

# COURSE SYLLABUS

**Course Prefix and Number: CS 46A**

**Course Title: Introduction to Programming**

**Number of Units: 4**

## Catalog Description:

Basic skills and concepts of computer programming in an object-oriented approach using Java. Classes, methods and argument passing, control structures, iteration. Basic graphical user interface programming. Problem solving, class discovery and stepwise refinement. Programming and documentation style. Weekly hands-on activity.

## Textbook:

Cay Horstmann, *Big Java, 5th Edition*, John Wiley, 2013, ISBN 9781118607718. Internet supporting materials for the text are at <http://horstmann.com/bigjava.html>.

## Additional References:

Java Coding Style Guidelines ([http://www.cs.sjsu.edu/web\\_mater/java\\_code.html](http://www.cs.sjsu.edu/web_mater/java_code.html))

CS46A Lab Manual (<http://horstmann.com/sjsu/fall2012/cs46a/labs.html>)

Java Standard Edition API Specification (<http://java.sun.com/javase/7/docs/api/>)

The ACM Code of Ethics (<http://www.acm.org/constitution/code.html>)

## Course Prerequisites:

Eligibility for college-level mathematics

## Material Assumed from Prerequisite Courses:

CSU mathematics requirements for freshman admissions, which include Algebra I, Algebra II, and Geometry (see <http://www.cde.ca.gov/ci/ma/cf/documents/mathfrwkcomplete.pdf>)

## Course Goal:

To introduce students to programming concepts and techniques using the Java language in a way appropriate for students without a programming background.

## Course Objectives:

To learn the basic syntax and semantics of the Java language and programming environment

To understand the concepts of classes and objects

To understand the primitive data types built into the Java language and the difference between variables of primitive types and variables of class types

To understand features of a strongly typed language: variable declaration and type compatibility checking

To learn about lifetime, scope and the initialization mechanism of variables

To be able to implement decisions using if statements

To be able to program loops with while, for and do statements

To learn about parameter passing mechanisms

To be able to write simple graphics programs involving the drawing of basic shapes

To learn the basics needed for testing and debugging programs

To be introduced to inheritance and interfaces

To be able to use arrays and array lists and to learn about simple array algorithms

## **Student Learning Outcomes:**

Upon successful completion of this course, students should be able to:

Analyze and explain the behavior of programs involving the fundamental program constructs

Write short programs that use the fundamental program constructs including standard conditional and iterative control structures

Identify and correct syntax and logic errors in short programs

Write short programs that use arrays or array lists

Design and implement a class based on attributes and behaviors of objects

Construct objects using a class and activate methods on them

Use static and instance members of a class properly

Identify and describe the properties of a variable such as its associated value, scope and lifetime

Describe the parameter passing mechanisms in terms of formal parameters, actual parameters, non-object parameters and object parameters

Write a graphics program that draws simple shapes

Identify super- and subclasses in a class hierarchy

Recognize and trace overridden and inherited methods in a class hierarchy

Write javadoc comments for classes and methods

To be able to use an integrated development environment and a debugger

## BS in Computer Science Program Outcomes Supported

These are the BSCS Program Outcomes supported by this course:

- (a) An ability to apply knowledge of computing and mathematics to solve problems
- (b) An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution
- (c) An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs
- (i) An ability to use current techniques, skills, and tools necessary for computing practice
- (j) An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices
- (k) An ability to apply design and development principles in the construction of software systems of varying complexity

### Course Topics:

Topics	Textbook reference	Weeks
	All Common Errors, Quality Tips, Productivity Hints, and HOWTO boxes are to be covered. Additionally, Advanced Topics and Random Facts are to be covered as listed below.	
Introduction to computers, programming Languages, algorithms, and the Java Programming Environment	Chapter 1: Introduction. All sections.	1
Introduction to classes and objects	Chapter 2: Using Objects. Sections 2.1 - 2.8 Chapter 3: Implementing Classes. 3.1 - 3.7	2
Graphics	Chapter 2: 2.9 - 2.10 Chapter 3: 3.8	1
Fundamental Data Types	Chapter 4: Fundamental Data Types. All sections.	1

Decisions	Chapter 5: Decisions. All sections.	1
Iteration	Chapter 6: Iteration. All sections	2
Arrays, ArrayLists and Simple Array Algorithms	Chapter 7: Arrays and Array Lists. All sections.	2.5
Methods (Parameter Passing, Instance vs. Static Methods)	Chapter 8: Designing Classes. All sections.	1
Inheritance	Chapter 9: Inheritance. Sections 9.1 - 9.3	1
Ethics and Social Responsibility	Random Fact 7.2 (the Therac-25 incidents) is a good lead-in to this topic.	0.5
Total (A week of class time for midterms is not included.)		13

## Course constraints:

None.

## Hints to instructors:

**Language:** Java using the version of Java that is currently supported by the Department (Oracle Java 7 at present).

**Lab:** All students are required to ~~participate in a closed lab section~~ answer 80% of the in-lecture questions in the Udacity course.

**Suggested programming assignments:** 10 weekly programming assignments requiring students to use the concepts and programming techniques covered in the course. Programs should be appropriately documented via javadoc comments and should adhere to the Java Coding Style Guidelines posted on the CS Department web page.

## College Algebra (Math 8) : Animals, Architecture, and Innovation *Spring 2013*

Instructor: Dr. Julie Sliva Spitzer  
Office: MacQuarrie Hall 315  
Phone: 408-924-5120  
Email: Julie.sliva@sjsu.edu  
Office Hours: Th 2-4 pm, Wednesday's 5- 6:30 pm online

### **SJSU Catalog Description**

Review of basic college algebra. Complex numbers, functions, graphs, polynomials, inverse functions, exponential and logarithmic functions. This course fulfills a GE math requirement. 3 units.

