

**SYLLABUS: STATISTICAL METHODS  
PSYCHOLOGY 1303, SPRING 2017 [CRN 21078]**

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<b>Office hours:</b>	Wednesdays 1:30pm-3:30pm or by appointment
<b>Meetings:</b>	Mondays & Wednesdays 12:00pm-1:20pm in Psychology Building, room 307

**TEXT & OBJECTIVES**

<b>Textbook:</b>	David Freedman, Robert Pisani, and Roger Purves (2007). <i>Statistics</i> (Fourth edition). New York: W. W. Norton & Company. (ISBN-13: 978-0-393-92972-0. / ISBN-10: 0-393-92972-8)
<b>Course objectives:</b>	<p>At the end of the course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Create and interpret histograms.</li> <li>2. Explain the meaning of the mean and standard deviation, estimate them from a histogram, and calculate them by hand.</li> <li>3. Identify the main features of the normal curve; state the areas lying within 1 and 2 standard deviations of the mean; and convert raw scores, z-scores and percentiles into each other.</li> <li>4. Interpret correlation coefficients and calculate them by hand from raw scores.</li> <li>5. Interpret scatter plots and explain their relationship to the correlation coefficient.</li> <li>6. Interpret regression equations, calculate them by hand, and draw them (approximately) on scatter plots.</li> <li>7. Explain the principle of least squares and its relationship to the regression line.</li> <li>8. Explain and estimate the root mean square error of the regression line at a particular point.</li> <li>9. State and explain the law of averages.</li> <li>10. Explain the meaning of sampling error and confidence intervals.</li> <li>11. Explain how a sampling distribution is derived and how it differs from a sample distribution or population distribution.</li> <li>12. Explain the expected value of the mean and the standard error of the mean, and estimate their value from the standard deviation of a sample.</li> <li>13. Explain the expected value of the proportion and the standard error of the proportion and estimate their value from the standard deviation of a sample.</li> <li>14. Construct a 95% and 99% confidence interval for the population mean based on information from a sample.</li> <li>15. Construct a 95% and 99% confidence interval for the population proportion based on information from a sample.</li> <li>16. Explain the purpose and main principles of hypothesis testing, including: the null and alternative hypotheses, Type I and Type II error, p values, and statistical power.</li> <li>17. Explain the sampling distribution of the difference between two means, their expected value and standard error, and use estimates of them to perform a t-test.</li> </ol>

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### COURSE POLICIES

<b>Textbook policy:</b>	<p><b>The majority of this course will follow the 4th edition of the Freedman et al. book closely -- earlier editions will not be adequate.</b></p> <p>On Amazon.com, you can buy the 4th edition new for about \$145, used for around \$18-\$56, or you can rent it for about \$30. I would encourage everyone to keep their statistics textbooks for the long-term: you may find it helpful to have around for future classes or for jobs after you graduate. The used version of the textbook is perfectly acceptable, so long as it is the 4<sup>th</sup> edition.</p>
<b>Blackboard policy:</b>	<p>Printed materials will rarely be distributed in class. Rather, all materials will be available on Blackboard (BB) ahead of time. Students are expected to have these materials accessible during class either in print or electronically. BB will contain readings for this class that are not from the Freedman et al. book, as well as listings of the homework assignments. Be sure to visit BB regularly.</p>
<b>Technology policy:</b>	<p>Being that this is a statistics course, the use of laptops for taking notes is strongly discouraged – but permitted. Occasional and unobtrusive cell phone use (such as sending text messages) is permitted provided that use does not distract any other student or the instructor. Please refrain from answering any incoming calls until you have exited the classroom.</p>
<b>Calculator policy:</b>	<p>For quizzes and exams, students may use only a simple calculator. A simple calculator is one that (a) performs addition, subtraction, multiplication, division, square roots, and squares, but (b) does not have any memory or statistical functions. Calculators with memory or statistical functions are strictly forbidden during quizzes and tests.</p>
<b>Contacting the instructor:</b>	<p>Please do not use BB to contact the instructor. For best results, use your UTEP email to email the instructor &lt;gafrietze@miners.utep.edu&gt; with the subject lines “Statistics” or “PSYC 1303”.</p>
<b>Students with disabilities:</b>	<p>If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 916-747-5148, or by email to &lt;cass@utep.edu&gt;, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at <a href="http://www.sa.utep.edu/cass">www.sa.utep.edu/cass</a>. Students with disabilities are encouraged to discuss accommodations with the instructor in a manner that they are most comfortable. <b>In an attempt to avoid making any student feel singled out, the instructor will defer all discussion of accommodations to the students’ discretion.</b></p>
<b>Updates &amp; Revisions:</b>	<p>The instructor reserves the right to, at any time, update, revise, supplement, and otherwise modify this syllabus and the course calendar. Any such changes to the syllabus or calendar will be announced in class and/or via BB.</p>

