



**Division of Social and Behavioral Sciences
Department of Psychology**

PSYC 2317: Statistical Methods in Psychology
14636 – Summer II 2016
Angela Morales 306, Monday-Thursdays 1:00-3:30pm
3 hour lecture course / 48 hours per semester/ 5 weeks
Face to Face

Instructor: Charles Earley, JD, MA

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Department Contact Information: Karen.Saenz@hccs.edu

Office location and hours by appointment

Please feel free to contact me concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics.

Email Policy

HCCS policy requires instructors and students to communicate only through the HCCS email system. If you have not activated your HCCS student email account, you can do so [here](http://www.hccs.edu/district/students/student-email/activate-id/) (<http://www.hccs.edu/district/students/student-email/activate-id/>). Email will be checked on Monday, Wednesday and Friday.

Course Description

PSYC 2317 is an introduction to the use of scientific methods in psychology and to the statistical analysis of data. Attention is given to descriptive and inferential statistical methodology including t-tests, analysis of variance, correlation and regression.

Prerequisites

PSYC 2317 requires MATH 0312 (or higher). Students must be placed into college-level reading (or take GUST 0342 as a co-requisite and be placed into college-level writing. Students may also take ENGL 0310/0349 as a co-requisite and be placed into MATH 0312 or higher. If you have enrolled in this course without having satisfied these prerequisites, you are at higher risk of failure or withdrawal than students who have done so, and you should carefully read and consider the repeater policy in the [HCCS Student Handbook](#).

Program Student Learning Outcomes (PSLOs)

1. **All Students:** Upon completion of any course in the psychology program, students will be able to define, discuss, and apply psychological terms and concepts that are covered in the course and are also referred to in news reports, self-help materials, and journals and articles.
2. **Psychology Majors:** Upon completion of any course in the psychology program, students who are seeking undergraduate degrees in psychology will be able to define, discuss, and apply the key terms and concepts that are covered in the course and are also included in upper division psychology course that are required for an undergraduate degree in psychology (e.g., abnormal psychology, history, and systems of psychology).
3. **Non-Psychology Majors:** Upon completion of any course in the psychology program, students who are seeing degrees in fields other than psychology will be able to define, discuss, and apply the key terms and concepts that are covered in the course and are also included in psychology-related course that are required for degrees in fields other than psychology (e.g., nursing skills, consumer behavior, research methods).

Course Student Learning Outcomes (CSLOs)

Upon completion of this course, the student will be able to:

1. Identify and interpret common statistical notation, the outcomes of inferential tests and the concept of statistical significance.
2. Select, explain and utilize common research designs including experimental methods, quasi-experimental methods and correlational techniques.
3. Demonstrate understanding of the concepts of probability using the statistical tables.
4. Calculate basic inferential statistics, including z-tests, t-tests, ANOVA, correlation coefficients, and simple linear regression.
5. Use the appropriate t-test for a data set, including knowledge of single sample and independent samples t-tests.
6. Conduct hypothesis tests with ANOVA (Independent Measures and Two-Factor).

Learning Objectives

1. Define and identify basic general concepts in statistics.

CORE DOMAIN 1: General Statistical Concepts and Terminology

Define:

- 1.1.1. Statistics
- 1.1.2. Population
- 1.1.3. Sample
- 1.1.4. Parameter
- 1.1.5. Statistic
- 1.1.6. Descriptive statistics
- 1.1.7. Inferential statistics
- 1.1.8. Sampling errors

CORE DOMAIN 2: Methodology

Define:

- 1.2.1. The correlational method
- 1.2.2. The experimental method
- 1.2.3. Nonexperimental methods (quasi-experimental method)

CORE DOMAIN 3: Variables and Measurement

Define

- 1.3.1. Discrete variable
- 1.3.2. Continuous variable
- 1.3.3. Real limits
- 1.3.4. Scales of measurement
- 1.3.5. The nominal scale
- 1.3.6. The ordinal scale
- 1.3.7. The interval scale
- 1.3.8. The ratio scale
- 1.3.9. Summation notation (upper case sigma, for summation)