### **Course Description**

Animals! Architecture! Innovation! Can you find the link? You've heard it before, but we'll say it again: math is everywhere. In this class, you'll gain an in-depth understanding of algebraic principles, many of which you may have seen before, and learn how to use them to solve problems that we encounter in everyday life.

The online version of College Algebra will cover all of the topics that you would see in more traditional class formats, but it will present the material in a way that we hope you'll find fresh and interesting. You will learn about functions, polynomials, graphing, complex numbers, exponential and logarithmic equations, and much more, all through exploring real-world scenarios.

### **Prerequisites**

Satisfaction of ELM requirement. Basic arithmetic - addition, subtraction, multiplication and division of positive and negative numbers, and manipulation of fractions.

### **Textbook**

**\*\*\*Not required for the course but may be purchased for additional reference material.**

College Algebra and Calculus: An Applied Approach, by Ron Larson and Anne Hodgkins, published by Brooks/Cole, CENGAGE Learning. Book's companion website has a lot of good information: [www.cengage.com/gateway/sjsucalc](http://www.cengage.com/gateway/sjsucalc) The SJSU Bookstore will be selling a paperback custom edition bundled with Enhanced WebAssign. This custom edition will be the same as the book above, but will have the title College Algebra and Applied Calculus at SJSU.

### **Student Outcomes**

A student should be able to:

1. Solve linear and quadratic equations.
2. Draw linear and quadratic functions.
3. Combine functions, graph them and find their domains and ranges..
4. Compute inverse functions.

5. Factor polynomials, find their roots and graph them.
6. Add, multiply and find the conjugate of complex numbers.
7. Solve exponential and logarithmic equations.
8. Apply the above concepts to solve word problems.

### **Course Assessment**

Problem Sets	20 %
Exam #1	25 %
Exam #2	25 %
Final Exam	30 %

Please note that since this is an online course all assessments are completed online.

### **Grading**

94% and above	A
93% - 90%	A-
89% - 87%	B+
86% - 84%	B
83% - 80%	B-
79% - 77%	C+
76% - 74%	C
73% - 70%	C-
69% - 67%	D+
66% - 64%	D
63% - 60%	D-
<b>below 60%</b>	<b>F</b>

### **University Policies**

#### **Academic integrity**

Students are expected to be familiar with the University's Academic Integrity Policy. Please review this at [http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct). "Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical development."

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. "If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors."

#### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need

to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability. Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor well in advance of the exam date.

### Tentative Course Schedule

Week	Date	Topic	Assessment	Learning outcomes	Textbook Sections
1	1/30/13	Numbers and Expressions	Problem Set 1	1, 8	0.1, 0.2, 0.3, 0.4, 0.5, 0.7, 1.1
2	2/6/12	The Equation of a Line and Solving Linear Equations	Problem Set 2	1, 2, 8	1.1, 2.1, 2.2, 2.3
3	2/13/13	Linear Equations and Inequalities	Problem Set 3	1, 2, 8	1.1, 1.7
4	2/20/13	Quadratic Equations	Problem Set 4	1, 2, 8	1.3, 0.6, 2.1
5	2/27/13	More on Quadratics	Problem Set 5	1, 2, 8	1.3, 1.4, 3.1
6	3/6/13	Complex Numbers	Problem Set 6	1, 2, 6, 8	3.5
	3/11/13		<b>Midterm Exam 1</b>	1, 2, 5, 8	
7	3/13/13	Functions	Problem Set 7	3, 4, 8	2.4, 2.5, 2.6, 2.7
8	3/20/13	Higher Order Polynomials	Problem Set 8	3, 5, 6, 8	3.2, 3.3, 3.4, 3.5, 3.6
	3/25/13	Spring Break!			
9	4/3/13	Graphing and Transforming Functions	Problem Set 9	3, 5, 8	2.5, 2.6
10	4/10/13	Rational Functions and More Inequalities	Problem Set 10	3, 4, 8	3.7, 1.7
	4/12/13		<b>Midterm Exam 2</b>	3, 4, 5, 6, 8	
11	4/17/13	Combining and Inverting Functions	Problem Set 11	3, 4	2.7, 4.1
12	4/24/13	Exponents and Logs	Problem Set 12	7	4.2, 4.3

13	5/1/13	Algebra of Logs and Exponents	Problem Set 13	7	4.1, 4.4
14	5/8/13	Solving and Graphing Exponential and Logarithmic Functions	Problem Set 14	7, 8	4.4, 4.5, 4.6
15	5/12/13	Review		1, 2, 3, 4, 5, 6, 7, 8	Everything!
	5/17/13		<b>Final Exam</b>	1, 2, 3, 4, 5, 6, 7, 8	

**Students who intend to use this course to satisfy the mathematical concepts requirements for general education must earn a grade of C or higher.**

**San José State University  
Department of Psychology  
General Psychology (Psyc 001)  
Term Year**

<b>Instructors:</b>	<b>Gregory Feist, PhD<sup>a</sup> &amp; Susan Snyckerski, PhD<sup>b</sup></b>
<b>Office Location:</b>	DMH 313 <sup>a</sup> , DMH 311 <sup>b</sup>
<b>Telephone:</b>	(408) 924-5617 <sup>a</sup> , (408) 924-5662 <sup>b</sup>
<b>Email:</b>	greg.feist@sjsu.edu <sup>a</sup> , susan.snyckerski@sjsu.edu <sup>b</sup>
<b>Office Hours:</b>	
<b>Class Days/Time:</b>	Online
<b>GE/SJSU Studies Category:</b>	GE Area D1 Human Behavior

### **Course Description**

Psychology is a diverse field that seeks to describe, explain, predict, and influence behavior, cognition, emotion, and physiology. As a Social Science, Psychology can offer something of interest to every student, whether one wishes simply to fulfill 3 units of GE credit, to apply the information learned to career objectives, to gain insights into the nature of human experience, to develop understanding of the self and others, or to start on the path to a career in the social and behavioral sciences. This course will cover “the study of perception, attention, learning, remembering, thinking, development of the individual, intelligence, aptitudes, emotion, motivation, adjustment and conflict” (SJSU course catalog)

