

Syllabus
Psychology C08: Experimental Design in Psychology

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Classes are Mondays, 11am - noon in S-128 and Fridays, 11am - 1pm in H-214

Tutorials are Wednesdays at 1pm in R3232 and Fridays at 1pm in R4224

General Course Overview

This course is basically a continuation of Data Analyses in Psychology (PsyB07). We will discuss somewhat more complicated experimental designs and outline the appropriate statistical analysis for that design.

The basic format of the course will be the following. I will present the material in class, staying fairly close to the text book. When I present it I will try to use as many analogies and examples as possible to bring the material across in an understandable way. Hopefully you will also feel comfortable asking questions as I believe that interactive classes produce the best learning. Each week during the tutorial, you will be given a quiz on the material covered in the previous weeks classes. The quiz will take approximately half of the tutorial time, the rest will consist of either the teaching assistant going over the quizzes with you, or the teaching assistant presenting other, related examples.

I prefer to make my lecture overheads available prior to the classes so that you can listen and think in class instead of scribbling notes like crazy. However, since this is the first time I have taught this course, I cannot guarantee I will always have the lecture notes available very long before the class. I will, however, try my best and I will inform you when notes are available (they will be put on reserve in the library when they are available).

Textbook

The Textbook we will be using for the course is the fourth edition of Statistical Methods for Psychology authored by David C. Howell. We will be covering Chapters 11 through 16 (approximately). Note that this is a brand new edition of the text. Previous editions of the text can also be used although I leave it to the student to identify and compensate for any changes that have occurred across editions.

Evaluation

Your mark in this course will be determined on the basis of a final exam (50%), a midterm exam (40%), and the “in tutorial” quizzes (10%).

The Midterm Exam is scheduled for Monday, February 10th. This is a couple of weeks prior to the drop date to insure that you know your midterm mark as well as your marks on some quizzes prior to the drop date.

There will be 12 quizzes overall, but only your best 10 will count towards your grade. Note that missing tutorials is not a good idea because these quizzes cannot be made up.

Calculator

You should purchase a scientific calculator for use in this course. Make sure that, at the very least, the calculator has a button for calculating square roots. Note that “programmable calculators” are not allowed!

Approximate Timetable

Jan 10 - Jan 17	Chapter 11
Jan 20 - Jan 27	Chapter 12
Jan 31 - Feb 7	Chapter 13, up to section 13.6

Feb 10 - Midterm

Feb 14 - Feb 17	rest of Chapter 13
Feb 21	discuss midterm results
Feb 24 - Mar 10	Chapter 14
Mar 13 - Mar 27	Chapter 15
Mar 31 - Apr 11	Chapter 16

The "Fairness" Clause

I strongly believe that every student in the class should be evaluated in an identical manner. In order to insure this I must lay down certain ground rules that attempt to prevent any student from gaining any form of special treatment.

- I. I **do not** give out any marks other than rounding up to the nearest integer. If you end up being one mark away from the next highest letter grade, then that is where you'll stay.
- II. Midterms and Final Exams can only be missed for extreme reasons and formal documentation explaining your absence is required and will be checked up on.
- III. My office hours are meant to assist students who are having difficulties with the course despite regular class attendance. I **will not** spend office hours re-teaching a class to a student who chose not to attend that class.

I realize that these rules make me seem a bit authoritarian. I'm sure you'll soon see that I am actually quite easy going and, hopefully, easy to communicate with. The above rules are only meant to keep all of the students on an equal footing. And I should stress that if you do have a valid reason for missing either exams or classes, I am open to discussing possibilities with you. It's just very important that the reasons be valid.