### COURSE REQUIREMENTS

<b>Readings:</b>	<p>Most readings are from the Freedman et al. book. Readings that are not from this book will be made accessible on BB.</p>
<b>Quizzes:</b>	<p>There will be a quiz on almost every day that a homework assignment is due, as listed in the course calendar (attached). Quizzes are composed mainly of questions from the homework that is due. There are 12 reading assignments, and there will be 11 quizzes.</p>

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	<p><u>The lowest 3 quiz grades will be dropped and the remaining 8 quizzes will be averaged to contribute 40% of your total grade.</u></p> <p><b>There are no make-ups of any kind for quizzes. Students who arrive late for a quiz will be permitted to take the quiz in the time allotted to the rest of the class. No time extensions will be given to accommodate students who are late to class.</b></p> <p>The first quiz will occur at the fourth meeting of the class. Be sure to have your copy of the book well in advance to prepare.</p>
<p><b>Midterm examinations:</b></p>	<p>There will be 2 midterm exams during regular class time. The dates of these exams are listed in the course calendar. The first midterm will cover everything in the readings and lectures to that date. The second midterm will cover everything in the readings and lectures after the first midterm and up until the date of the second midterm. <u>The first midterm will count for 20% of your grade, and the second midterm will count for 20% of your grade.</u></p> <p><b>Students who arrive late for a test will be permitted to take the test in the time allotted to the rest of the class. No time extensions will be given to accommodate students who are late to a test.</b></p>
<p><b>Final examination:</b></p>	<p>The date and time of the final exam are listed in the course calendar. <u>The final exam will count for 20% of your final grade and is cumulative (i.e., it will cover everything in the course).</u></p> <p><b>Students who arrive late for a test will be permitted to take the test in the time allotted to the rest of the class. No time extensions will be given to accommodate students who are late to a test.</b></p> <p>You will be able to access your final grade through The University about 2 weeks after the final exam. If you want to know your grade before then, you must schedule a meeting time with the instructor after the final exam has been administered. Grades cannot be disclosed via email.</p>
<p><b>Makeup examinations:</b></p>	<p>There are no make-up exams for midterms or the final without prior arrangement. If you will miss a midterm or the final, you must make arrangements BEFORE it is given. The time and date for make-up exams will be scheduled at the instructor's convenience. A make-up for a midterm must be taken at least within one week before, or at most one week after, the scheduled date for that midterm. A make-up for the final must be taken within two weeks before the scheduled date for the final. Failure to take a make-up exam within these limits will result in a failing grade for that test.</p>

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<b>Quiz &amp; exam rules:</b>	<ol style="list-style-type: none"> <li>1. Students are expected to sit in assigned seats or change seats if requested to do so by the instructor or proctor.</li> <li>2. Only simple calculators are allowed during quizzes or exams. Use of any other electronic devices, including cell phones, smart watches, or calculators with memory or statistical functions, is forbidden. Students are asked to place all such devices in their backpacks or sufficiently far away from them to ensure that they cannot be used during the exam.</li> <li>3. No notes or references of any kind are allowed.</li> <li>4. No communication of any form between students is allowed.</li> <li>5. Students who need to leave the testing room during a quiz or exam are asked to place their materials face down on their desk and leave all possessions inside the room.</li> <li>6. Students who receive an audible call (including audible vibrations) during a quiz or exam are asked to inform the instructor or proctor that their phone has gone off and immediately silence their ringer. If the student deems the call to be an emergency, the student is asked to leave the room to ensure others are not disturbed.</li> </ol> <p>Failure to comply with these rules will result in a referral to the Dean of Student Life for Academic Dishonesty.</p>
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### GRADING