Each student will have the opportunity to develop and demonstrate a working familiarity with classical and current methods, theories, and research in each of the major subdivisions of psychology. This opportunity will allow students to develop and demonstrate an understanding of differences in cultural value orientation, social-instructional contextual realities, and personal-situational construction of everyday life events. This understanding will allow students to evaluate and apply a variety of technical concepts and principles to understanding the behavior of individuals. Accordingly, students will be encouraged to think critically about the content of this course. Students will gain an understanding of how and why people think, feel, and act as they do in adapting to their everyday environments. Such an understanding should enhance each student’s quality of life, educational experience, personal effectiveness, and sense of fulfillment in matters related to health, work, and interpersonal relationships. Students will have the opportunity to develop and demonstrate proficiency in using the methods, concepts, and principles of psychology in two ways. First, from the perspective of the psychologist as a social scientist who collects, analyzes, and interprets behavioral data. Second, from the perspective of the psychologist as a practitioner who applies the technical concepts and principles to facilitate an understanding of everyday life in contemporary societies, of personal experiences, of self-awareness, and of personal growth.

### **Course Web Pages**

**Udacity:** <http://www.udacity.com/overview/Course/st095/>

- This course is entirely online and will be delivered through Udacity.com.
- You must enroll with Udacity (free) in addition to enrolling through SJSU.
- Technical problems? Visit <http://forums.udacity.com/tags/technical-support/#technical-support>

- We will use Udacity for ...
  - Delivery of all course content
  - Discussion forums, i.e., posting of comments or questions about the content
  - Testing
  - Mentoring

**CANVAS:** <https://sjsu.instructure.com/>

- Canvas will be our learning management system for this class.
- You will automatically be given access to Canvas upon your successful enrollment in the course.
- Answers about Canvas can be found at <http://guides.instructure.com/>
- We will use Canvas for...
  - Sending messages
  - Posting grades
  - Submission of written work
  - Some testing

### **GE/SJSU Course Learning Outcomes (CLOs)**

Upon successful completion of this course, students will be able to:

**CLO 1:** Students shall be able to identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those processes, and the forces that engender social cohesion and fragmentation.

This objective is met through material presented in Units 3, 4, 10, 16, and 17.

General topics addressed: sensing, organizing, identifying, and recognizing; reality, ambiguity, and illusions; sensory knowledge of the world; organizational processes in perception; identification and recognition processes; cognitive development across the lifespan, acquiring language, social development across the lifespan, gender development, moral development, learning to age successfully; constructing social reality, attitudes, attitude change and action, prejudice, social relationships; the power of the situation; roles and rules, social norms, conformity, situational power; altruism and prosocial behavior; aggression, evolutionary perspectives, individual differences, cultural constraints; the psychology of conflict and peace, obedience to authority, the psychology of genocide and war, peace psychology.

Assessment example of a potential writing project for this learning objective: In 1963, Yale psychologist, Dr. Stanley Milgram, conducted a now famous experiment examining obedience to authority. What historical events led Dr. Milgram to study obedience? Describe the methods and procedures of the experiment. What were the independent and dependent variables? Describe the results of the study. What were the main conclusions of the study? How are findings of this experiment relevant today? Grammar, clarity, conciseness and coherence in your writing will be assessed.

Assessment example of a potential exam questions for this learning objective: Jessica's friend Angelina performed poorly on her biology exam and Jessica said it was because Angelina was lazy. The next day Jessica performed poorly on her history exam and she said it was because the professor made the test extremely difficult. In this example, Jessica bias in judgment is termed \_\_\_\_\_.

**CLO 2:** Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts.

This objective is met through material presented in Units 1, 2, 9, 14 and 15. General topics addressed: evolution of modern psychology, historical foundations, and current cultural perspectives; the process of research, psychological measurements, historical and current ethical issues in human and animal research; analyzing psychological research with descriptive and inferential statistics, becoming a wise consumer of research; intelligence and intelligence assessment, basic features of formal assessment, the origins of intelligence testing, the history and politics of intelligence testing, heredity and IQ, environments and IQ, culture and the validity of IQ tests; the nature of psychological disorders, deciding what is normal, historical perspectives of mental illness, etiology of psychopathology, the stigma of mental illness; the therapeutic context, goals and major therapies, historical and cultural contexts, treatment evaluation and prevention strategies, therapies and brain activity.

Assessment example of writing project for this learning objective: students will identify the etiology of one of the following disorders: (a) obsessive-compulsive disorder, (b) generalized anxiety disorder, (c) bipolar disorder, (d) major depressive disorder, (e) post-traumatic-stress-disorder, (f) autism, and (g) schizophrenic disorder. After identifying the etiology of the disorder, identify the most likely therapies and/or treatments for those disorders that are associated with your psychological perspective. Find at least three peer-reviewed journal articles on the topic and summarize the studies. Be sure to include a one paragraph introduction and one paragraph conclusion. Grammar, clarity, conciseness and coherence in your writing will be assessed.

**CLO 3:** Students will be able to identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.

This objective is met through Units 3, 8, 10, 11, and 13. General topics addressed: the biological and evolutionary bases of behavior, heredity and behavior, evolution and natural selection, variation in the human genotype, biology and behavior; cognitive processes, studying cognition, discovering the processes of mind, mental processes and mental resources, language use, language production, language understanding, language, thought and culture, visual cognition, problem solving and reasoning; judgment and decision making; physical development across the life span, cognitive development across the life span, perceiving speech and perceiving words, learning word meanings, acquiring grammar, social development across the life span, gender development, sex and gender, the acquisition of gender roles, gender and cultural perspectives on moral reasoning, learning to age successfully; functions of motivational concepts, sources of motivation, sexual behaviors, nonhuman sexual behaviors, human sexual arousal and response, the evolution of sexual behaviors, sexual norms, homosexuality, motivation for personal achievement, need to achievement, attributions for success and failure, work and organizational psychology; understanding human personality.

