Sul Ross State University
Behavioral and Social Sciences Department (BASS)
PSY 3305 Course Syllabus ~ Fall 2025

Course Title:	Introduction to Statistics for Behavioral Sciences (Virtual Delivery)
Required Text:	**APA PsycLearn** – Statistics for the Behavioral Sciences
Recommended Text:	Watt, W., & Collins, E. (2023). *Statistics for psychology: A beginner's guide*. (2nd ed.). Sage.
Contact Information:	A. M. Trotman, PhD – alicia.trotman@sulross.edu
Office (LH 306) Hours:	Mondays (2:30 to 4:30pm), Tuesdays (2:30 to 5:30pm), & Wednesdays (11:00am to 12:00pm; 2:30 to 4:30pm) Appointment: https://calendly.com/amtsulross/office-hours-appointment
Prerequisites:	Algebra or Introductory Statistics (MATH 1342)

Course Description:

The student will acquire an understanding of statistics as a professional tool in social and behavioral sciences with major emphasis on data description, organization, analysis and minor emphasis on prediction.

Student Learning Outcomes:

1) Given the required inclusion of statistical analyses in journal articles, students can <u>read</u> and <u>comprehend</u> basic quantitative results.
   Method of Assessment: Discussion, participation and exams

2) Given large sets of numeric data, the student can <u>identify</u> and <u>describe</u> the use of descriptive statistics, distinguishing among the four measurement scales, calculating frequencies and creating accompanying charts.
   Method of Assessment: Discussion, quizzes, participation and exams

3) Given the nature of the hypotheses that examine samples to draw conclusions or make predictions of populations, the student can <u>execute</u> inferential statistics, <u>identify</u> independent and dependent variables and correlations, and <u>perform</u> basic hypothesis testing.
   Method of Assessment: Discussion, quizzes, participation and exams

4) Given the consistency and inconsistency of various measures, and the likelihood of unique findings, students can <u>calculate</u> measures of central tendency, dispersion and probability.
   Method of Assessment: Quizzes, participation and exams

5) Given the likelihood of errors that can occur in a sampling distribution that are typical or atypical, students can <u>conduct</u> central limit theorem, z-scores and sampling distribution of means analyses.
   Method of Assessment: Quizzes, participation and exams

Course Requirements:

1) **The text MUST be obtained**. If you want to *seriously* pass this class, you <u>must</u> purchase access to **APA PsycLearn**.

2) Respect for students and lecturer must be always maintained when we meet. Importantly, this class will foster free expression, critical investigation, and open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose, and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. We will do our best to embrace the difficulty of fruitfully discussing controversial and sensitive issues. Respect is a basic human characteristic that entitles each person to their own rights and identity. It also helps to nurture a healthy learning environment. If you recognize that respecting others may be a problem, please be courteous and alert me or more suitable personnel (e.g. Sul Ross State University psychologists, family members, lecturers, close friends) and or refer to the Student Conduct and Discipline section of the [SRSU Student Handbook](#).

SRSU Disability and Counseling Services:

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartze@sulross.edu or ronnie.harris@sulross.edu. Sul Ross International students can also contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting Timelycare/SRSU. The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and Sul Ross International students.

Library Services Statement

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Honoring Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. **Students should submit work that is their own** and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or

professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Other instances of academic misconduct are lying in connection with your academic work, cheating, misrepresenting facts and/or collusion and **using open AI** sources unless ***permission is expressly given*** for an assignment or course. Violations of academic integrity will result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall. All these are contrary to the purpose of any educational institution and will be dealt with **most severely** to the extent of the university's disciplinary policy and/or through legal action if indicated. An instructor who determines that a student has been dishonest academically can at a minimum issue no credit for the assignment/exam, and/or pursue more severe penalties, including but not limited to failing the course. Further information about *Academic Honesty* can be read in the [SRSU Student Handbook](#).

> **In this course**, every element of class assignments must be fully prepared by the student. The use of generative AI tools for any part of your work will be treated as plagiarism. If you have questions, please contact me.

Observing Class Guidelines

This is a course that requires online and in class experience and discussion. **Class attendance IS REQUIRED and participation is important IN CLASS and ONLINE.** This class is held synchronously at the times listed on Tuesdays and Thursdays via Teams.

Class participation and attendance will be worth **20%** of the final grade. Attendance accounts for a significant amount of your final grade because *absences* affect your ability to complete the considerable number of assignments for this class and **more importantly**, **pass this class**.

Participation - You are expected to be actively involved online, which means that your camera must be turned on for at least 25% of class time for each class session via Microsoft Teams. ***Active involvement includes prompt and regular attendance, active listening, practicing textbook questions, participating via an online poll or quiz, and engaging in online in-class discussions***. Besides attendance, all other forms of participation judged subjectively by me that showcases active involvement will <u>increase</u> your participation grade. Please note that the syllabus quiz counts towards your participation grade.