<b>Quiz and exam weights:</b>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Quizzes (best 8 of 11)</td> <td style="text-align: right;">40%</td> </tr> <tr> <td>Midterm Exam 1</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Midterm Exam 2</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Final Exam</td> <td style="text-align: right;">20%</td> </tr> </table>	Quizzes (best 8 of 11)	40%	Midterm Exam 1	20%	Midterm Exam 2	20%	Final Exam	20%		
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Midterm Exam 1	20%										
Midterm Exam 2	20%										
Final Exam	20%										
<b>Grading scale:</b>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">90% or higher</td> <td style="text-align: right;">A</td> </tr> <tr> <td>80% to 89%</td> <td style="text-align: right;">B</td> </tr> <tr> <td>70% to 79%</td> <td style="text-align: right;">C</td> </tr> <tr> <td>60% to 69%</td> <td style="text-align: right;">D</td> </tr> <tr> <td>59% or below</td> <td style="text-align: right;">F</td> </tr> </table>	90% or higher	A	80% to 89%	B	70% to 79%	C	60% to 69%	D	59% or below	F
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<b>Quiz &amp; exam curves:</b>	<p>Quiz and exam grades will be curved according to the whole class' performance. The steps for this curve are:</p> <ol style="list-style-type: none"> <li>1. Raw scores are calculated by summing all the points students earned for correct responses.</li> <li>2. The top 5 students' raw scores are averaged to yield a Top Five Average (TFA).</li> <li>3. All students' raw scores are then divided by the TFA to yield their grade for that quiz or exam.</li> </ol> <p>For example, assume the top five raw scores for Quiz 1 are 12, 13, 14, 12, and 14. Josephine's score is 11. In this example, the TFA is calculated <math>\frac{12+13+14+12+14}{5} = 13</math>.</p> <p>Therefore, Josephine's grade for Quiz 1 is calculated <math>\frac{11}{13} = .845 \rightarrow 85\% = B</math>.</p>										

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<p><b>Homework:</b></p>	<p>Homework problems are assigned for each of the readings and can be found on the course calendar. It is highly important that students complete all these homework problems before the day that the reading is due, as explained in the next section. However, these homework problems will not be handed in or graded, and they will not be used in computing your course grade.</p> <p><b>Rather, quizzes for each reading will be adapted mainly from the homework questions that were assigned and from material presented in recent lectures. Exam questions will then be taken almost entirely from the homework questions, with slight alterations.</b></p> <p>The key to success in this class is to do the assigned readings and the associated homework problems in order to be fully prepared for the quizzes and examinations. Attending the lectures and taking notes will also help with a conceptual understanding of the material, but the real road to success is to do the readings and all the homework questions. Most students can complete the readings and the homework by working about 3 hours per week outside of class.</p>
<p><b>Supplementary materials:</b></p>	<p>The instructor will post educational materials related to statistics, as well as other academic areas of interest, on BB in a folder labeled “supplementary materials”. These materials can take the form of podcasts, YouTube videos, funny memes I found, or extra readings and are intended to be both informative and interesting. These materials are not required for success in the course, but may help enrich your learning and comprehension of the materials.</p>
<p><b>Grade calculator:</b></p>	<p>An excel sheet will be made accessible on BB that will contain the same formulae the instructor will use to calculate students’ grades. Students may use this to manually enter their grades, as the course progresses, to better understand their progress in the course. Students are responsible for inputting their grades correctly and the instructor assumes no responsibility for any miscommunications caused by students using this calculator incorrectly.</p>
<p><b>Extra credit:</b></p>	<p>There are 5 optional exercises offered to improve your ability to use Excel for basic statistical tasks. These exercises are not required for the class. However, you can earn extra credit if you perform them correctly and submit your work by the specified deadlines. Specifically, you can increase your course grade by 1% for each correctly performed Excel exercise that you submit by the specified deadline. So as an example, let us say that Josephine's grade for the course, based on Quizzes and exams, is 87%. If Josephine correctly performs all five Excel exercises and submits them on time, she can raise her grade to 92%.</p> <p>Except for the Excel exercises, there are no other opportunities for "extra credit" in this class.</p> <p>More details about the Extra Credit exercises, including the deadlines for completing them, are posted on Blackboard. Deadlines for beginning and completing each exercise are also provided in this syllabus. These exercises must be carried out sequentially (you must complete Exercise 1 before going on to Exercise 2 and so on). Thus, if you fail to</p>