Assessment example of a writing project for this learning objective: Compare and contrast sex differences and gender differences. Describe how gender roles are acquired and provide an example of how one's environment might contribute to gender identity. How does biology (genetics) influence gender development? Find at least three peer-reviewed journal articles on the topic and summarize the studies. Be sure to include a one paragraph introduction and one paragraph conclusion. Grammar, clarity, conciseness and coherence in your writing will be assessed.

**CLO 4:** Students will be able to evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.

This objective is met through material presented in Units 2, 6, 12, 15, and 16. General topics addressed: analyzing psychological research, descriptive statistics, inferential statistics, becoming a wise consumer of statistics; the study of learning, evaluating the effectiveness of different learning procedures, the experimental analysis of behavior, observational learning; basic emotions and culture, functions of emotions, stress of living, physiological stress reactions, psychological stress reactions, coping with stress, health promotion, personality and health, job burnout and the health-care system.

Assessment example of exam question for this learning objective: Although Juanita only received a “dummy pill” when she participated in a study examining the effectiveness of a new drug on mood, she reported that she felt her mood improved dramatically after taking the new drug. This is an example of \_\_\_\_\_.

**CLO 5:** Students will be able to recognize the interactions of social institutions, culture, and environment with the behavior of individuals.

This objective is met through Units 5, 6, 9, 14, 16, and 17. General topics addressed: the power of the situation, altruism and prosocial behavior, the psychology of peace and conflict; constructing social reality, attitudes and attitude change, prejudice, social relationships; deciding who is abnormal, the problem of objectivity in defining abnormal behaviors, classifying psychological disorders, the etiology of psychopathology, anxiety disorders (types and causes), mood disorders (types and causes), gender differences in depression, suicide, psychological disorders in childhood, schizophrenic disorders, the stigma of mental illness.

Assessment examples of a writing project for this learning objective: Describe and provide an example of how one’s culture might help determine whether one has an independent construal of self or an interdependent construal of self. Provide examples of at least three variables based on three peer-reviewed journal articles. Summarize each experiment. Be sure to include a one paragraph introduction and a one paragraph conclusion. Grammar, clarity, conciseness and coherence in your writing will be assessed.

Given what you know about the bystander effect, what happens to the probability of a bystander helping in an accident when the number of bystanders increases? What are some variables that have been shown to counter the bystander effect? Provide examples of at least three variables based on three peer-reviewed journal articles. Summarize each experiment. Be sure to include a one paragraph introduction and a one paragraph conclusion. Grammar, clarity, conciseness and coherence in your writing will be assessed.

NOTE: There will be a minimum of two writing assignments in this course. These assignments are designed to:

1. Comply with the University’s General Education course credit writing requirement of a minimum of 1500 words in order to: (a) provide you with practice in writing, (b) provide you with feedback on your writing, and (c) provide you with the opportunity to incorporate the instructor's feedback into your writing assignments.
2. Help students achieve mastery of various aspects of the five Learning Objectives given above.

How the writing assignments meets number 1, a, b, and c as noted above:

1. Students will receive their papers back within two weeks after submission (a).
2. Feedback by the instructor regarding students written work will be provided to the students when papers are returned to them (b).

3. Students will be able to incorporate instructor feedback from writing assignments. That is, opportunities to correct written work by following the instructors' will be provided to students. (c).

How the writing assignments meets number 2 above:

1. Writing assignments will incorporate material from the five learning objectives by the nature of the topic(s) to be addressed in the writing.
2. Some writing assignments may cover material germane to more than one objective, whereas other writing assignments may deal with only one objective per assignment.

### **Program Learning Outcomes (PLO)**

Upon successful completion of the psychology major requirements...

- *PLO1 – Knowledge Base of Psychology* – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- *PLO2 – Research Methods in Psychology* – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.
- *PLO3 – Critical Thinking Skills in Psychology* – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.
- *PLO4 – Application of Psychology* – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
- *PLO5 – Values in Psychology* – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

### **Required Texts, Readings, and/or Material**

There are **no required textbooks** for this class. An online course covers basic information, but can't cover the material in much depth. Therefore, we do provide a full e-book written by one of your instructors (GJF) at a reduced cost (\$70) for SJSU-Udacity students only. This book is *optional*.

Go to: <https://create.mcgraw-hill.com/shop>

Type in ISBN: 9781121842175

Then follow the prompts for online purchase.

Additionally, some of you may wish to use various free online resources to help supplement the course content. Here are a few suggestions:

<http://psychology.about.com/>

<http://psychology.about.com/od/academicresources/a/psychology-101.htm>

### **What you will need:**

1. A reliable computer and Internet access.
  - Having access to the Internet is your responsibility, so have backup plans in case you have problems with your primary computer. We will not accept excuses about technology problems as valid, unless the entire university network or the Learning Management System is offline.
2. A subscription to ProctorU
  - <http://proctoru.com/udacity/> - Included in course fees

## Definition of a Credit Hour

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities. Other course structures will have equivalent workload expectations as described in the syllabus.

As an example, the expectation of work for this 3-credit course is nine hours of student work related to this class each week. Examples of student work include such things as progressing through the Udacity lessons, problem sets, reading psychology-related material, and meaningful participation in online discussions.

## “Classroom” Protocol

Udacity lessons involve many short videos followed by interactive activities. To some extent this course is self-paced and will require you to time manage and self-motivate appropriately. We strongly recommend that you spend some time each day working through the lessons and problem sets. The worst thing you could do is to wait to complete the entire lesson right before something is due.

