu.edu  **Office Hour:** Fri 10-11am |

### Undergrad TA

The undergraduate TA for this class is Abigail Knauss ([knaussab@msu.edu](mailto:knaussab@msu.edu)). She will be holding virtual office hours on Tuesdays from 3 – 4 pm that are open to all students.

## Part 2: Course Activities and Grading

### Grading

There are **500 points** available to earn in this class. The breakdown of course points and % of final grade by activity are provided below:

|  |  |  |
| --- | --- | --- |
| **Activity** | **Points** | **% of Final Grade** |
| Top 4 (out of 5) Exams | 50 points each (200 total points) | 40% |
| Final Survey Paper | 125 points | 25% |
| 4 Assignments | 25 points each (100 total points) | 20% |
| Twitter Poster | 25 points | 5% |
| Discussion Questions (up to 10) | 5 points each (50 total points) | 10% |
| **Total** | **500 points** | **100%** |
| Extra Credit | up to 20 points | up to 4% |

Your final grade will be based on the number of points you have earned on course activities:

| **Grade** | **Points** |
| --- | --- |
| 4.0 | 450 – 500 points |
| 3.5 | 425 – 449.9 points |
| 3.0 | 400 – 424.9 points |
| 2.5 | 375 – 399.9 points |
| 2.0 | 350 – 374.9 points |
| 1.5 | 325 – 349.9 points |
| 1.0 | 300 – 324.9 points |
| 0.0 | Less than 300 points |

**Unless the MSU Registrar’s Office announces alternative grading related to the pandemic, I will adhere strictly to these cut-offs for grades.** Extra credit is the only way to increase your point total if you are concerned about falling on the wrong side on one of these cut-offs. At the end of the semester, if you believe that I made an error in calculating your grade, please let me know. I will check your grade, and I will change it if I have made an error. **This is the only circumstance under which I will change a grade.** Under no circumstance will I “bump up” your grade or give you a special extra credit opportunity. I never do this, so please don’t ask. **There will be no exceptions.**

### Course Activities

***Exams.*** Five exams will be given online in D2L – four during the regularly scheduled class period, and one during the final exam period. The first four exams emphasize material covered since the previous exam (in lecture and lab); however, the material in this class is more or less cumulative because concepts from the first portions of the class are always relevant. The final exam is cumulative. Each exam will include multiple-choice, fill in the blank, and/or true/false questions. Your four best exam scores will account for 40% of your final grade. Your lowest exam score will be dropped. For instance, if you do well on the first four exams, your grade on the cumulative final exam will not matter. Or, if you do poorly on one of the first four exams, you can take the final exam to make up for it.

Each exam will be available to take on D2L from Monday starting at 9am Eastern time to Friday ending at 5pm Eastern time during the designated week listed on the course schedule below (e.g., Midterm Exam #1 will be available from Monday to Friday during Week 4 – 9/21-9/25). It is your responsibility to take each exam within the time window provided. Once you start an exam in D2L, you will have **a 50 minute time window to complete it**. Please make sure to only start the exam if you are sure that you have a 50 minute window, free of interruptions, as you cannot stop and restart the exam at a later time period.

**Makeup Exams:** If you miss an exam for any reason, this will be the exam that is dropped from your final grade. Please do not ask me to make up an exam if it is the first one you’ve missed! If you miss a second exam, you can take a makeup exam only if you have a valid, documented excuse (e.g., a note from the dean, a note from your doctor recommending that you not attend class). Any notes must explicitly state that “This student was unable to take the exam at any time during the week of \_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_.” The note cannot come from someone in your family. **You must notify me that you have a valid excuse by 5pm on Friday of the exam week or you will not be allowed to take the makeup exam.**

***Final Survey Paper.*** To help you get hands-on experience with the process of engaging in research in psychology from start to finish, you’ll be conducting an original survey research project. Don’t worry! Several lab sessions are devoted to this larger project and there are several smaller assignments that are the building blocks for this larger assignment. These assignments will allow you to gain and incorporate feedback on these building blocks before you turn in your final survey paper. **Please note: Your final survey paper must be completed independently and should reflect your own, original work.**

This paper will involve writing a full APA-style research paper that describes your survey research project. As part of this paper, you will include a rationale for your study, hypothesis, a method section, a results section, and a discussion that includes an interpretation of your results and the limitations of your study. A detailed rubric will be provided on D2L so that you know exactly what elements to include in the final project. This final survey paper is worth 25% of your grade.