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	complete Exercise 1 by the specified deadline, you will not be able to do the remaining exercises.
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**COURSE CALENDAR: STATISTICAL METHODS  
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<b>Class</b>	<b>Date</b>	<b>Topic</b>	<b>Assignments due</b>
1	W 01/18/17	Introduction to course	NONE
2	M 01/23/17	Histograms	NONE
3	W 01/25/17	More on Histograms	NONE
4	M 01/30/17	Mean, median, & standard deviation Math Pre-test (30 minutes)	Quiz 1 Reading due: <ul style="list-style-type: none"> <li>• Freedman et al. Chapter 3. The Histogram (pages 31-56)</li> </ul> Homework: <ul style="list-style-type: none"> <li>• Exercise Set A (pp. 33-34) 1, 2, 3, 4, 5, 6, 7</li> <li>• Exercise Set B (p. 38) 1, 2, 3, 4</li> <li>• Exercise Set C (pp. 41-42) 1, 2, 3, 4</li> <li>• Exercise Set D (p. 44) 1, 2</li> <li>• Review Exercises (pp. 50-55) 1, 2, 4, 5, 7, 9</li> </ul>
5	W 02/01/17	More on standard deviation & Z-scores	NONE
<b>CENSUS DAY – last day to drop the course without a “W”.</b>			
6	M 02/6/17	Even more on the standard deviation	Quiz 2 Readings due: <ul style="list-style-type: none"> <li>• Freedman et al. Chapter 4.</li> <li>• The Average and the Standard Deviation (pages 57-77)</li> </ul> Homework: <ul style="list-style-type: none"> <li>• Exercise Set A (pp. 60-61) 1, 2, 3, 8, 9</li> <li>• Exercise Set B (p. 65) 1, 2, 3, 4, 5, 6</li> <li>• Exercise Set C (p. 67) 1, 2, 3, 6</li> <li>• Exercise Set D (pp. 70-71) 1, 2, 3, 4, 5, 6, 9, 10</li> <li>• Exercise Set E (pp. 72-73) 1, 2, 3, 5, 6, 8, 9, 10, 11</li> </ul> Review Exercises (pp. 74-76) 1, 3, 5, 6, 8

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Class	Date	Topic	Assignments due
7	W 02/08/17	The relationship between Z-scores and percentiles	Quiz 3 Readings due: <ul style="list-style-type: none"> <li>• Freedman et al. Chapter 5.</li> <li>• The Normal Approximation for Data (pp. 78-96)</li> </ul> Homework: <ul style="list-style-type: none"> <li>• Exercise Set A (p. 82) 1, 2</li> <li>• Exercise Set B (pp. 84-85) 1, 2, 3, 4(a), 5(a), 5(b)</li> <li>• Exercise Set C (p. 88) 1, 2, 3</li> <li>• Exercise Set D (pp. 89-90) 1, 2, 3, 4</li> <li>• Exercise Set E (p. 92) 1, 2</li> <li>• (Read Section 6, but don't do Exercise Set F)</li> <li>• Review Exercises (pp. 93-95) 1, 2, 4, 5, 6, 7, 8</li> </ul> <b>Last day to email TA and request numbers for Extra Credit Excel Exercise #1</b>
<b>8</b>	<b>M 02/13/17</b>	<b>FIRST MIDTERM EXAMINATION</b>	
9	W 02/15/17	Measurement error, plotting points, the formula for a line	Quiz 4 Readings due: <ul style="list-style-type: none"> <li>• Freedman et al., Chapter 6. Measurement Error (pp. 97-105)</li> <li>• Freedman et al., Chapter 7. Plotting Points and Lines (pp. 110-116)</li> </ul> Homework: <ul style="list-style-type: none"> <li>• Homework for Chapter 6 (first reading):               <ul style="list-style-type: none"> <li>○ Review Exercises (pp. 104-105) 1, 2, 3, 4</li> </ul> </li> <li>• Homework for Chapter 7 (second reading):               <ul style="list-style-type: none"> <li>○ Exercise Set A (p. 111) 1, 2, 3</li> <li>○ Exercise Set B (p. 112) 1, 2, 3, 4, 5, 6</li> <li>○ Exercise Set C (p. 114) 1</li> <li>○ Exercise Set D (p. 115) 1, 2, 3, 4, 5, 6</li> <li>○ Exercise Set E (p. 116) 1, 2, 3, 4, 5, 6</li> </ul> </li> </ul> <b>Last day to submit completed &amp; correct version of Extra Credit Excel Exercise #1 to TA via email</b>
10	M 02/20/17	Correlations	NONE

