

Syllabus
Psychology C08: Experimental Design in Psychology

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Classes are Tuesdays, 7-10 pm in S128

Tutorials are Tuesdays 5-6 pm, and Tuesday s 6-7 pm in rooms R4031 and R4226

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 textbook. 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.

My lecture overheads will available prior to the classes so that you can listen and think in class instead of scribbling notes like crazy. I will make them available in two ways. First, they will be put on reserve in the library (in fact, they are probably there now). Second, they are available now via the website devoted to this course which can be accessed at the following URL:

<http://psych.utoronto.ca/~joordens/courses/PsyC08>

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!

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 14. Note that this is a relatively 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. Note also that the formulas I use in class are different from those presented in the book (although they are equivalent).

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 Friday, February 13th in H216. This is a couple of weeks prior to the drop date (March 6th) to insure that you know your midterm mark as well as your marks on some quizzes prior to the drop date.

There will be 8-10 quizzes overall, and all but your worst 2 will count towards your grade. Note that missing tutorials is not a good idea because these quizzes cannot be made up.

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.