Another valuable suggestion is that, as in a normal classroom, you should be actively engaged in taking your own notes while watching the lessons. While it is true that the videos will remain available for you to review as many times as you require, active note taking will help you internalize the material better. Also, you’ll be able to use these notes to complete the problems sets and study for the exams. This will be much more convenient than trying to go back and re-watch the many videos.

## Honor Code

(Reference: Academic Integrity Policy at: <http://www.sjsu.edu/studentconduct/Policies/>)

In order to ensure fairness and have a single standard of representing knowledge acquired, all students participating in online SJSU courses must agree to abide by the following code of conduct.

1. My work will be my own in this online course, except where the assignment is to work in groups or teams (we will let you know which assignments allow group work).
2. I will not give any answers for individually graded homework, quizzes or exams to anyone else.
3. I will not engage in any other activities that will misrepresent my own work or improve my results falsely. I will not engage in any activities that will misrepresent others’ work.
4. I will not download, save, or otherwise retain materials from the course for anything but personal use.

## Class Environment

In an effort to create an environment conducive to sharing one’s thoughts, we require the following etiquette when engaging in online discussions:

- Be polite and respectful to the other people in the class
- Do not use profanity in posts

Respect for the rights and opinions of others is required. The free and open exchange of ideas is the cornerstone of higher education, but we must always remain respectful of others, even if we disagree strongly with them. Disagreement is acceptable, but discourteousness is not. Behavior that creates a threatening or harassing environment will not be tolerated. Severe and pervasive disruptions of course activities are a violation of the Student Code of Conduct will be reported to the Office of Student Conduct and Ethical Development. In short, let’s be cool to one another.

## Recording of Class Materials

Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You may not make audio or video recordings in this class. By enrolling in this course you have not been given any rights to reproduce or distribute the material.

Course material developed by the instructor is the intellectual property of the instructor. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without my consent.

## Assignments and Grading Policy

Your grade will be determined by your performance in five categories of the coursework and examination:

### Assessment Item and their Value

Assessment Item	How Many?	% of Final Grade
Proctored Exams	2	60%
Un-proctored Exams	1	10%
Problem Sets	15	15%
Writing Projects	2	15%

A letter grade will be assigned based on a standard distribution of points. Your final grade will be calculated by summing your scores on the above criteria and a letter grade will be assigned based on the following grading distribution.

### Grading Distribution

Grade	Percent (%)	Grade	Percent (%)
A+	≥ 98%	C	73
A	93	C-	70
A-	90	D+	68
B+	88	D	63
B	83	D-	60
B-	80	F	< 60%
C+	78		

**Exams:** You will have three exams in this class. They will consist of multiple choice questions. The exams are meant to assess your knowledge of the psychological concepts we cover in class. More specifically, there are typically five to ten learning objectives for each module. These learning objectives represent the concepts and abilities you should have mastered by the end of that module. Module exam questions will be constructed to assess your understanding and/or abilities for each of these objectives.

Each Exam will be available online during a specific window of time using the Canvas or Udacity system. The exams will be available online on the dates scheduled below and will remain available for no more than a 24-hour period. You cannot use any support material (e.g., books, notes, friends, etc) when taking the exams. As we noted, the exams are meant to assess how much knowledge you have internalized, not how fast you can look-up the information. To that end, the exams will be timed, requiring you to provide an answer to each question within a certain amount of time.

Moreover, while the exams will be available for 24-hours, you must complete the entire exam once you begin taking the exam. You will not be allowed to pause the exam or to return to previous portions of the exam once you have begun.

If you cannot take a scheduled exam due to an emergency, you must notify us before the end of the 24-hr exam period. In addition, you must provide written documentation for the reason you could not take the exam. At our discretion, we may allow you to make up the exam, but this is not guaranteed.

**Problem Sets:** At the end of each lesson, you will complete a Problem Set. These Problem Sets are meant to help you self-assess your knowledge of the concepts covered in each Lesson. All Problem Sets will be multiple-choice and will be based on material in the previous Lesson. You will be allowed to use notes and other resources (e.g., one of the online textbooks suggested) for the Problem Sets, but you must answer the questions yourself. You are not allowed to ask anyone else (in or outside of the class) for the answers. Doing so will be considered academic dishonesty and will be subject you to the sanctions described in the section below titled “**Academic integrity.**”

Late Problem Sets will automatically have 50% deducted from them. Problem Sets will not be accepted beyond seven calendar days from their due date unless other arrangements have been made with the instructor.

We will discuss the details of these writing projects as their dates grow closer. The research papers will be 750 words in length (typed, double-spaced, 12-point font, 1” margins). Correct grammar, punctuation, and writing style (as described in the *Publication Manual of the American Psychological Association*, 6th ed.) are expected and will represent a portion of your grade on the assignment. You will submit the writing assignments via Canvas online submission process. All papers will be subject to plagiarism evaluation using *Turnitin.com*. The projects must be submitted in MS Word (.doc) or PDF format to earn credit.

## **University Policies**

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

### **Academic integrity**

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Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

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In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

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**Psyc 001 – General Psychology (Summer Session-10 Wk)  
Course Schedule<sup>1</sup>**

<b>Week</b>	<b>Start Date</b>	<b>Topics, Readings, Assignments</b>	<b>Due by end of week (Friday)</b>
1	June 3	Introduction to Psychology Research Methods in Psychology	Problem Set 1 Problem Set 2
2	June 10	The Biology of Behavior	Problem Set 3
3	June 17	Sensation and Perception <b>Midterm 1 (Lessons 1 – 4)</b>	Problem Set 4
4	June 24	Human Development Consciousness	Problem Set 5 Problem Set 6
5	July 1	Learning Memory	Problem Set 7 Problem Set 8 <b>Writing Project #1</b>
6	July 8	Language and Thought <b>Proctored Midterm 2 (Lessons 5 – 9)</b>	Problem Set 9
7	July 15	Intelligence & Creativity Motivation and Emotion	Problem Set 10 Problem Set 11
8	July 22	Stress and Health Personality	Problem Set 12 Problem Set 13
9	July 29	Social Behavior Psychological Disorders	Problem Set 14 Problem Set 15 <b>Writing Project #2</b>
10	Aug 5	Treating Psychological Disorders <b>Proctored Final (Lessons 10-16)</b>	Problem Set 16

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<sup>1</sup> This schedule is subject to change with fair notice. Notification of changes, if any, will be made via email.