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Class	Date	Topic	Assignments due
11	W 02/22/17	Galton and correlations	<p>Quiz 5</p> <p>Readings due:</p> <ul style="list-style-type: none"> <li>• Freedman et al., Chapter 8. Correlation (pp. 119-140)</li> <li>• Freedman et al. Chapter 9. More about correlation. Sections 1 &amp; 2 only (pp. 141-146)</li> </ul> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Homework for Chapter 8 (first reading): <ul style="list-style-type: none"> <li>○ Exercise Set A (p. 122) 1, 2, 3, 4, 5, 6</li> <li>○ Exercise Set B (p. 128) 1, 2, 4, 6, 7, 9</li> <li>○ Exercise Set C (p. 131) 1, 2, 3, 4</li> <li>○ Exercise Set D (p. 134) 1, 2, 3, 4</li> <li>○ Review Exercises (p. 134) 1, 3, 7, 8, 9</li> </ul> </li> <li>• Homework for Chapter 9 (second reading): <ul style="list-style-type: none"> <li>○ Exercise Set A (p. 143) 1, 2, 3, 4, 5, 6, 10</li> <li>○ Exercise Set B (p. 146) 3, 4</li> </ul> </li> </ul> <p><b>Last day to email TA and request numbers for Extra Credit Excel Exercise #2</b></p>
12	M 02/27/17	Using Regression for Prediction (part 1)	NONE
13	W 03/01/17	Using Regression for Prediction (part 2)	<b>Last day to submit completed &amp; correct version of Extra Credit Excel Exercise #2 to TA via email</b>
14	M 03/06/17	Using Regression for Prediction (part 3)	<p>Quiz 6</p> <p>Reading due:</p> <ul style="list-style-type: none"> <li>• Freedman et al. Chapter 10. Regression. Sections 1, 2, 3, 5, and Summary (skip section 4)(pp. 158-169, 174-179)</li> </ul> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Exercise Set A (p. 161) 1, 2, 4</li> <li>• Exercise Set B (p. 163) 1, 2, 3</li> <li>• Exercise Set C (p. 167) 1, 2, 3</li> <li>• Exercise Set E (p. 175) 1, 2, 3</li> <li>• Review Exercises (pp. 176-178) 1, 2, 3, 5, 6, 9, 10</li> </ul>

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Class	Date	Topic	Assignments due
15	W 03/8/17	Finding the equation of the regression line	<b>Last day to email TA and request numbers for Extra Credit Excel Exercise #3</b>
16	M 03/20/17	RMS error for regression	Quiz 7 Readings due: <ul style="list-style-type: none"> <li>• Freedman et al., Chapter 11.</li> <li>• R.M.S. Error for Regression. Sections 1-4 and Summary. (pp. 180-195,201). Skip section 5.</li> <li>• Freedman et al., Chapter 12. The Regression Line. Sections 1 and 2 (pp. 202-211). Skip section 3.</li> </ul> Homework: <ul style="list-style-type: none"> <li>• Homework for Chapter 11 (first reading):               <ul style="list-style-type: none"> <li>○ Exercise Set A (p. 184) 1, 2, 3, 4, 5, 6, 7, 8</li> <li>○ Exercise Set B (p. 187) 1, 2(a), 2(b), 3</li> <li>○ Exercise Set C (p. 189) 1, 2, 3</li> <li>○ Exercise Set D (p. 193) 1, 2, 3, 4, 5(a), 5(b), 5(c), 5(d), 7</li> <li>○ Review Exercises (p. 198) 1, 3</li> </ul> </li> <li>• Homework for Chapter 12 (second reading):               <ul style="list-style-type: none"> <li>○ Exercise Set A (p. 207) 1, 2, 3, 4</li> <li>○ Exercise Set B (p. 210) 1, 2</li> </ul> </li> </ul> Review Exercises (pp. 213-214) 1, 2, 4
<b>17</b>	<b>W 03/22/17</b>	<b>SECOND MIDTERM EXAMINATION</b> <b>****Last day to submit completed &amp; correct version of Extra Credit Excel Exercise #3 to TA via email</b>	
18	M 03/27/17	What are the Chances? Introduction to Probability Theory*	NONE

