

Course Syllabus

Introductory Statistical Methods

EPSY 5261-001 – 3 credits

Fall 2020: T/Th 4:00 - 5:15 PM

Audience and prerequisites: This course is intended for upper-level undergraduate and graduate students who have completed a high school algebra course. Although there are no formal prerequisites for this course, students should have familiarity with computers and technology (e.g., internet browsing, Microsoft Word, opening/saving/attaching files, etc.).

Instructor

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Department of Educational Psychology

Office hours: Thursdays, 5:30 pm – 6:30 pm, or by appointment, via Zoom

College of Education & Human Development Mission Statement

The mission of the University of Minnesota College of Education and Human Development is to contribute to a just and sustainable future through engagement with the local and global communities to enhance human learning and development at all stages of the life span.

Department Mission Statement

Educational psychology involves the study of cognitive, emotional, and social learning processes that underlie education and human development across the lifespan. Research in educational psychology advances scientific knowledge of those processes and their application in diverse educational and community settings. The department provides training in the psychological foundations of education, research methods, and the practice and science of counseling psychology, school psychology, and special education. Faculty and students provide leadership and consultation to the state, the nation, and the international community in each area of educational psychology. The department's scholarship and teaching enhance professional practice in schools and universities, community mental health agencies, business and industrial organizations, early childhood programs, and government agencies.

Program Mission Statement: Quantitative Methods in Education

To prepare students to become high quality professionals in educational measurement, evaluation, statistics, and statistics education, through excellence in teaching, research, and service; and through investigating and developing research methodology in education.

Course Description

EPSY 5261 is designed to engage students in statistics by first building a conceptual understanding of statistics through the use of simulation methods and then learning about the more traditional methods, such as *t*-tests, chi-square tests, and regression. This course uses pedagogical principles that are founded in research, such as daily small group activities and discussion.

Attention undergraduates: As this is a graduate level course, it does *not* fulfill the Mathematical Thinking Liberal Education requirement. If you would like to take a statistics course in our department that fulfills that requirement, please consider EPSY 3264.

Course Goals, Objectives and Expectations

Upon completion of this course, students should (1) have an understanding of the foundational concepts of data, variation and inference; (2) be able to think critically about statistics used in popular magazines, newspapers, and journal articles; (3) be able to apply the knowledge gained in the course to analyze simple statistics used in research; and (4) be able to use a statistical software package to analyze data, and appropriately report conclusions from data analyses.

This is *not* a traditional class where you only come each day, listen, watch, and take notes!

This class was developed under the inverted classroom model which has a lot of research-based support. The *inverted classroom* “inverts” the traditional instructor-centered classroom model and has you, the student, play a more active role in your learning. You will be required to first read about a topic yourself and complete a short weekly preparation quiz. Then, classroom time will be devoted to learning activities and discussions to further develop and help you understand the topic. Finally, you will solve problems on homework related to the topic.

This course makes extensive use of *small group activities and large group discussions* to solidify ideas and content, as well as to deepen your understanding of material encountered in the readings. Your learning experience is thus dependent—to some extent—on your classmates and vice versa. Because of this, *it is essential* that you not only attend class each day and participate in the activities and discussions, but that you show up prepared having completed the reading and preparation quiz.

Statistics is more than just an application of mathematics or a methodology used in some other discipline. Statistics is a principled way of thinking about the world. In particular, it is a principled approach to data collection, prediction, and scientific inference.

Statistics is itself a unique discipline that has, like many others, undergone a tremendous amount of growth and change in the last two decades. In today’s dynamic and interdisciplinary world, success in confronting new analytical issues requires both substantial knowledge of a scientific or technological area and highly flexible problem-solving strategies.

Internalizing a discipline’s way of thinking about and solving problems is a time consuming process, with the key word being “process”. It is not something that can be taught to students in a semester, or even year-long, course. Learning statistics takes much more than memorizing formulae or software commands. It requires active participation and questioning both in and out of the classroom. The instructor of this course will provide you with many opportunities to learn the material through class activities, readings, and homework assignments, but in the end, you will have to do all of the hard work of actually learning that material.