Attendance - Class attendance is governed by the SRSU Undergraduate Academic Regulations policy stated in the schedule of classes. If you are unable to attend a class session, please discuss the reason with me and arrange with another student to obtain any notes, handouts or assignments you may have missed. Excused absences entail established religious observance, or *providing* emergency, university-authorized, legal or medical documentation. Excessive <u>unexcused</u> absences (**more than 4 missed class sessions**) will result in a failing grade for the course. <u>I reserve the right to drop a student from the class with</u> a failing grade if the number of unexcused absences exceed a three-week span. If you recognize that you will need extra assistance in reviewing statistics (more than I can provide), it is recommended that you make an appointment with the tutoring center in the Library or form a study group that meets regularly to review the material. In addition, many students spend significant time reviewing YouTube and Khan Academy videos.

Distance Education Statement - Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond

using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook [SRSU Student Handbook](#).

Regular communications with the professor - It is essential that you keep me current on your progress and any difficulties you may be having so that I can respond in real time to support your success. The most efficient way of contacting me is using the Messages tool on Black Board and/or [booking an appointment](#) which provides you with contact hours for the rest of this semester. GENERAL QUESTIONS are to be posted using the Blackboard Messages tool. For PERSONAL or PRIVATE ISSUES, you can email me at Alicia.trotman@sulross.edu, leave a voice mail message (432-837-8147), book an appointment with me (https://calendly.com/amtsulross/office-hours-appointment) or text me on Microsoft Teams. I strive to respond as soon as possible. If you do not receive a reply within 24 hours during the work week, please resend your email or text me.

Course Behaviors - Respect and Disruptions - Watch the VIDEO on NETIQUETTE - https://www.youtube.com/watch?v=FWMk_Zv7nB8 and https://www.youtube.com/watch?v=80uRE972uQ0 .
You are encouraged and expected to openly engage in discussions, ask questions, share ideas, and express your thoughts in this hybrid course in the same manner as in a face-to-face course. Please treat each other with dignity and respect and avoid disruptive behaviors. You are responsible for knowing what behaviors are acceptable versus unacceptable as referred to in the Student Conduct and Discipline section of the [SRSU Student Handbook](#).

Marketable Skills

1. Speaking Effectively: Students will demonstrate competency in public speaking and communicating scientific information to diverse audiences.
2. Describing Feelings: Students will demonstrate empathic or active listening and conversational skills, and/or write clearly about their affective stance, respectfully attuned to the needs of their audiences.
3. Identifying Resources: Students will demonstrate the aptitude to locate, organize and evaluate the credibility of information from multiple sources.
4. Analyzing: Students will demonstrate ability to examine the underlying issues of a scientific problem, attending to the pertinent details and creating a plan of action, recognizing ambiguity and complexity as essential components.

Tutoring Center

[The Lobo Den Tutoring Center](#) offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

Important Information:

- o Drop-in and Scheduled Appointments: Flexible options to fit your needs.
- o Hours of Operation: Monday–Friday, 8:00 AM – 5:00 PM.
- o Workshops: Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.
- o Location: BWML Room 128.
- o Contact Us: For more information or to book an appointment, email tutoring@sulross.edu or call (432) 837-8726.

Looking for additional support?

- o Tutor.com offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.
- o Access Tutor.com via Blackboard: Log in to your Blackboard account to get started anytime, anywhere.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!

Evaluation:

Video Introduction & Syllabus Quiz – This is an asynchronous online class for the first half of the semester and will be synchronously held via Teams after the midterm exam is completed. As a result, I will only see your products through your work and may not have any idea how you are uniquely you! The video introduction helps to give the context I need for the beginning of the semester. The syllabus quiz is to make sure you did not gloss over this... but actually have read it! Therefore, I expect you to know what is expected of you in this class, and you know what is expected of me as your instructor.

Exams: Two (2) online exams will be given during the course of this term. *Please note these exams will be monitored using Respondus Lockdown Browser and Monitor*. You will need to use a personal computer in a private space where the level of noise and distractions are minimal. It is your responsibility to have this application installed on your computer and to test it before you and your partner begin the exam. These exams will be completed with your assigned partner. All exams will be due at the start of the next class session.

No late exams will be accepted unless for excused absences (see attendance). All exams will be worth 20% of the total of the final grade. If your absence is excused the day the exam is given, it will be *your responsibility* to reschedule a date **at most one day** after the missed exam with me.

Quizzes: These quizzes are marked as (Q) below, and in the course schedule. There will be fourteen (14) quizzes given during the course of this term on Blackboard. The dates of the quizzes are planned for the dates listed below in the class schedule. All quizzes will be worth 60% of the final grade. Please note that there will be no make-up quizzes (see attendance).

Assignment: This assignment is to check if you can read a journal article in psychology and basic statistics conducted to report findings.

Late Quizzes/Exams

You are expected to meet quiz/exam and assignment deadlines. Quizzes submitted after their due dates will be scored **zero**. Assignments will be reduced by 10% of the overall assignment for the first day of lateness and 40% for lateness beyond that for unexcused absences. For excused absences (university-authorized, legal or medical issues), speak with me **before the absence** so arrangements can be made. Please note that all excused absences require a form of documentation to verify the absence.