**Psyc 001 – General Psychology (Term Year)**  
**Due Dates (Pacific Coast Time)**

Problems sets are all completed and submitted on the Udacity site. Unless otherwise noted, each problem set must be submitted no later than 11:59 pm Pacific Coast Time on the date indicated below. Late assignments will be accepted but at a 10%/day penalty.

<b>Due Date</b>	<b>Problem Set(s)</b>	<b>Topics, Readings, Assignments</b>
June 7	1 2	Introduction to Psychology Research Methods in Psychology
June 14	3	The Biology of Behavior
June 21	4	Sensation and Perception <b>Midterm 1 (Lessons 1 – 4)</b>
June 28	5 6	Human Development Consciousness
July 5	7 8	Learning Memory <b>Writing Project #1</b>
July 12	9	Language & Thought <b>Proctored Exam 2 (Lessons 5 - 9)</b>
July 19	10 11	Intelligence & Creativity Motivation and Emotion
July 26	12 13	Stress and Health Personality
Aug 2	14 15	Social Behavior Psychological Disorders <b>Writing Project #2</b>
Aug 9	16	Treating Psychological Disorders <b>Proctored Final (Lessons 10-16)</b>

**San José State University**  
**Department of Psychology**  
**Elementary Statistics (Stat 095)**  
**Spring 2013**

<b>Instructor:</b>	Sean Laraway, Ph.D. <sup>σ</sup> Ron Rogers, Ph.D. <sup>ρ</sup>
<b>Office Location:</b>	DMH, Rm. 311 <sup>σ</sup> DMH, Rm. 157 <sup>ρ</sup>
<b>Telephone:</b>	(408) 924 – 5679 <sup>σ</sup> (408) 924 – 5652 <sup>ρ</sup>
<b>Email:</b>	<a href="mailto:Sean.Laraway@sjsu.edu">Sean.Laraway@sjsu.edu</a> <sup>σ</sup> <a href="mailto:Ronald.Rogers@sjsu.edu">Ronald.Rogers@sjsu.edu</a> <sup>ρ</sup>
<b>Office Hours:</b>	Online Thursdays 12:00 – 1:00 pm <sup>σ</sup> Online Tuesdays 11:00 – 12:00 pm <sup>ρ</sup>
<b>Class Days/Time:</b>	Online
<b>Prerequisites:</b>	By California State University policy, passage of the Entry Level Math (ELM) Exam is a prerequisite to enroll in this course. Failure to satisfy this prerequisite will result in the retroactive assignment of a “U” grade in this course. Information on the ELM can be obtained on the web at <a href="http://testing.sjsu.edu/teptelm.html">http://testing.sjsu.edu/teptelm.html</a>
<b>GE/SJSU Studies Category:</b>	Intended for majors in education, nursing, personnel administration, psychology, social service and sociology, and psychology minors. GE: B4 (Mathematical Concepts) and CAN STAT 2.

### **Course Description**

We live in a time of unprecedented access to information...data. Whether researching the best school, job, or relationship, the Internet has thrown open the doors to vast pools of data. Statistics are simply objective and systematic methods for describing and interpreting information so that you may make the most informed decisions about life. Catalog Description: Organization and classification of data, graphic representation, measures of central tendency and variability, percentiles, normal curve, standard scores, correlation and regression, and introduction to statistical inference; use of microcomputers for statistical calculations.

### **Course Web Pages**

**Udacity:** <http://www.udacity.com/overview/Course/st095/>

- This course is entirely online and will be delivered through Udacity.com.
- You must enroll with Udacity (free) in addition to enrolling through SJSU.
- Technical problems? Visit <http://forums.udacity.com/tags/technical-support/#technical-support>
- We will use Udacity for ...
  - Delivery of all course content
  - Discussion forums, i.e., posting of comments or questions about the content
  - Testing
  - Mentoring

**CANVAS:** <https://sjsu.instructure.com/>

- Canvas will be our learning management system for this class.
- You will automatically be given access to Canvas upon your successful enrollment in the course.
- Answers about Canvas can be found at <http://guides.instructure.com/>
- We will use Canvas for...
  - Sending messages
  - Posting grades
  - Submission of written work
  - Some testing

### **Course Goals and Learning Objectives**

1. Stat 95 requires students to write a minimum of 500 words in a manner appropriate to quantitative analysis. The writing requirement will be met via written projects (described below). Writing will be assessed for grammar, clarity, conciseness, and coherence.
2. Stat 95 will incorporate issues of diversity in many ways (e.g., in lectures, films, assignments)
3. In terms of Mathematical Concepts (Area B-4), Stat 95 will focus on:
  - a. Basic mathematical techniques for solving quantitative problems
  - b. Elementary numerical computation
  - c. The organization, classification, and representation of quantitative data in various forms, such as tables, graphs, rates, percentages, measures of central tendency and spread
  - d. Applications of mathematics to everyday life
  - e. Applications of mathematical concepts in statistical inference

### **GE and Course Learning Outcomes (LO)**

Upon successful completion of this course, students will be able to: (CLO 1 – 3 are GE outcomes, with the remainder being course-specific)

- *CLO1* – To use statistical methods to solve quantitative problems, including those presented in verbal form
- *CLO2* – To demonstrate the ability to use mathematics and statistics to solve real-life problems
- *CL03* – To arrive at conclusions based on numerical and graphical data.