2. Describe and explain concepts and procedures of descriptive statistics.

CORE DOMAIN 1: Frequency Distributions

Describe and explain the procedure to construct

- 2.1.1. Frequency distribution tables
- 2.1.2. Frequency distribution graphs
- 2.1.3. Histograms
- 2.1.4. Polygons
- 2.1.5. Bar graphs

CORE DOMAIN 2: The Shape of a Frequency Distribution

Describe

- 2.2.1. Symmetrical distribution
- 2.2.2. Positively skewed distribution
- 2.2.3. Negatively skewed distribution

CORE DOMAIN 3: Central Tendency

Describe and explain

- 2.3.1. Central tendency
- 2.3.2. Types of central tendency
- 2.3.3. Features of the mean
- 2.3.4. Features of the median
- 2.3.5. Features of the mode

CORE DOMAIN 4: VARIABILITY

Describe and explain

- 2.4.1. Variability
- 2.4.2. Ranges

- 2.3.2 Variance
- 2.3.4. Standard deviation
- CORE DOMAIN 5: Z-Scores (Standardized Scores)
- Describe and explain
- 2.5.1. Z Scores, formula and application
- 2.5.2 Features of the Z distribution
- 2.5.2. Other standardized distributions based on z-scores
- 3. Describe and explain probability theory and hypothesis testing procedure.**
- CORE DOMAIN 1: Probability
- Describe and explain the computation of
- 3.1.1 Probability
- 3.1.2. Probability in a normal distribution (using the Unit Normal Table)
- 3.1.3. The Sampling Distribution of the mean
- CORE DOMAIN 2: Sampling and Probability
- Describe and explain
- 3.2.1. The distribution of sample means
- 3.2.2. The central limit theorem
- 3.2.3. The expected value of the sample means
- 3.2.4. The standard error
- CORE DOMAIN 3: Hypothesis Testing
- Describe and explain
- 3.3.1. Hypothesis testing steps
- 3.3.2. Types of hypotheses: Null and Alternative
- 3.3.3. Nondirectional (two-tailed) and Directional (one-tailed) tests
- 3.3.4. Region of rejection or critical values as a criterion
- 3.3.5. Types of decision: Reject and Fail to reject null hypothesis.
- 3.3.6. Type I errors
- 3.3.7. Type II error
- 3.3.8. Effect size (Cohen's d)
- 4. Describe, explain, and compare various inferential statistical procedures.**
- CORE DOMAIN 1: Single-Sample t test
- Describe and compute
- 4.1.1. The single t test and its assumptions
- 4.1.2. The t formula
- 4.1.3. The t distribution
- 4.1.4. Degrees of Freedom
- 4.1.5. Effect size
- CORE DOMAIN 2: The t test for independent samples
- Describe and compute
- 4.2.1. The independent t test
- 4.2.2. The pooled variance
- 4.2.3. Effect size
- 4.2.4. Homogeneity of variance assumption
- CORE DOMAIN 4: Analysis of Variance (ANOVA)
- Explain and compute:
- 4.5.1. ANOVA: The F test and its assumptions
- 4.5.2. F Distribution
- 4.5.3. Types of degrees of freedom: Between and Within
- 4.5.4. Types of Sum Squares: Between and Within
- 4.5.5. Types of Mean Squares: Between and Within
- 4.5.6. The ANOVA summary table, SSs, DFs, F5
- 4.5.7 Two Factor ANOVA
- CORE DOMAIN 5: Correlation
- Explain and describe:
- 4.6.1. Pearson's r
- 4.6.2. Types of correlations
- 4.6.3. Hypothesis testing with r
- CORE DOMAIN 6: Regression
- Explain and compute:
- 4.7.1. Regression and regression line
- 4.7.2. Coefficient of determination

Instructional Methods

Success in the Course

As with any three-hour course, you should expect to spend *at least six hours per week* outside of class reading and studying the material. I will provide assignments to help you use those six hours per week wisely. Successful completion of this course requires a combination of reading the textbook, attending class, completing assignments in

APLIA. There is no short cut for success in this course; it requires reading (and probably re-reading) and working through the assigned problems in the chapters.