Grading

Students are expected to complete assignments prior to class sessions and to engage in thoughtful discussions in light of these assignments.

Video Introduction (40) and Syllabus Quiz (30)	70 points	7
Attendance & Participation:	200 points	20%
Exams (2[100])	200 points	20%
Quizzes (14[35])	490 points	49%
Assignment	40 points	4%
TOTAL:	**1000 points**	**100%**

Course Outline
(This schedule and the topics listed above are subject to modification by the instructor.)

Unit 1 – Statistical Definitions and Frequencies

Day	Content	Materials
Aug. 26th & 28th	Introductions… Using Blackboard for the course Why do we need Statistics? (Aug. 28th – Last day for late registration and schedule changes)	Blackboard - PsycLearn; Statistics Textbook
Homework	**PURCHASE TEXTBOOK** *(A1) Assignment on Module, Introduction Video and Syllabus Quiz*	
Sep. 2nd & Sept. 4th **MODULE 1**	Introduction to Statistics (Sept. 1st – *Labor Day*)	Blackboard - PsycLearn; Statistics Textbook
Homework	Read PsycLearn Chapter 1 – Introduction to Statistics	
Sept. 9th & 11th **MODULE 2**	Review Chapter 1 (September 10th – Last day to drop classes without creating an academic record)	Blackboard - PsycLearn; Statistics Textbook
Homework	Read Chapter 2 – Visually Describing Data *(Q1 & Q2) Quiz 1 on Chapter 1 & ([Vocabulary] on Chapter 1*	
Sept. 16th & 18th **MODULE 3**	Review Chapter 2	Blackboard - PsycLearn; Statistics Textbook
Homework	Read Chapter 3 – Forms of Central Tendency *(Q3) Quiz 3 on Chapter 2*	
Sept. 23rd & 25th **MODULE 4**	Review Chapter 3	Blackboard - PsycLearn; Statistics Textbook
Homework	Read Chapter 4 – Forms of Variability *(Q4 & Q5) Quiz 4 on Chapter 3 & ([Vocabulary] on Chapters 2 & 3*	

UNIT II: Measures of Dispersion

Day	Content	Materials
September 30th & October 2nd MODULE 5	Review Chapter 4	Blackboard - PsycLearn; Statistics Textbook
Homework	*(Q6 & Q7) Quizzes 6 & 7 on Chapters 3 & 4* Read Chapter 4 – Forms of Variability	
October 7th & 9th MODULE 6	Review Chapter 4	Blackboard - PsycLearn; Statistics Textbook
Homework	Review Quizzes Chapters 1 through 5	
October 14th & 16th MODULE 7	Review Chapter 4	Blackboard - PsycLearn; Statistics Textbook
Homework	Review Quizzes Chapters 1 through 7	
October 21st & 23rd MODULE 8	Review – October 21st **Midterm Exam: Thursday October 23rd**	Blackboard - PsycLearn; Statistics Textbook
Homework	Read Chapter 5 – Probability, z-scores & Sampling Distributions	

UNIT III: Inferential Statistics

Day	Content	Materials
Oct. 28th & 30th **MODULE 9**	Review Chapter 5 **CLASS RESUMES SYNCHRONOUSLY ON TEAMS** (October 31st: LAST Day to apply for Fall 2025 graduation with a late fee)	Blackboard - PsycLearn; Statistics Textbook
Homework	*(Q8) Quiz 8 on Chapter 5;*	
Nov. 4th & 6th **MODULE 10**	Chapter 6 – Null Hypothesis Significance Testing (*November 7th*: LAST Day to withdraw from the 16-week course with grade of 'W')	Blackboard - PsycLearn; Statistics Textbook
Homework	*(Q9 & Q10) Quiz 9 & Quiz 10 [Vocabulary] on Chapter 5* Review Chapter 6 – Null Hypothesis Significance Testing	
Nov. 11th & 13th **MODULE 11**	Review Chapter 6 (*November 10th*: LAST day for instructor initiated drop for excessive absences)	Blackboard - PsycLearn; Statistics Textbook
Homework	Read Chapter 7 – Evaluating Statistical Significance Q11 and Q12 on Chapter 6	
Nov. 18th & 20th **MODULE 12**	Chapter 7 – Evaluating Statistical Significance	Blackboard - PsycLearn; Statistics Textbook
Homework	Read Chapter 7 – Evaluating Statistical Significance Q13 & Q14 on Chapter 7	
Nov. 25th **MODULE 13**	Review Chapter 7 *Thanksgiving Break:* Wednesday November 26th to Friday November 28th	Blackboard - PsycLearn; Statistics Textbook
Homework	*Practice for Final Exam*	
Dec. 2nd **MODULE 14**	Make-Up Day Review of Quizzes 8 through 14	Blackboard - PsycLearn; Statistics Textbook
Homework	Study for Final Exam	
Monday Dec. 8th **(10:15am to 12:15pm)**	**Final Exam**	
Congratulations on finishing the course!		