Professionalism: Evidence of professional practice on both our parts includes (a) starting and ending on time, (b) being prepared, (c) being physically and mentally engaged, and (d) refraining from using your computer or cell phone for non-classroom purposes.

Textbook and Materials

Statistics: Unlocking the Power of Data by Lock, Lock, Morgan, Lock, and Lock, **2nd edition ENHANCED EBOOK** (website: <http://www.lock5stat.com/index.html>). You may choose from either version listed here, depending on if you also want a loose leaf abridged print copy of the ebook. Note that **WileyPlus access is NOT needed**.

- Enhanced Ebook only:
 - from U of M Bookstore – search for “EPSY 5261”:
<https://bookstores.umn.edu/course-materials>
 - from Wiley site – ISBN 978-1-119-30884-3 (note that you can also rent a bound copy from this site for 130 days):
<https://www.wiley.com/en-us/Statistics%3A+Unlocking+the+Power+of+Data%2C+2nd+Edition-p-9781119308843>
- Enhanced Ebook with loose leaf abridged print companion from U of M Bookstore – search for “EPSY 5261”: <https://bookstores.umn.edu/course-materials>
- **Important notes:**
 - *The enhanced e-book includes access to many, many helpful videos made by the authors, which I will leave as optional for you to watch.*
 - *Be careful when trying to obtain the book from other sources than above, as some will include WileyPlus access (not necessary) and others will include the text or e-text only without the videos and not be much cheaper than the e-text itself.*
 - *The textbook is not available in print-only format (without the enhanced e-text) from the publisher or the bookstore. If you search online, you may be able to find a cheaper print-only copy, but this may not be much cheaper than the e-text. While it is possible to get through this course only with a print copy, you may find all of the extra videos useful in learning the material and you may find it useful to spend a bit more to get the e-text.*
 - *The first edition is NOT a good option for you to use in this class. The second edition has some very substantial changes in terms of page/section numbers and content, so the first edition would just leave you very confused and lost!*

There is also a **course packet** that will be used on a daily basis in class. This course packet contains the learning activities for the course and can be purchased at the Student Bookstore. You do not need to bring your book every day, but you **should come to class every day with your course packet**.

A variety of readings will be provided via the course website throughout the semester. These readings come from different sources—such as journal articles and online resources—and explain terms and concepts, or provide additional information not covered in the textbook. Some of the readings are journal and news articles that report about research studies or data analyses that are related to topics addressed in class activities. These have more detail than you need to know for the

course, but they provide real-world examples of the statistical questions and methods you are learning about.

Technology

This course is taught in an active learning classroom and you are strongly encouraged to ***bring a laptop to class on a daily basis***. You will use your laptop in class for a variety of things, including working with your software of choice and accessing the course website. The classroom is equipped with wireless internet access, power outlets, and projection capabilities for students as well as the instructor.

Course Software: The course requires the use of one of two choices of software: StatCrunch or R/RStudio. Information about how to download and use the software can be found in the technology reference guides on the course website. In addition, everyone will be using a free online software called StatKey (<http://lock5stat.com/statkey>).

To decide which software (R or StatCrunch) is best for you for this semester, consider the following questions:

- Do you plan on taking EPSY 5262 (“Intermediate Statistical Methods”), EPSY 8251/8252, or another statistics course? If so, you should use R/RStudio.
- Do you prefer a program that has a spreadsheet-type format and menu-driven (vs. command-driven) interface? If so, you should use StatCrunch.
- Do you want a program that is free? If so, you should use R/RStudio. StatCrunch has a 6-mo or 12-mo rental fee.
- Do you prefer a program that you can access from *any* computer (or even a tablet)? If so, you should use StatCrunch. You only need an internet connection.