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Class	Date	Topic	Assignments due
19	W 03/29/17	The law of averages	<p>Quiz 8</p> <p>Readings due:</p> <ul style="list-style-type: none"> <li>• Freedman et al., Chapter 13. What Are the Chances? Sections 1 &amp; 2 only (pp. 221-227)</li> <li>• Freedman et al., Chapter 16. The Law of Averages. Section 1 only. (pp. 273-277)</li> </ul> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Homework for Chapter 13 (first reading): <ul style="list-style-type: none"> <li>○ Exercise Set A (p. 225) 1, 2, 3, 4</li> <li>○ Exercise Set B (p. 227) 1, 2, 3, 4</li> </ul> </li> <li>• Homework for Chapter 16 (second reading): <ul style="list-style-type: none"> <li>○ Exercise Set A (pp. 277-278) 1, 2, 3, 6, 7, 8</li> </ul> </li> </ul> <p><b>Last day to email TA and request numbers for Extra Credit Excel Exercise #4</b></p>
--	Th 3/30/17	<b>SPRING DROP / WITHDRAWAL DEADLINE – last day to drop the class with a “W”.</b>	
20	M 04/03/17	Surveys and polls: populations, samples, and the sampling distribution	NONE
21	W 04/05/17	Surveys and polls: the expected value and the standard error	<p>Quiz 9</p> <p>Reading due:</p> <ul style="list-style-type: none"> <li>• Sampling, Surveys, and Political Polls (Posted on BB)</li> </ul> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Posted on BB</li> </ul> <p><b>Last day to submit completed &amp; correct version of Extra Credit Excel Exercise #4 to TA via email</b></p>
22	M 04/10/17	Confidence Intervals (CI): the CI of $p$ and the sample mean around $\pi$ and $\mu$	NONE
23	W 04/12/17	More on CI	<p>Quiz 10</p> <p>Reading due:</p> <ul style="list-style-type: none"> <li>• Confidence Intervals (Posted on BB)</li> </ul> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Posted on BB.</li> </ul>

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Class	Date	Topic	Assignments due
			(see above date-4/12/17) <b>Last day to email TA and request numbers for Extra Credit Excel Exercise #5</b>
24	M 04/17/17	Null hypothesis significance testing (part 1)	NONE
25	W 04/19/17	Null hypothesis significance testing (part 2)	Quiz 11 Reading due: <ul style="list-style-type: none"> <li>• Null Hypothesis Significance Testing and the t-test (posted on BB)</li> </ul> Homework: <ul style="list-style-type: none"> <li>• Posted on BB.</li> </ul> <b>Last day to submit completed &amp; correct version of Extra Credit Excel Exercise #5 to TA via email</b>
26	M 04/24/17	Type I & II error, and power (part 1)	NONE
27	W 04/26/17	Statistical Power and How to Increase it	No quiz! Reading due: <ul style="list-style-type: none"> <li>• Type II Error and Statistical Power.</li> </ul> Homework: <ul style="list-style-type: none"> <li>• Posted on BB.</li> </ul>
28	M 05/01/17	Preview of the final examination.	NONE (We can review grades)
29	W 05/03/17	Review of selected topics	NONE
<b>30</b>	<b>F 05/12/17</b>	<b>FINAL EXAMINATION – from 1300-1545 (1p.m.-3:45p.m.) in our regular meeting room.</b>	