***Assignments.*** There are several course assignments designed to help you learn how to design and conduct a psychological research study. Each assignment is worth 5% of your grade. These assignments include the following:

1. **Assignment 1 - Consuming Research**: You will write a brief paper (up to 2 pages) summarizing a news article that describes a psychological study (see rubric for more details)
2. **Assignment 2 – Project Rationale and Hypothesis:** You will write a project rationale (up to 3 pages) outlining the study constructs you will be examining in your survey project along with their hypothesized associations. Additionally, you’ll provide a theoretical rationale for these associations (see rubric for more details).
3. **Assignment 3 – Survey Participation:** As part of the class, you’ll complete our class survey. Your anonymized data will be provided to members of the class to analyze as part of their final survey papers and may be used in future research (more details provided in lecture and lab). **If you do not wish to participate in the survey, there is an alternative 2-page paper on survey design that you can write instead.**
4. **Assignment 4 – Method Section:** You will write a method section (up to 3 pages) describing the sample, procedures, measures, and analytic strategy for your survey project (see rubric for more details).

For all assignments that involve writing or presenting results, a more detailed assignment sheet and grading rubric will be provided on D2L. **By carefully reviewing and following these rubrics, you can increase your probability of success in the course.**

***Twitter poster****.* You will construct a twitter poster that provides information about the major components of your survey research project. Don’t worry! You will not need a twitter account and do not need to post your assignment to twitter to receive credit for this assignment (although I may ask your permission to tweet your poster from my account if it’s cool!). Evaluation of the twitter poster will focus on how well it communicates the major components of your project (i.e., rationale, methods, results). Your Twitter poster is worth 5% of your grade.

***Discussion Questions***. During Weeks 2 – 15, you will submit at least one weekly discussion question about the course materials. Discussion questions should focus on concepts relevant to the particular week’s lectures or readings that you didn’t understand (e.g., *Can you explain the difference between deductive and inductive logic? I didn’t quite understand it.* OR *What is a sampling distribution? This didn’t make sense to me*). For exam weeks, please feel free to ask questions that are relevant to the topics covered throughout the course.

I will use these discussion questions to structure my optional discussion sessions with you throughout the semester. **Discussion questions are due no later than 5pm on Friday each week and should be submitted through D2L. Go to Communications 🡪 Discussions 🡪 Weekly Discussion Questions, and then the appropriate week for submission. Click the “Start a Thread” button, write your question, and hit the “Post” button. Discussion questions submitted via email to me or your TA will not be counted for course credit.** Because there are more than 10 weeks during the semester, you do not need to submit discussion questions every week to receive full credit. Discussion questions are worth 10% of your grade.

***Extra Credit.*** You can earn extra credit in this class if you submit more than the required 10 weekly discussion questions. There are 14 opportunities between Weeks 2 – 15 to submit weekly discussion questions. Therefore, you can submit up to 4 extra weekly discussion questions for extra credit (see discussion question section above for submission information). Each extra discussion question is worth 5 points and if you submit all 4, you can earn up to 20 points (4% of your grade). Beyond submitting discussion questions, it is possible that there may be some unannounced spontaneous opportunities for extra credit if you attend optional discussions with me throughout the semester.

***Honors Option.*** If you would like to complete an Honors Option for this class, please let me know **no later than Tuesday October 6th, 2020.** The Honors Option in Psychology 395 is an extension to the requirements of the course’s final survey paper and involves either adding an extended literature review to the Project Rationale and Hypothesis section of your paper or adding an additional concept (i.e., another variable from one of the scales or questions already included in the class survey) to your study. A detailed sheet describing these options is available on the course D2L site.