Eagle Online Learning Platform

This section of PSYC 2317 will use Eagle Online to supplement in-class assignments, exams, and activities. HCCS Open Lab locations may be used to access the Internet and Eagle Online. **YOU MUST USE FIREFOX AS YOUR BROWSER.** For a free download of Firefox for free, go to <http://www.mozilla.org/en-US/firefox/new/>

Instructional Materials:

Essentials of Statistics for the Behavioral Sciences (8th Edition) by F. Gravetter and Larry Wallnau ISBN-10: 1133956572

APLIA

Aplia assignments are a major component of this course, and make up 10% of your grade.

See Appendix C or Eagle Online for information on registering for Aplia.

Exams and Assignments

Exams

The three exams and a comprehensive final are designed to test the student’s ability to:

1. Define and identify basic general concepts in statistics.
2. Describe and explain concepts and procedures of descriptive statistics.
3. Describe and explain probability theory and hypothesis testing procedure.
4. Describe, explain, and compare various inferential statistical procedures.

Exams will consist primarily of problems that test your ability to understand statistical concepts and the ability to analyze data.

Written Assignment

There will be a research assignment that is a major part of this class. All projects will be entered in the PSYC Fair competition. Specifics of the project will be included in the PSYC Fair handout and on the Blackboard site for this class.

For this study, you must develop and complete a research project utilizing data that are already available. This will include a poster presentation and a completed manuscript in APA format.

See Appendix B for more information on the project.

Grading Formula

Exams	40 % of course grade
Written Assignment	25 % of course grade
APLIA Problem Sets	10 % of course grade
Final Exam	25 % of course grade

HCC Grading Scale

A	100-90	4 points per semester
B	89-80	3 points per semester
C	79-70	2 points per semester
D	69-60	1 point per semester
F	<60	0 points per semester
FX	Failure due to non-attendance	0 points per semester
IP	In Progress	0 points per semester

W	Withdrawn	0 points per semester
I	Incomplete	0 points per semester
AUD	Audit	0 points per semester

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades “IP,” “COM” and “I” do not affect GPA.

Makeup Policy

There are no make-up assignments or exams. Students have ample time to complete assignments. If you wait until the last minute and there is a problem that prevents you from completing an assignment, you will not be allowed additional time. The grade for a missed exam will be dropped only if there is a reason found acceptable by the instructor. If the instructor does not find the reason for missing the exam acceptable, a "zero" will be recorded for that exam. Acceptable reasons to drop an exam grade include, but are not limited to, hospitalization, detention in jail, or a death in the family. Documentation must be provided. Pay attention to due dates and times.

Incomplete Grades

In order to receive a grade of Incomplete (“I”), you must have completed at least 85% of the work in the course. In all cases, the instructor reserves the right to decline a student’s request to receive a grade of Incomplete.

Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester.

COURSE CALENDAR

DATE	DATES	TOPIC/ASSIGNMENT
Class 1	07/11	Syllabus Introduction to Aplia
Class 2	07/12	Read Ch 1 Statistical Notation
Class 3	07/13	Read Ch 2 Frequency Distributions Ch 1 Aplia Problem Set Ch 2 Aplia Problem Set
Class 4	07/14	Read Ch 3 - Central Tendency Ch 3 Aplia Problem Set
Class 5	07/18	Read Ch 4 – Variability Ch 4 Aplia Problem Set
Class 6	07/19	Read Ch 5 Z-Scores Ch 5 Aplia Problem Set
Class 7	07/20	Read Ch 6 Probability Ch 6 Aplia Problem Set
Class 8	07/21	Read Ch 7 Sampling Distributions Ch 7 Aplia Problem Set
Class 9	07/25	Exam 1
Class 10	07/26	Read Ch 8 Hypothesis Testing Ch 8 Aplia Problem Set

Class 11	07/27	Read Ch(s) 9 and 10 T-Statistics
Class 12	07/28	Read Ch(s) 9 and 10 T-Statistics Ch(s) 9 and 10 Problem Sets
Class 13	08/01	Read Ch(s) 12 and 13 ANOVA Ch(s) 12 and 13 Aplia Problem Sets
Class 14	08/02	Read Ch(s) 12 and 13 ANOVA
Class 15	08/03	Read Ch(s) 12 and 13 ANOVA Ch(s) 12 and 13 Aplia Problem Sets
Class 16	08/04	Exam 2
Class 17 and 18	08/08 08/09	Read Ch 14 Correlation Ch 14 Aplia Problem Set
Class 19	08/10	Exam 3
Class 20	08/11	FINAL EXAM