### **Program Learning Outcomes (PLO)**

Upon successful completion of the psychology major requirements...

- *PLO1 – Knowledge Base of Psychology* – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

- *PLO2 – Research Methods in Psychology* – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.
- *PLO3 – Critical Thinking Skills in Psychology* – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.
- *PLO4 – Application of Psychology* – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
- *PLO5 – Values in Psychology* – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

**Assessment of student learning objectives:** The learning objectives will be assessed via in-lesson learning checks, problem sets, written assignments, and exam questions. These assessment items will involve solving verbal and symbolic quantitative problems, including those that involve real-world situations. Students will be required to arrive at conclusions using numerical and graphical data. For example, students may view a scatterplot depicting data for the amount of sleep (X) and visual memory (Y), and will determine whether a relationship exists between these variables, if so, the nature and strength of this relationship (LO 3). In addition, students will compute appropriate statistical measures that describe the relationship (LO 1) and then determine the practical implications of the observed relationship (LO 2, 3).

### Required Texts, Readings, and/or Materials

There are no required textbooks for this class. Some students, however, may wish to use various free online resources to help supplement the course content. Here are a few suggestions:

- <http://cnx.org/content/col10522/latest/>
- <http://davidmlane.com/hyperstat/index.html>
- [www.openintro.org/stat/textbook.php](http://www.openintro.org/stat/textbook.php)
- <http://www.statsoft.com/textbook/>
- <http://vassarstats.net/textbook/>
- <http://wiki.stat.ucla.edu/socr/index.php/EBook>

### What you will need:

1. A reliable computer and Internet access.
  - Having access to the Internet is your responsibility, so have backup plans in case you have problems with your primary computer. We will not accept excuses about technology problems as valid, unless the entire university network or the Learning Management System is offline.
2. A subscription to StatCrunch
  - <http://www.statcrunch.com/get-access/> - \$13.20
3. A subscription to ProctorU
  - <http://proctoru.com/udacity/> - Included in course fees
4. Calculator
  - The calculator can be either handheld or on your computer, but it must have the square root and exponent buttons. A graphing calculator is not necessary!

## **Definition of a Credit Hour**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

As an example, the expectation of work for this 3-credit course is nine hours of student work related to this class each week. Examples of student work include such things as progressing through the Udacity lessons, problem sets, StatCrunch projects, reading statistics-related material, and meaningful participation in online discussions.

## **“Classroom” Protocol**

Udacity lessons involve many short videos followed by interactive activities. To some extent this course is self-paced and will require you to time manage and self-motivate appropriately. We strongly recommend that you spend some time each day working through the lessons and problem sets. The worst thing you could do is to wait to complete the entire lesson right before something is due.

Another valuable suggestion is that, as in a normal classroom, you should be actively engaged in taking your own notes while watching the lessons. While it is true that the videos will remain available for you to review as many times as you require, active note taking will help you internalize the material better. Also, you'll be able to use these notes to complete the problems sets and study for the exams. This will be much more convenient than trying to go back and re-watch the many videos.

## **Honor Code**

(Reference: Academic Integrity Policy at: <http://www.sjsu.edu/studentconduct/Policies/>)

In order to ensure fairness and have a single standard of representing knowledge acquired, all students participating in online SJSU courses must agree to abide by the following code of conduct.

1. My work will be my own in this online course, except where the assignment is to work in groups or teams (we will let you know which assignments allow group work).
2. I will not give any answers for individually graded homework, quizzes or exams to anyone else.
3. I will not engage in any other activities that will misrepresent my own work or improve my results falsely. I will not engage in any activities that will misrepresent others' work.
4. I will not download, save, or otherwise retain materials from the course for anything but personal use.

## **Class Environment**

In an effort to create an environment conducive to sharing one's thoughts, we require the following etiquette when engaging in online discussions:

- Be polite and respectful to the other people in the class
- Do not use profanity in posts

Respect for the rights and opinions of others is required. The free and open exchange of ideas is the cornerstone of higher education, but we must always remain respectful of others, even if we disagree strongly with them. Disagreement is acceptable, but discourteousness is not. Behavior that creates a threatening or harassing environment will not be tolerated. Severe and pervasive disruptions of course activities are a violation of the Student Code of Conduct will be reported to the Office of Student Conduct and Ethical Development. In short, let's be cool to one another.

<http://www.sjsu.edu/getinvolved/docs/Student%20Conduct%20Code.pdf>

### Recording of Class Materials

Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You may not make audio or video recordings in this class. By enrolling in this course you have not been given any rights to reproduce or distribute the material.

Course material developed by the instructor is the intellectual property of the instructor. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without my consent.

### Assignments and Grading Policy

Your grade will be determined by your performance in five categories of the coursework and examination:

Assessment Item	How Many?	% of Final Grade
Proctored Exams	2	60%
Un-proctored Exams	1	10%
Problem Sets	16	15%
StatCrunch	4	15%

A letter grade will be assigned based on a standard distribution of points. Your final grade will be calculated by summing your scores on the above criteria and a letter grade will be assigned based on the following grading distribution.

Grade	Percent (%)	Grade	Percent (%)
A+	≥ 98%	C	73
A	93	C-	70
A-	90	D+	68
B+	88	D	63
B	83	D-	60
B-	80	F	< 60%
C+	78		

**Exams:** You will have three exams in this class. They will consist of multiple choice and computational questions. The exams are meant to assess your knowledge of the statistical concepts and calculations we cover in class. More specifically, there are typically three to seven learning objectives for each module. These learning objectives represent the concepts

and abilities you should have mastered by the end of that module. Module exam questions will be constructed to assess your understanding and/or abilities for each of these objectives.