Course Website: A Canvas website has been established for this course. You can access it by going to <https://canvas.umn.edu> and log in using your U of M username and password. Then under either your *Dashboard* or under *Courses*, click on EPSY 5261 (001) Introductory Statistical Methods to access the course website. **For student support on navigating Canvas the following link may be helpful** <https://guides.instructure.com/m/4212>

The syllabus, quizzes, homework assignments, technology resource guides, grades, and other important resources are posted on Canvas. In addition, this is where you will upload the course assignments you turn in.

Attention Mac Users: If you are using a Mac and have problems downloading the .csv files from the course website, *hold the option-key* while clicking on the link and select Download Linked File. This should download the file to your Downloads folder. Also, the file downloads work better if you use Firefox or Chrome rather than Safari.

Email: Email is the primary source of communication among the instructor and students for this course. As such, you will be expected to check your email frequently (i.e., at least once per day). As per the University policy, “students are responsible for all information sent to them via their University assigned email account. If a student chooses to forward their University email account, he or she is responsible for all information, including attachments, sent to any other email account.”

Technology Policy: The course uses technology on a regular basis during both instruction and assessments (e.g., homework assignments, exams, etc.). *Student difficulty with obtaining or operating the various software programs and technologies will not be acceptable as an excuse for late work. Please plan ahead.* Due to the variation in computer types and systems, the instructor may not be able to assist in trouble shooting all problems you may have.

COURSE OUTLINE, TOPICS, AND ASSIGNMENTS

Assignments

Preparation quizzes: In a flipped classroom, it is crucial that you come to class prepared, having done the readings for the day. Your preparation grade will consist of your performance on 11 weekly preparation quizzes of 5-6 questions each, worth a total of **20%** of your grade. These quizzes consist of preparation questions that you will answer based on the readings. The preparation quizzes will be taken on the course website and will be due *before class begins* on the day that they are due. You will be allowed two attempts per preparation quiz, and your grade will be calculated using the higher of the two attempts. Each attempt will last 20 minutes. After the quiz is closed at the beginning of class, you will be able to see your grade, results, and correct responses. Therefore, late quizzes are *not* accepted. Instead, the lowest quiz score will be dropped.

Lab Assignments: There will be 4 lab (homework) assignments, together worth **25%** of your grade. The lab assignments will be completed outside of class (as homework) and submitted electronically via the course website.

As a student of statistics, working through all of the lab assignments is an important piece in building a complete understanding of the concepts, as well as allowing you to practice doing statistics. As a way of connecting the work you are doing across all lab assignments, you will explore the same data set for each lab assignment.

For each lab assignment, you may *choose to work alone or in a group of 2-3*. If you choose to work in a group, only one of you needs to submit the assignment, but make sure that all group members' names appear on the top of the assignment. (You will also need to create a group on Canvas for each assignment - more on this later.) Also, note that you do *not* need to work with the same group for all assignments. For example, you may choose to work alone on the first two assignments, in a group of 2 on the third and fourth assignments, etc. These assignments should be turned in via the course website before the end of the day that they are due (i.e. by 11:59 PM).

Exams: There are two midterm exams and one final exam, which together are worth a total of **35%** of your grade. All of these exams are take-home and are worked through *independently*. In this course, you may use any materials you like to complete exams (e.g., your book, your notes, internet resources, etc.) but you *may not* consult with other people or talk with your peers as you are taking exams. If it is discovered that collaboration has occurred on the exam, you will receive a grade of 0 on that exam.

You will have one week to work on each exam outside of class and then submit your work to the instructor via the course website. The exams will involve using statistical software (such as StatKey, StatCrunch or R). More details about the structure of each of these exams will be given in class.

Create Your Own Assignment: This is a customizable assignment worth **10%** of your grade where you have an opportunity to demonstrate and apply what you have learned throughout the semester in a way that is interesting to you. You will be allowed to pick ONE of two options. For all options, you may work individually or in groups of 2 or 3.

Option 1: Create a video to teach something about statistics and share your video with the class.

Option 2: Complete a data analysis project using a dataset of your choice.

This assignment will be submitted in two parts, Part 1 and 2. (Please refer to calendar below for due dates.) Full details on what is required for each part are provided in the *Create your own assignment* handout on the course website.