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

To be successful in this class, it is the student's responsibility to:

- Attend class and participate in class discussions and activities
- Read and comprehend the textbook
- Complete the required assignments and exams:
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts and all assignments
- Be aware of and comply with academic honesty policies in the [HCCS Student Handbook](#) and [HCCS Distance Education Student Handbook](#)

Attendance

You are encouraged to attend each class since regular attendance correlates with good grades. Be on time and attend the entire class. If you must be absent, you are, of course, responsible for the material covered in class in your absence (see the Course Schedule). Be advised that instructors must drop students who fail to attend class by the official date of enrollment. In addition, instructors may drop students who miss six hours of class time.

Withdrawal

If you decide to withdraw from the course, it is your responsibility to file the proper paperwork with the registrar's office. Discuss your decision to withdraw from the class with your instructor before you finalize the paperwork.

Classroom Conduct

I expect students to conduct themselves professionally in their communications with me, their classmates, and college staff and administration. Behavior inappropriate to the collegiate setting (including but not limited to abusive/derogatory/threatening/harassing language directed at the instructor or towards other students, staff or administrators) will not be tolerated, and may result in removal from the course if severe and/or repeated.

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972, 20 U.S.C. A§ 1681 ET. SEQ.

Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.

It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations. Log in to: www.edurisksolutions.org . Sign in using your HCC student e-mail account, then go to the button at the top right that says **Login** and enter your student number.

Student Organizations

Psi Kappa

All students are invited to join Psi Kappa, an organization that can help students learn about psychology outside the classroom, serve the community, meet students in other PSYC classes, interact with PSYC faculty, and learn leadership skills. For more information, visit the [Psi Kappa page](#) on the HCC Learning Web, the [Psi Kappa blog](#), and the [Psi Kappa Facebook](#) page.

Psi Beta

HCC has an active chapter of Psi Beta: National Honor Society in Psychology for Community and Junior Colleges. To learn more about this organization visit the [Psi Beta](#) website. For information about the HCC chapter, visit the [Psi Beta page](#) on the HCC Learning Web.

Psychology Achievers Scholarship

To be eligible for the \$125 per semester Psychology Achievers Scholarship, a student must (1) meet all HCC Foundation criteria for scholarship eligibility, and (2) make an A in either PSYC 2301 or PSYC 2314. For more information, visit the [HCC Foundation scholarship website](#).

Tutoring

[AskOnline](#) provides free, confidential, and convenient academic support to HCC students in an online environment. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate.

HCCS Student Policies

All students are responsible for reading and understanding the HCCS Student Handbook, which contains policies, information about conduct, and other important information. Access the handbook at this link:

<http://central.hccs.edu/students/student-handbook/>

APPENDIX A

PSYC 2317 OBJECTIVES AND KEY TERMS

ESSENTIALS OF STATISTICS FOR THE BEHAVIORAL SCIENCES
8TH EDITION
GRAVETTER AND WALLNAU

1. Define and identify basic general concepts in statistics.

CORE DOMAIN 1: General Statistical Concepts and Terminology

Define:

- 1.1.1. Statistics
- 1.1.2. Population
- 1.1.3. Sample
- 1.1.4. Parameter
- 1.1.5. Statistic
- 1.1.6. Descriptive statistics
- 1.1.7. Inferential statistics
- 1.1.8. Sampling errors

CORE DOMAIN 2: Methodology

Define:

- 1.2.1. The correlational method
- 1.2.2. The experimental method
- 1.2.3. Nonexperimental methods (quasi-experimental method)

CORE DOMAIN 3: Variables and Measurement

Define

- 1.3.1. Discrete variable
- 1.3.2. Continuous variable
- 1.3.3. Real limits
- 1.3.4. Scales of measurement
- 1.3.5. The nominal scale
- 1.3.6. The ordinal scale
- 1.3.7. The interval scale
- 1.3.8. The ratio scale
- 1.3.9. Summation notation (upper case sigma, for summation)