## Part 3: Course Policies

### Virtual Classroom Climate

I’m looking forward to working with each of you this semester! To make the class lectures and labs conducive to learning, please make sure to:

1. **Arrive on time to synchronous labs and optional discussions.** Arriving on time will make sure you don’t miss important information.
2. **Minimize distracting behaviors.** Turn off your cell phones or other devices that might make noise. Make sure to keep yourself on mute unless speaking in lab. Avoid the temptation to browse the web or email while engaging in lab or optional discussions.
3. **Ask questions.** If you don’t understand something in lab, chances are your classmates don’t either! Asking questions enriches everyone’s learning experience.
4. **Be respectful to others.** This includes your classmates, TAs, and me!

### Late Work Policy

Assignments must be turned into the appropriate folder provided on D2L (under Assessments – Assignments) at the time indicated on the syllabus. **Note: If an assignment is listed as due in lab on the syllabus, it means it is due by the start of your assigned lab section during that week. If an assignment is listed with a specific date/time, it means it is due at that specific date and time. I do not accept late assignments unless you have a documented emergency or need for a grief absence.**

### E-mail Policy

E-mail is the best way to get a hold of both Dr. Neal and your TA. However, please use the following guidelines when e-mailing one of us:

1) First, ask yourself this question: “Can this question be answered by looking in the syllabus or looking on the D2L course site?”

2) Ask or email your TA or me. Use PSY 395 in the subject line. That makes it clear you are a student in this course asking a question. This also helps to prevent e-mails from going directly to the junk folder.

3) Please sign your e-mail with your full name, so we know who you are.

4) Check your e-mail regularly! This is particularly important due to the online nature of the course this semester! During the course, we will e-mail you from time to time with announcements and reminders. Please read these e-mails as soon as you receive them, and please check your e-mail regularly.

### Academic Honesty

[Article 2.III.B.2](http://splife.studentlife.msu.edu/academic-freedom-for-students-at-michigan-state-university/article-2-academic-rights-and-responsibilities) of the SRR states: “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, the Psychology Department adheres to the policies on academic honesty specified in General Student Regulation 1.0, [Protection of Scholarship and Grades](http://splife.studentlife.msu.edu/regulations/general-student-regulations); the all-University Policy on [Integrity of Scholarship and Grades](http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=534); and [Ordinance 17.00](http://splife.studentlife.msu.edu/regulations/student-group-regulations-administrative-rulings-all-university-policies-and-selected-ordinances/examinations-ordinance-17-00), Examinations.

You are expected to develop original work for this course; therefore, unless authorized, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source (except as specified in the assignment). This also means that you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course.

In addition, plagiarism of written work is forbidden. It includes taking the work of

another individual or source and presenting it as your own. This is considered plagiarism even if the source has given you permission to use their work, or the work is in the public domain (e.g., on the web). **Any student who violates these rules will receive a penalty grade, possibly a failing grade on the assignment or in the course and will be reported to the Office of Academic Affairs and the Office of Student Affairs.** See also: <https://www.msu.edu/~ombud/academic-integrity/student-faq.html>

Contact me or your TA if you are unsure about the appropriateness of your course work.

### Accommodations for Students with Disabilities

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at [rcpd.msu.edu](http://rcpd.msu.edu). Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or **two weeks prior to the accommodation date** (test, project, etc.). Requests received without sufficient lead time will not be honored.

**If you require testing accommodations (additional time, etc.) you must contact me and *present your VISA at least two weeks before the exam date*.** This will ensure that I have enough advance notice to make sure I can meet these accommodations.

### Academic Assistance

This is a university and you are expected to produce college level work. If you have any trouble with assignments or the material covered in class, please make an appointment to speak with me or your TA as soon as possible. **We’d like to see you succeed in class and can work to help find solutions when you are having difficulties with the course materials**! A lot is expected of you, but the university wants to help you to produce your best work.