Article Critique: An article critique is another opportunity for you to apply what you have learned throughout the semester. You may choose to work by yourself, or in a group of 2 or 3 on this assignment. You will be choosing a media article that reports statistical findings, reading the original research article, and critically evaluating the media article's conclusions based on what you read in the original research article. You will share and discuss your critique with classmates on Article Critique Discussion day, and then turn in your final draft on the course website. The article critique is worth a total of **10%** of your grade and is described in more detail in the *Article Critique* handout on the course website.

Summary of Assignments

Assignment	Individual or group?	Percent of grade
Preparation quizzes	Individual	20%
Lab (HW) assignments	May be individual or in groups of 2-3	25%
Article Critique	May be individual or in groups of 2-3	10%
Create Your Own Assignment	May be individual or in groups of 2-3	10%
Midterm exam #1	Individual	8%
Midterm exam #2	Individual	12%
Final exam	Individual	15%
Total		100%

CALENDAR

The calendar below lists the tentative sequence of the course topics and readings, as well as the tentative deadlines for the assignments and exams. These are subject to change at the instructor's discretion – stay tuned to course announcements. Please note that all Preparation Quizzes and the

Article Critique are due *before class* and all other assignments before 11:59 PM. Each week is split into the two days we will meet each week.

Week	Topic (<i>Book Chapters</i>)	Activities	Assignments Due
1	<ul style="list-style-type: none"> Syllabus Introduction Overview of software 		
	<ul style="list-style-type: none"> Data collection <ul style="list-style-type: none"> Importance of research questions (1.1) Purpose of statistics (1.2) Types of studies (1.3) Sampling bias (1.2) 	<ul style="list-style-type: none"> Data Collection Articles 	
2	<ul style="list-style-type: none"> Data collection <ul style="list-style-type: none"> Recall types of studies Scope of conclusions based on type of study (1.2-1.3) Random sampling 	<ul style="list-style-type: none"> Sampling Countries 	Preparation Quiz # 1 (1.1-1.3)
	<ul style="list-style-type: none"> Data collection <ul style="list-style-type: none"> Recall types of studies Scope of conclusions based on type of study (1.2-1.3) Random assignment 	<ul style="list-style-type: none"> Purpose of Random Assignment Association vs. Causation 	
3	<ul style="list-style-type: none"> Numerical summaries <ul style="list-style-type: none"> Mean, median, percent, difference in statistics (2.1, 2.2, 2.4) Standard deviation (2.3) Technology Reference Guides <ul style="list-style-type: none"> Entering Data Graphs Descriptive Statistics 	<ul style="list-style-type: none"> Introduction to Numerical Summaries 	Preparation Quiz #2 (2.1-2.4)
	<ul style="list-style-type: none"> Numerical summaries <ul style="list-style-type: none"> Mean, median, percent, difference in statistics (2.1, 2.2) Standard deviation (2.3) Resistant statistic (2.2) Boxplots and outliers (2.4) 	<ul style="list-style-type: none"> Which Graph has the Larger Standard Deviation 30 Richest Americans 	
4	<ul style="list-style-type: none"> Introduction to confidence intervals Confidence intervals using bootstrap techniques (one-sample: 3.1-3.4) <ul style="list-style-type: none"> Sampling variability (3.1) 	<ul style="list-style-type: none"> Introduction to Confidence Intervals Bootstrap Interval M&Ms 	Preparation Quiz #3 (3.1-3.3)