2. Describe and explain concepts and procedures of descriptive statistics.

CORE DOMAIN 1: Frequency Distributions

Describe and explain the procedure to construct

- 2.1.1. Frequency distribution tables
- 2.1.2. Frequency distribution graphs
- 2.1.3. Histograms
- 2.1.4. Polygons
- 2.1.5. Bar graphs

CORE DOMAIN 2: The Shape of a Frequency Distribution

Describe

- 2.2.1. Symmetrical distribution
- 2.2.2. Positively skewed distribution
- 2.2.3. Negatively skewed distribution

CORE DOMAIN 3: : Central Tendency

Describe and explain

- 2.3.1. Central tendency
- 2.3.2. Types of central tendency
- 2.3.3. Features of the mean
- 2.3.4. Features of the median
- 2.3.5. Features of the mode

CORE DOMAIN 4: : VARIABILITY

Describe and explain

- 2.4.1. Variability
- 2.4.2 Ranges
- 2.3.2. Variance
- 2.3.4. Standard deviation

CORE DOMAIN 5: Z-Scores (Standardized Scores)

Describe and explain

- 2.5.1. Z Scores, formula and application
- 2.5.2 Features of the Z distribution
- 2.5.2. Other standardized distributions based on z-scores

3. Describe and explain probability theory and hypothesis testing procedure.

CORE DOMAIN 1: Probability

Describe and explain the computation of

- 3.1.1 Probability
- 3.1.2. Probability in a normal distribution (using the Unit Normal Table)
- 3.1.3. The Sampling Distribution of the mean

CORE DOMAIN 2: Sampling and Probability

Describe and explain

- 3.2.1. The distribution of sample means
- 3.2.2. The central limit theorem
- 3.2.3. The expected value of the sample means
- 3.2.4. The standard error

CORE DOMAIN 3: Hypothesis Testing

Describe and explain

- 3.3.1. Hypothesis testing steps
- 3.3.2. Types of hypotheses: Null and Alternative
- 3.3.3. Nondirectional (two-tailed) and Directional (one-tailed) tests
- 3.3.4. Region of rejection or critical values as a criterion
- 3.3.5. Types of decision: Reject and Fail to reject null hypothesis.
- 3.3.6. Type I errors
- 3.3.7. Type II error
- 3.3.8. Effect size (Cohen's d)

4. Describe, explain, and compare various inferential statistical procedures.

CORE DOMAIN 1: Single-Sample t test

Describe and compute

- 4.1.1. The single t test and its assumptions
- 4.1.2. The t formula
- 4.1.3. The t distribution
- 4.1.4. Degrees of Freedom
- 4.1.5. Effect size

CORE DOMAIN 2: The t test for independent samples

Describe and compute

- 4.2.1. The independent t test
- 4.2.2. The pooled variance
- 4.2.3. Effect size
- 4.2.4. Homogeneity of variance assumption

CORE DOMAIN 4: Analysis of Variance (ANOVA)

Explain and compute:

- 4.5.1. ANOVA: The F test and its assumptions
- 4.5.2. F Distribution
- 4.5.3. Types of degrees of freedom: Between and Within
- 4.5.4. Types of Sum Squares: Between and Within
- 4.5.5. Types of Mean Squares: Between and Within
- 4.5.6. The ANOVA summary table, SSs, DFs, F5
- 4.5.7 Two Factor ANOVA

CORE DOMAIN 6: Correlation

Explain and describe:

- 4.6.1. Pearson's r
- 4.6.2. Types of correlations
- 4.6.3. Hypothesis testing with r

CORE DOMAIN 7: Regression

Explain and compute:

- 4.7.1. Regression and regression line
- 4.7.2. Coefficient of determination

Appendix B

Organization of Manuscript for Quantitative Research Psychology Fair Project

See the “Southeast College Psychology Score Sheet” handout for details of scoring.
NOTE: Check with your instructor of additional information relevant to your class.

Title Page (double space, and center on the page—top/bottom and right/left)

Student’s Name
Psychology Course Title
Instructor’s Name and Class Days and Times
Project Title

Body of the Paper

Abstract: A 100-150 word summary of your project.