### Limits to Confidentiality

Please be aware that class materials are generally considered confidential pursuant to the University's student record policies. However, all University employees, including instructors, cannot maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or to protect the health and safety of MSU community members and others. As the instructors, the TAs and I must report the following information to other University offices (including the Office of Inclusion and Department of Police and Public Safety) if you share it with one of us:

* Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
* Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
* Credible threats of harm to oneself or to others.

The Office of Inclusion will reach out to you via a confidential email, to see if you would like to pursue legal action and to provide you with additional university resources. You have the right to choose whether or not you would like to utilize any of these services or even respond to the university’s email. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center (<https://counseling.msu.edu>).

### Turnitin

Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, I have chosen to use a tool called Turnitin to compare your papers with multiple sources. The tool will compare each paper you submit to an extensive database of prior publications and papers, providing links to possible matches and a 'similarity score.' The tool does not determine whether plagiarism has occurred or not. Instead, I will make a complete assessment and judge the originality of your work. All submissions to this course may be checked using this tool.

You should submit papers to Turnitin Dropboxes **without identifying information included in the paper** (e.g., name or student number), the Desire 2 Learn system will automatically show this information to me when I view the submission, but the information will not be retained by Turnitin. If you forget and submit your paper with your identifying information on it, it will be retained in the Turnitin repository.

**All submissions to this course will be checked using Turnitin.** In choosing to use Turnitin in our class, I have agreed to follow five guidelines. They are:

1. I will use Turnitin as part of a balanced approach to encourage academic integrity and foster student success.

2. I will openly disclose use of Turnitin in this course on the syllabus and at the time assignments are announced.

3. For a given assignment, I will use Turnitin for all papers.

4. I will make the final determination of originality and integrity.

5. To ensure privacy, I will ask students to remove identification (e.g., names and student numbers) from submissions.

If you have any questions about the use of Turnitin in this course, please bring them to my attention.

### Drops and Adds

The last day to add this course is 9/9/20. The last day to drop this course with a 100 percent refund and no grade reported is 9/28/20. The last day to drop this course with no refund and no grade reported is 10/21/20. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

## Part 4: PSY 395 Course Schedule for Fall 2020

**Disclaimer:** On the following pages you will find a tentative schedule of when we will cover the topics in lecture and lab. However, as the instructor, I reserve the right to adjust this schedule according to the pace of the course and student needs. This also includes making any changes that I deem necessary to the details and/or policies listed in this syllabus. **Check D2L regularly to keep up with the topics and for notices of any changes.**