	<ul style="list-style-type: none"> Confidence intervals using bootstrap techniques (one-sample) <ul style="list-style-type: none"> Measuring sampling variability: standard error (3.1) Constructing bootstrap confidence intervals (3.3) Understanding and interpreting confidence intervals (3.2) 	<ul style="list-style-type: none"> Bootstrap Interval: Body Temp 	Lab #1 due
5	<ul style="list-style-type: none"> Confidence intervals using bootstrap techniques: percentile method (3.4) <ul style="list-style-type: none"> Measuring sampling variability: standard error (3.1) Constructing bootstrap confidence intervals (3.3) Understanding and interpreting confidence intervals (3.2) 	<ul style="list-style-type: none"> Bootstrap Interval: College Student Debt – Part I 	Preparation Quiz #4 (3.1-3.4)
	<ul style="list-style-type: none"> Confidence intervals using bootstrap techniques (paired) <ul style="list-style-type: none"> Constructing bootstrap confidence intervals (3.3, 3.4) Understanding and interpreting confidence intervals (3.2) Comparing confidence levels (3.4) When to use percentile vs. regular (3.4) 	<ul style="list-style-type: none"> Bootstrap Interval: Paired Data (Fasting) 	
6	<ul style="list-style-type: none"> Confidence intervals using bootstrap techniques (two-sample, independent) <ul style="list-style-type: none"> Constructing bootstrap confidence intervals (3.3, 3.4) Understanding and interpreting confidence intervals (3.2) Comparing confidence levels (using percentile interval) (3.4) When to use percentile vs. regular (3.4) 	<ul style="list-style-type: none"> Bootstrap Interval: Comparing Countries (PISA) 	Exam #1 due
	<ul style="list-style-type: none"> Introduction to hypothesis tests <ul style="list-style-type: none"> Purpose of hypothesis test (4.1) Null hypothesis and alternative hypothesis (4.1) 	<ul style="list-style-type: none"> Introduction to Hypothesis Testing 	Preparation Quiz #5 (4.1)
7	<ul style="list-style-type: none"> Hypothesis tests using randomization techniques (one-sample) (4.1-4.4) <ul style="list-style-type: none"> Intro to p-value 	<ul style="list-style-type: none"> Randomization test: ESP Study 	Preparation Quiz #6 (4.2-4.3)
	<ul style="list-style-type: none"> Hypothesis tests using randomization techniques (one-sample) 	<ul style="list-style-type: none"> Randomization test: Body Temperature 	Lab #2 due

	<ul style="list-style-type: none"> Conducting randomization tests via applet (4.4) <ul style="list-style-type: none"> Finding p-values (4.2) Interpreting p-values (4.2) Making conclusions (4.3) Significance (4.3) 		
8	<ul style="list-style-type: none"> Hypothesis tests using randomization techniques (two-sample) <ul style="list-style-type: none"> Conducting randomization tests via applet (4.4) Comparing confidence intervals and hypothesis tests (4.5) 	<ul style="list-style-type: none"> Randomization test: Marijuana Users 	Preparation Quiz #7 (4.4-4.5)
	<ul style="list-style-type: none"> Hypothesis tests using randomization techniques (two-sample) <ul style="list-style-type: none"> Conducting randomization tests via applet (4.4) <ul style="list-style-type: none"> Type I & Type II errors (4.3) 	<ul style="list-style-type: none"> Randomization test: Phone Survey Incentives 	Create your own assignment: Part 1 due
9	<ul style="list-style-type: none"> Review Day 		Lab #3 due
	<ul style="list-style-type: none"> Normal Distributions (5.1, 5.2) Describing distributions: shape, center, variability CLT (5.2) 	<ul style="list-style-type: none"> Matching Histograms Understanding the Central Limit Theorem 	Exam #2 due
10	<ul style="list-style-type: none"> Confidence intervals – traditional (6.1, 6.2) <ul style="list-style-type: none"> One-sample: means Technology Reference Guides <ul style="list-style-type: none"> One sample t-test 	<ul style="list-style-type: none"> Confidence Interval: College Student Debt – Part II 	Preparation Quiz #8 (6.1, 6.2)
	<ul style="list-style-type: none"> Confidence intervals – traditional (6.1-6.4, <i>CI sections</i>) <ul style="list-style-type: none"> Two-sample independent: means Technology Reference Guides <ul style="list-style-type: none"> Two sample t-test/interval Paired t-test/interval 	<ul style="list-style-type: none"> Confidence Interval: College Student Debt – Part III 	
11	<ul style="list-style-type: none"> Hypothesis tests –traditional (6.1-6.4, <i>HT sections</i>, 6.5) <ul style="list-style-type: none"> Two-sample independent: means Deciding one- vs. two-tailed situations 	<ul style="list-style-type: none"> Hypothesis Test: Memory Game 	Preparation Quiz #9 (6.1-6.5)