Review of the Literature: Why might your topic be important and what have others done in this area.

Methods: Typically for this project, the methods involve obtaining data from a reliable database or source. You will not be collecting your own data.

Analysis: What test was utilized to analyze your data?

Results: Results of your analysis and if they are significant or not.

Discussion/Conclusions: Discuss the limitations of your research and the potential implications of your research.

References

Put the title References centered on the top line (not in bold or italics; not underlined).

You must have **at least 3 sources** plus your textbook. At least two of the three must be a source with an author. Sources such as Wikipedia are not acceptable sources; you may use Wikipedia to help you narrow your search, but not as a source. Look for articles with authors. Use APA format for your list (see “APA Format” and “plagiarism” handouts for details).

Additional Information

- Type your paper using 12-point, Times New Roman font.
- Use one-inch margins all around (top, bottom, right, left); left justify margins (do not justify all margins). Do not use bold print. Do not use italics (except where required in the References), even on the title page.
- Double space the document, including the Reference List.
- Run spell check.

- Use formal language (e.g., no contractions, do not use the personal pronoun “I” except in the second paragraph (why you chose the topic).
- Take your paper to the Writing Center or an English tutor to be sure it is coherent and grammatically correct.
- Print the paper with black ink. Staple the pages together with one staple in the top left-hand corner.

APA Format

You must cite at least three sources plus your textbook for your paper. Many of you learned to use MLA style in your English courses; research in psychology, however, requires the use of APA style (American Psychological Association). It is not easier nor harder than MLA, it’s just different. Here are some helpful hints to get you started with APA.

- References are listed in alphabetical order by the author’s last name.
- Double-space the entire References page.
- Use hanging indent (see examples below).
- Use only one space after punctuation, not two spaces as you do in the rest of the paper.

The reference typically includes the following five (5) parts (in this order):

1. Author’s last name and initials. ***At least two of your articles must have an author stated.*** If there is no author listed, begin with the title, followed by the date. You may NOT use Wikipedia or a similar source.
2. Date of publication in parentheses (if there is no date, use n.d.).
3. Title of document/article. Only the first word is capitalized in the title of the article. Of course, proper nouns like a name are always capitalized.
4. Title of the book or journal (in *italics*), volume (in *italics*), number (not in italics), and the page numbers (not in italics). Use title case for the title of a journal; capitalize only the first word of a title of a book.
5. A URL that will take readers directly to the source (for an electronic source). Note that the URL is not underlined (do not hit the “enter” key or the “space” key after the URL to prevent the underline)

From the HCC home page (www.hccs.edu), click on libraries. From the menu section entitled “Learn How,” click on “APA.” From the menu section entitled “Social Sciences,” click on “Documenting Sources.” You will find helpful hints and examples for in-text citations and your References page.

Here are a few samples of the References page to help you get started.

References

Ashe, D. D., & McCutcheon, L. E. (2001). Shyness, loneliness, and attitudes toward celebrities.

Current Research in Social Psychology, 6(9). Retrieved from

<http://www.uiowa.edu/%60grpproc/crisp/crisp.6.9.htm>

Moskowitz, H. (1990). Effects of alcohol on driving performance. Retrieved from

http://findarticles.com/p/articles/mi_m0847/is_nl_v14/ai_9353143

Sun safety. (2007, September). *Kid's Health for Parents*. Retrieved from

http://www.kidshealth.org/parent/firstaid_safe/outdoor/sun_safety.html

Weiten, W. (2011). *Psychology: Themes and variations, a briefer version* (8th ed.). Belmont, CA: Wadsworth.

Plagiarism

Plagiarism is a serious form of cheating. To plagiarize is to claim another's ideas or writing as one's own. It is a form of stealing.

Plagiarism can take several forms. Students often associate the term with writers who copy entire passages from a book, magazine, encyclopedia, or other printed source and turn them in to an instructor as their work. This is, perhaps, the most blatant form of plagiarism as well as the easiest for instructors to detect. After all, instructors can usually recognize a passage lifted from *Time* magazine or other sources with distinctive styles. In fact, instructors can almost always recognize professional writing, even if they cannot immediately identify its source.