| Week | Course Component | Time | Topic | Readings |
| --- | --- | --- | --- | --- |
| Week 1  9/2 – 9/4 | Lecture | Asynchronous | Introduction  Why Research Methods? | Syllabus  Chapter 1 |
|  | Lab | **NO LAB THIS WEEK** |  |  |
|  | Optional Discussion | Synchronous  Thursday 9/3  9:10 –10:00am | Meet Prof. Neal  Discuss Assign. #1 |  |
| Week 2  9/7 – 9/11 | Lecture | Asynchronous | Scientific Reasoning | Chapter 2 |
|  | Lab | Synchronous  (follow time & link for your lab section) | TA Introductions  Defining Research |  |
| Week 3  9/14 – 9/18 | Lecture | Asynchronous | Research Design | Chapter 4 |
|  | Lab | Synchronous  (follow time & link for your lab section) | Consuming Research  **Assignment #1 DUE at start of your lab** |  |
|  | Optional Discussion | Synchronous  Thursday 9/17  9:10 –10:00am | Midterm #1 Review |  |
| Week 4  9/21 – 9/25 | Exam | Asynchronous | **Midterm Exam #1 due by Friday 5pm 9/25/20** | No readings |
|  | Lab | Synchronous  (follow time & link for your lab section) | Formulating Hypotheses |  |
| Week 5  9/28 – 10/2 | Lecture | Asynchronous | Measurement | Chapter 5 |
|  | Lab | Synchronous  (follow time & link for your lab section) | Plagiarism  Writing a Rationale  Assignment #2 |  |
|  | Optional Discussion | Synchronous  Thursday 10/1  9:10 –10:00am | Exam 1 Recap  Measurement Review |  |
| Week 6  10/5 – 10/9 | Lecture | Asynchronous | Sampling | Chapter 6 |
|  | Lab | Synchronous  (follow time & link for your lab section) | Measurement  Sampling |  |
| Week 7  10/12 –10/16 | Lecture | Asynchronous | Surveys | Chapter 8 |
|  | Lab | Synchronous  (follow time & link for your lab section) | Survey Design  **Assignment #2 DUE at start of your lab** |  |
|  | Optional Discussion | Synchronous  Thursday 10/15  9:10 –10:00am | Midterm 2 Review  Sampling/Surveys |  |
| Week 8  10/19 –10/23 | Exam | Asynchronous | **Midterm Exam #2 due by 5pm Friday 10/23/20** |  |
|  | Lab | Synchronous  (follow time & link for your lab section) | Writing Methods |  |
|  |  |  | **Assignment #3 due by 5pm on Thursday 10/22/20** |  |
| Week 9  10/26 –10/30 | Lecture | Asynchronous | Experiments | Chapter 7 |
|  | Lab | Synchronous  (follow time & link for your lab section) | Experiment Demo |  |
| Week 9 | Optional Discussion | Synchronous  Thursday 10/29  9:10 –10:00am | Midterm Exam 2 Recap  Experiment Review |  |
| Week 10  11/2 – 11/6 | Lecture | Asynchronous | Field Research  Descriptive Quantitative Analysis | Chapter 9  Chapter 12 (to top of p. 379) |
|  | Lab | Synchronous  (follow time & link for your lab section) | Stats Workshop (Pt. 1) |  |
|  | Optional Discussion | Synchronous  Thursday  11/5  9:10–10:00am | Midterm Exam #3 Review |  |
| Week 11  11/9 – 11/13 | Exam | Asynchronous | **Midterm Exam #3 due by Friday 5pm 11/13/20** | No readings |
|  | Lab | Synchronous  (follow time & link for your lab section) | Stats Workshop (Pt. 2)  **Assignment #4 DUE**  **at start of your lab** |  |
| Week 12  11/16 –11/20 | Lecture | Asynchronous | Inferential Quantitative Analysis | Chapter 12 (from p. 379 to 401) |
|  | Lab | Synchronous  (follow time & link for your lab section) | Stats Workshop  (Pt. 3)  Writing Results |  |
|  | Optional Discussion | Synchronous  Thursday 11/19  9:10–10:00am | Exam #3 Recap  Final Project Q&A |  |
| Week 13  11/23-11/25 | Lecture | Asynchronous | Communicating Results | Chapter 14 |
|  | Lab | **NO LABS THIS WEEK** | Thanksgiving Holiday |  |
| Week 14  11/30 – 12/4 | Lecture | Asynchronous | Ethics & Open Science | Chapter 3 |
|  | Lab | Synchronous  (follow time & link for your lab section) | Twitter poster workshop  **Final Survey Project DUE at start of your lab** |  |
|  | Optional Discussion | Synchronous  Thursday 12/3  9:10–10:00am | Midterm Exam #4 Review |  |
| Week 15  12/7 – 12/11 | Exam | Asynchronous | **Midterm Exam #4 due by Friday 5pm 12/11/20** | No readings |
|  | Lab | Synchronous  (follow time & link for your lab section) | Ethics\Twitter Posters  **Twitter posters DUE at the start of your lab** |  |
| Finals Week  12/14-12/18 | Final Exam |  | **Final Exam due by Friday 12/18 at 5pm** | No readings |
|  | Optional Discussion | Synchronous  Monday 12/14  9:10-10:00am | Final Exam Review |  |