	Article Critique Discussion Day!		Article Critique due in class (1st draft)
12	<ul style="list-style-type: none"> Chi-square between two variables <ul style="list-style-type: none"> Test (7.2) Technology Reference Guides <ul style="list-style-type: none"> Chi-square test (using raw data from .csv file) 	<ul style="list-style-type: none"> Chi-Square Test: Anemia and Disabilities 	Article Critique: Final draft due Preparation Quiz #10 (7.2)
	No Class - Thanksgiving Holiday		
13	<ul style="list-style-type: none"> Chi-square between two variables <ul style="list-style-type: none"> Test (7.2) Technology Reference Guides <ul style="list-style-type: none"> Chi-square test (entering the data on your own when given a table) 	<ul style="list-style-type: none"> Chi-Square test: Gallup Poll: US Satisfaction 	Lab #4 due
	<ul style="list-style-type: none"> Regression: Descriptive <ul style="list-style-type: none"> Simple linear regression equation (2.6, 9.1) 	<ul style="list-style-type: none"> Regression: Baseball 	Preparation Quiz #11 (2.5-2.7)
14	<ul style="list-style-type: none"> Prediction and residuals (2.6) Regression: Inference Data visualization (2.7) <ul style="list-style-type: none"> Slope (9.1) Assumptions (9.1) 	<ul style="list-style-type: none"> Regression: Happy Planet Index Parts I & II 	
	<ul style="list-style-type: none"> Multiple Regression (10.1) 	<ul style="list-style-type: none"> Infant Mortality 	Create your own assignment due
15	<ul style="list-style-type: none"> Review Day: Last day of class 	<ul style="list-style-type: none"> Which Method? 	<ul style="list-style-type: none"> Review Day: Last day of class
16	The final is take-home, so you do not need to come to class on this day.		Take-home Final Exam due 11:59PM

Final Exam

There is no in-class final. The take-home final exam will be due on **December 22, at 11:59PM.**

Attendance Policy

Although class attendance will not be counted as part of your course grade, you are expected to attend class each day having completed the assigned reading and preparation quiz, and having reviewed any necessary portions of the technology reference guides. You will also be expected to

participate in the in-class activities each day, as these are designed to help deepen your understanding of the course material. If you are unable to attend class on a given day, you are still responsible for completing your preparation quiz on time.

Workload Expectation

(Policy: [Expected Student Academic Work per Credit](#))

Student workload expectations per undergraduate credit. For fall or spring semester, one credit represents, for the average University undergraduate student, three hours of academic work per week.

Graduate School and Professional School Courses. It is expected that the academic work required of Graduate School and professional school students will exceed three hours per credit per week. **EPSY 5261 is a graduate level course.**

Evaluation of Student Performance

You will be evaluated on the basis of your performance on the assignments outlined above in the *Course Outline, Topics, and Assignments* section. Your course grade will be computed as a weighted average as described in this earlier section of the syllabus.

Grading Standards

The final grade is recorded according to U of MN definition of grades:

93-100%	A	For exceptional work, well above the minimum criteria
90-92%	A-	For outstanding work, well above the minimum criteria
87-89%	B+	For excellent work, above the minimum criteria
83-86%	B	For work above the minimum criteria
80-82%	B-	
77-79%	C+	
73-76%	C	For work which meets the course requirements in every respect
70-72%	C-	
67-69%	D+	
63-66%	D	Worthy of credit even though it fails to meet the course requirements
0-63%	F	Failed to meet minimum course requirements

Shortly after the course, you may access your final grade online at <http://onestop.umn.edu>.