Plagiarism takes several other forms. For instance, students plagiarize when they borrow ideas from other writers without giving them credit. In this case, students might not even use the other writer's language; nevertheless, they are stealing the writer's content. Students also plagiarize when they present another student's work (*or the work of a professional paper writing service, or work copied from a Web Site*) as their own. Thus, documentation involves more than just citing the source of direct quotations.

Because plagiarism is such a complex concept to come to grips with in its entirety, take note of the following summary definitions:

1. Plagiarism includes the **literal repetition without acknowledgement of the writings of another author**. All significant *words, phrases, clauses or passages* in a student's paper which have been taken directly from the source material must be enclosed in quotation marks and acknowledged either in the text itself or in foot or endnotes.
2. Plagiarism includes borrowing without acknowledgement another writer's **general plan, outline, or structure of argument** in the creation of one's own organization.
3. Plagiarism includes borrowing another's **ideas** and representing them as one's own. To **paraphrase** the thoughts of another writer without acknowledging is to plagiarize.

4. Plagiarism includes allowing **any other person or organization (including those found on the internet)** to prepare the paper and submitting it as one's own work.

Plagiarism in the course will not be tolerated. Penalties for plagiarism include, but are not limited to, failure in the course, suspension, and permanent expulsion from the university. For more information, consult the *Houston Community College Student Handbook* section on "Academic Honesty."

Showcasing Your Project

See the “Southeast College Psychology Score Sheet” handout (p. 19) for details of scoring.

All poster boards **MUST** be 36” tall with three panels. The center panel is 24” wide; the two side panels are each 12” wide.

Your instructor will show you examples of poster boards from previous semesters.

Poster Board Presentation

- Everything on the poster board **MUST** be related to the topic and **MUST** accurately reflect the topic, including the borders or other attention-getting items. For example, it would not be appropriate to include a border with smiling, happy children on a poster board about child abuse.
- The poster board **MUST** demonstrate an understanding of the psychological concepts you are presenting.
- If you use any images on your poster board that are not your own creation (such as graphics from the Internet) you **MUST** cite the source **on the image itself** (not on the back of the poster board) **as well as in the References**.
- You **MUST** use bullet points to summarize the key points of information about your psychology topics.
- You **MUST** use at least 14-point font; you may use any legible font style on the poster board.
- Be creative! Design the poster board to be eye-catching and appealing. Be neat and organized (**nothing on the poster board should be handwritten or hand printed**).
- Be sure to do a spelling and grammar check.

Poster Content

You decide what best showcases your work. The following information, however, **MUST** be included on your poster board:

- **Your instructor will provide you with a PSYC Fair Application for the current semester. Attach it with TAPE (NOT staples; NOT glue) to the outside of the poster board on one of the SIDE panels (NOT on the center back panel). Be sure you have the application that accurately represents the category you chose (Art, Brochure, Quantitative, or Service Learning/Career Exploration).**
- Include your title on the poster board.
- If you made a brochure, attach a copy of EACH SIDE to the poster board.
- Your manuscript must be firmly attached to your poster board. Consider using a “pocket” to hold the manuscript.
- Attach an Abstract of your work on the poster board (not on the back of the poster board) (see the “Guide to Writing Abstracts” handout, pp. 13-14, for details).
- Attach your References (see “APA Format” handout and “Plagiarism” for details).

- Put your name, your instructor's name, and the due date of the project in ink or marker on the outside of one of the *side panels* (not on the back of the center section).

Guide to Writing Abstracts

An abstract is a concise summary (no more than 100 words) of a larger document that highlights major points covered in the work, concisely describes the content and scope of the writing, identifies the methodology used, and identifies the findings, conclusions, or intended results.