Each Exam will be available online during a specific window of time using the Canvas or Udacity system. The exams will be available online on the dates scheduled below and will remain available for no more than a 24-hour period. You cannot use any support material (e.g., books, notes, friends, etc) when taking the exams. As we noted, the exams are meant to assess how much knowledge you have internalized, not how fast you can look-up the information. To that end, the exams will be timed, requiring you to provide an answer to each question within a certain amount of time. Moreover, while the exams will be available for 24-hours, you must complete the entire exam once you begin taking the exam. You will not be allowed to pause the exam or to return to previous portions of the exam once you have begun.

If you cannot take a scheduled exam due to an emergency, you must notify us before the end of the 24-hr exam period. In addition, you must provide written documentation for the reason you could not take the exam. At our discretion, we may allow you to make up the exam, but this is not guaranteed.

**Problem Sets:** At the end of each lesson, you will complete a Problem Set. These Problem Sets are meant to help you self-assess your knowledge of the concepts covered in each Lesson. All Problem Sets will be multiple-choice and will be based on material in the previous Lesson. You will be allowed to use notes and other resources (e.g., one of the online textbooks we suggested) for the Problem Sets, but you must answer the questions yourself. You are not allowed to ask anyone else (in or outside of the class) for the answers. Doing so will be considered academic dishonesty and will be subject you to the sanctions described in the section below titled “Academic integrity.”

Late Problem Sets will automatically have 50% deducted from them. Problem Sets will not be accepted beyond seven calendar days from their due date unless other arrangements have been made with the instructor.

**StatCrunch Projects:** While we are committed to teaching you how to calculate statistics, we are particularly interested in you developing the skills of interpreting and discussing the meaning of the statistics you have calculated, i.e., tell us what the numbers mean! To that end, we will have four writing projects in this class that will serve four specific functions:

1. Teach you how to use statistical software (StatCrunch) to conduct various statistical procedures.
2. Teach you to communicate statistical findings and interpretations.
3. Allow you to demonstrate your proficiency in written communication.
4. Fulfill the GE requirement of writing a minimum of 500 words in a manner appropriate to quantitative analysis.

We will discuss the details of these writing projects as their dates grow closer. Suffice to say that the reports will be at least roughly 125 words in length (typed, double-spaced, 12-point font, 1” margins) and may include at least one graph or table (software generated). Correct grammar, punctuation, and statistical style (as described in the *Publication Manual of the American Psychological Association*, 6th ed.) are expected and will represent a portion of your grade on the assignment. You will submit the writing assignments via Canvas online

submission process. All papers will be subject to plagiarism evaluation using Turnitin.com. The projects must be submitted in MS Word (.doc) or PDF format to earn credit.

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## STAT 095 – Elementary Statistics (Spring 2013) Course Schedule<sup>1</sup>

Week	Start Date	Topics, Readings, Assignments	Due by end of week?
1	Jan. 30	Introduction to Statistics & Scientific Studies	Problem Set 1
2	Feb. 6	Frequency Distribution & Visualizing Data	Problem Set 2
3	Feb. 13	Central Tendency	Problem Set 3
4	Feb. 20 <b>Feb. 26</b>	Variability <b>Midterm 1 (Lessons 1 – 4)</b>	Problem Set 4
5	Feb. 27	Standardized Scores (z-scores)	Problem Set 5 StatCrunch 1
6	Mar. 6	The Normal Distribution	Problem Set 6
7	Mar. 13	Sampling Distributions	Problem Set 7 StatCrunch 2
8	Mar. 20	Basics for Inferential Statistics <ul style="list-style-type: none"> <li>• Estimation (Confidence Intervals)</li> <li>• Hypothesis Testing</li> </ul>	Problem Set 8
9	Mar. 27	Basics for Inferential Statistics (Cont.) <ul style="list-style-type: none"> <li>• Hypothesis Testing</li> </ul>	Problem Set 9
10	Apr. 3	<b>Proctored Midterm 2 (Lessons 5 – 9)</b> t Tests	Problem Set 10
11	Apr. 10	t Tests (Cont.)	Problem Set 11
12	Apr. 17	One-Way ANOVA	Problem Set 12
13	Apr. 24	One-Way ANOVA (Cont.)	Problem Set 13 StatCrunch 3
14	May 1	Correlation	Problem Set 14
15	May 8	Simple Regression	Problem Set 15 StatCrunch 4
16	May 15	Chi-Square	Problem Set 16
Final Exam	<b>May 22</b>	<b>Proctored Final Exam (Lessons 10 – 16)</b>	

<sup>1</sup> This schedule is subject to change with fair notice. Notification of changes, if any, will be made via email.

## STAT 095 – Elementary Statistics (Spring 2013)

### Due Dates

Problems sets are all completed and submitted on the Udacity site. Unless otherwise noted, each problem set must be submitted no later than 11:59 pm on the date indicated below.

Due Date	Problem Set	StatCrunch	Topics, Readings, Assignments
Feb. 5	1		Introduction to Statistics & Scientific Studies
Feb. 12	2		Frequency Distribution & Visualizing Data
Feb. 19	3		Central Tendency
Feb. 25	4		Variability
<b>Feb. 26</b>			<b>Midterm 1 (Lessons 1 – 4)</b>
Mar. 5	5	1	Standardized Scores (z-scores)
Mar. 12	6		The Normal Distribution
Mar. 19	7	2	Sampling Distributions
Mar. 26	8		Estimation (Confidence Intervals)
Apr. 2	9		Hypothesis Testing
<b>Apr. 3</b>			<b>Proctored Midterm 2 (Lessons 5 – 9)</b>
Apr. 9	10		One-sample t-Test
Apr. 16	11		Independent Measures t-Test
Apr. 23	12		ANOVA
Apr. 30	13	3	One-Way ANOVA
May 7	14		Correlation
May 14	15	4	Simple Regression
May 21	16		Chi-Square
<b>May 22</b>			<b>Proctored Final Exam (Lessons 10 – 16)</b>