IMPORTANT NOTE: This is a GRADUATE-LEVEL course. While officially, the university considers a grade of C- or higher acceptable to receive a grade of “S”, your program or department may have a higher standard (e.g., B-) for considering successful completion of the course.

Make-up policy

Late preparation quizzes are *not* accepted, as solutions appear immediately when class starts. The lowest quiz score is dropped, so that if you miss one quiz for any reason, you have no penalty. If extenuating circumstances cause you to miss more than one quiz, talk to the instructor ASAP.

Late submissions of lab assignments are generally *not* accepted without prior instructor approval. Case-by-case exceptions may be granted in special circumstances and if you contact the instructor *before* the date the assignment is due. The instructor will then determine whether an exception should be granted. If more than one exception is needed throughout the semester, documentation may be required.

Exam deadlines are stricter, and late submissions are *not* accepted. *Case-by-case exceptions may be granted in only extreme cases at the discretion of the instructor. You must provide documentation* to the instructor explaining your late submission. The instructor will then determine whether an exception should be granted.

In general, if you have extenuating circumstances (e.g. severe illness, family emergency) that affect your ability to complete any assignment on time, please contact the instructor ASAP.

Incomplete policy

If you are unable to complete the course work due to extraordinary circumstances (e.g. hospitalization, family emergency), an incomplete ("I") may be arranged at the discretion of the instructor. Incompletes are only given with prior written agreement specifying the time and manner in which the student will complete the course requirements. Please contact the instructor in a timely manner if you are having any issues.

Extra credit policy

There may be 1-2 extra credit opportunities throughout the semester. Stay tuned to class announcements for more details.

How to Access Your Grades

Go to MyU (myu.umn.edu) and click on the Academics tab.

Returning Papers, Exams, and Projects

All assignments for this class will be submitted electronically through Canvas and will be returned to you electronically through the same link where you turned in the assignment. If you work in groups, only one group member needs to submit the assignment, but the graded assignment will be returned electronically to all individual group members.

Comments will be made through Speed Grader. If you are unable to see comments on your returned assignment, please contact the instructor promptly.

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. As a student at the University you are expected adhere to Board of Regents Policy:

Student Conduct Code. To review the Student Conduct Code, please see:

http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:

<http://policy.umn.edu/education/studentresp>.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:

http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <http://policy.umn.edu/education/instructorresp>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty:

<http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences:

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <http://policy.umn.edu/education/makeupwork>.

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/education/studentresp>.

University Senate Grading Policy (required on all syllabi)

For additional information, please refer to <http://policy.umn.edu/education/gradingtranscripts>.

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

A	4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
A-	3.667
B+	3.333
B	3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
B-	2.667
C+	2.333
C	2.000 - Represents achievement that meets the course requirements in every respect
C-	1.667
D+	1.333
D	1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
S	Represents achievement that is satisfactory, which is equivalent to a C- or better.
F (or N)	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.
I	There will be a symbol I (incomplete) awarded to indicate that the work of the course has not been completed. The I will be assigned at the discretion of the instructor when, due to extraordinary circumstances (as determined by the instructor), the student who has successfully completed a substantial portion of the course's work with a passing grade was prevented from completing the work of the course on time. The assignment of an I requires a written agreement between the instructor and student specifying the time and manner in

which the student will complete the course requirements. In no event may any such written agreement allow a period of longer than one year to complete the course requirements.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:

<http://regents.umn.edu/sites/regents.umn.edu/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations

The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus ([612.626.1333](tel:612.626.1333)) to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
- If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.
- If you are registered with the DRC and have questions or concerns about your accommodations please contact your (access consultant/disability specialist).

Additional information is available on the DRC website: diversity.umn.edu/disability or e-mail drc@umn.edu with questions.

Mental Health and Stress Management:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty

concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

Academic Freedom and Responsibility

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. *[Customize with names and contact information as appropriate for the course/college/campus.]*

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

This publication/material is available in alternative formats upon request. Please contact the Educational Psychology Department, 250 Education Sciences Building, 612-624-6083 or edpsych@umn.edu.