- **Make the abstract easy to read.** Use the past tense when describing what was done. Where appropriate, however, use active verbs rather than passive verbs. Use short sentences, but vary sentence structure to avoid choppiness. Use complete sentences. Don't omit articles or other small words in order to save space.
- Center the word Abstract on your page, then begin typing on the very next double-spaced line.
- Type this section as one (double spaced) paragraph in block format (i.e., do not use indentation).
- The purpose of this section is to provide a brief and comprehensive summary of the study. It is very important because it is all that many people will read. It should include a brief description of the problem being investigated, the methods used, the results, and their implications.
- It should be accurate (do not include information here that is not in the body of the manuscript or project), self-contained (spell out abbreviations), concise (100 word maximum), and specific (begin this section with the most important information and limit it to the four or five most important concepts, findings, or implications of the study).
- As part of the theme of being concise, use digits for all numbers except when they begin a sentence.
- Avoid citing references in the abstract.
- Paraphrase rather than quote.
- Use active rather than passive voice (but without personal pronouns), for example, use Participants were instructed to . . . , rather than Participants were given instructions to . . .
- Use past tense for procedures and present tense for results.
- It is a good idea to write this section last (after all of the other sections are written). You might try taking the lead sentences from the various sections of the manuscript and integrating them.

Here are four examples of effective abstracts from professional journals:

Abstract

The confidentiality of the client-therapist relationship has been seriously challenged by managed care oversight and reporting requirements. The impact of such requirements on psychotherapy clients' willingness to disclose was explored. Three descriptions of confidentiality limits were presented: standard limits of therapeutic confidentiality, a rationale for client acceptance of

limited confidentiality, and the typical informational requirements of managed care. Clients and potential clients showed less willingness to self-disclose under managed care conditions than standard confidentiality limits. Psychologists must increase awareness of confidentiality issues and advocate strongly for changes in managed care requirements that inhibit disclosure and interfere with psychotherapy.

Abstract

Professional psychologists often have a need for information on the patterns of service accessing and service use by ethnic groups. Demographic characteristics and psychotherapy use of 229 Chinese American clients, seen in a Southern California private practice between 1989 and 1996, are described. Diagnostic evaluations of 27 assessment requests, 77 consultations, and 125 psychotherapy cases indicated that depressive disorders, adjustment disorders, anxiety disorders, and relational problems were the most frequently presented problems. For the 125 treated cases, length of treatment ranged from 1–38 sessions with a median of 4 and mean of 5.98 sessions.

Abstract

Therapist accessibility by pagers raises many questions regarding between-session and within-session calls. What are the main purposes of pagers in clinical settings, and what are the rationales for their use? The authors explored the parameters established by clinicians regarding pagers and how these expectations were communicated to patients. The degree of interference the clinician allows in the therapy session when paged is pivotal because of the potentially distancing, distracting, and enervating effect this may have on the relationship. The implications for the therapist's private life and his or her significance in the patient's life are considered.

Abstract

If a patient adheres to religious values and practices, should the treating psychologist get input from a clergyperson? How frequent is clergy–psychologist collaboration? What obstacles impede such collaboration? An exploratory survey questionnaire was sent to 200 clergy, 200 psychologists interested in religious issues, and 200 psychologists selected without regard to religious interests or values. Four themes were assessed: types of collaborative activities, frequency of collaboration, obstacles to collaboration, and ways to enhance collaboration. Strategies for promoting clergy–psychologist collaboration include challenging unidirectional referral assumptions, building trust through proximity and familiarity, and considering the importance of shared values and beliefs.

Appendix C

How to access your Aplia course

PSYCH 2317- Spring 2016

Instructor: Charles Earley**Start Date:** 07/11/2016

What is Aplia?

In just 10 years, more than one billion answers have been submitted through Aplia, the premier online assignment solution. Millions of students use Aplia to better prepare for class and for their exams. Join them today!

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1. Connect to <http://login.cengagebrain.com/course/JU3M-JRLY-G49F>
2. Follow the prompts to register for your Aplia course.

Payment

After registering for your course, you will need to pay for access using one of the options below:

Online: You can pay online using a credit or debit card, or PayPal.

Bookstore: You may be able to purchase access to Aplia at your bookstore. Check with the bookstore to find out what they offer for your course.

Free Trial: You can access Aplia until 11:59 PM on _____ during your free trial. After the free trial ends you will be required to pay for access.

Please note: At the end of the free trial period, your course access will be suspended until your payment has been made. All your scores and course activity will be saved and will be available to you after you pay for access.

If you already registered an access code or bought Aplia online, the course key to register for this course is:

System Check

To check whether your computer meets the requirements for using Aplia, go to <http://www.aplia.com/support/config.jsp>