PSY 350 – Research Design and Analysis II **Dr. Gibbons – Fall 2018**

"I have some data, now what do I do with it?"

Welcome to PSY 350! This syllabus is long, but everything in it is there for a reason. Many common questions about course policies and expectations are answered here - please read it carefully, refer to it often, and use it in conjunction with the course website in Canvas. If unforeseen circumstances (e.g., snow days) necessitate changes to the syllabus, I will announce the changes in class and in Canvas and post an updated version of this syllabus in Canvas.
This version was updated on August 15, 2018.

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Course Objectives

As the subtitle above suggests, this course is about working with, analyzing, interpreting, and reporting data in the context of psychological research. You will learn how to choose appropriate analyses to test a hypothesis or research question, perform common statistical computations (using the R statistical software package), interpret the output from those analyses, communicate your results using the conventions of APA style, and use your results to reach appropriate conclusions about a hypothesis.

By the end of the course, you should be able to:

- Calculate and interpret descriptive statistics for several types of variables.
- Assess the reliability of measures; perform quality checks for missing data and inattentive responding.
- Apply the logic of inferential statistics to evaluate null and alternative hypotheses for several types of research designs.
- Compute and interpret t-tests, ANOVAs, correlations, regression analyses, and ANCOVA.
- Communicate and explain the results of those analyses in APA style.
- Identify and discuss strengths, contributions, and limitations of a study.

As your major project for this course, you will analyze (fictitious) data for a hypothetical research study and write a full APA-style Results and Discussion section explaining your findings.

Times and Locations

Mon – Wed – Fri 9:00 AM – 9:50 AM Clark A205

This is a face-to-face course and regular attendance is strongly encouraged (see below).

Professor

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Phone: (970) 491-4940

Please include "PSY 350" in the subject lines of emails or mention it if you leave voice mail!

Office Hours: Mondays 10:30 am – 12:30 pm and Thursdays 10:30 am – 12:00 pm
Sign up via: https://tinyurl.com/drgibbons-fa18
(link is also posted in the Course Information module in Canvas!)

If you would like to meet during office hours, please sign up for a specific time via the link above (you may need to log in to your CSU Google Apps account). You can access the link above at any time; there is no need to email me about scheduling an appointment. Each appointment slot is 10 minutes long; if you anticipate needing more time, you are welcome to sign up for two consecutive slots. At busy times in the semester, I will add meeting slots as I am able; the link above will allow you to view **all** of the times I am available to meet. Please note that if your time zone in your Google Apps account is not set to Mountain time, time slots may not display correctly. Always look at the description posted with each time slot to verify that you have the correct time; my office hours are always during normal business hours and on weekdays, **never** after 5 PM or on a weekend.

If you do not make an appointment, you may still drop in during the regular times posted above, but be aware that students who made appointments will take priority. This system helps me better manage my availability for students across all of my courses; thank you in advance for your cooperation.

Teaching Assistants

Graduate Teaching Assistants:

In this course, you will be assigned a graduate teaching assistant (GTA) who will grade your major assignments. You may contact any one of them for general questions about the course material, but if you have a grade-related question, **please make sure you contact your designated GTA** (assigned when you choose your paper topic).

GTA contact information and office hours:

Marisa Rosen	BSB 327	Marisa.Rosen@colostate.edu	Tues & Thurs 3:00-4:00
Neil Yetz	BSB 344	Neil.Yetz@colostate.edu	Wed 1:00-2:00

Undergraduate Teaching Assistants:

We will also have several undergraduate teaching assistants (UTAs) available to help you, with a particular focus on helping you conduct and interpret analyses in R for your homework assignments. The UTAs will hold regular drop-in hours in the Clark C80 computer lab; a schedule will be posted in Canvas during the first week of class and updated in Canvas as needed.

Required Text

- Gravetter, F. J., & Wallnau, L. B. (2017). *Statistics for the behavioral sciences* (10th edition). Boston: Cengage

We will use the **tenth** edition of the textbook in this course; if you use an older edition, section numbers may be incorrect. If you purchase a new copy of the textbook through the CSU bookstore, it may be bundled with various extras, such as access to the textbook website, but none of those extras will be used in this course (the publisher currently offers the bundle for a lower price than the textbook alone, so the bookstore is trying to save you money). You are welcome to purchase a used edition, share with a friend, etc., but I do expect that you will have regular access to the textbook, beginning from the **first** week of class.

I also expect that you have access to an APA style manual (you likely have this from previous classes):

- American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. (If you purchase a used copy, make sure it is NOT the first printing, which contained some substantial errors).

OR:

- Schwartz, B. M., Landrum, R. E., & Gurung, R. A. (2012). *An easy guide to APA style.* Los Angeles: Sage. ISBN: 978-1-4129-9124-7

Software

We will use the statistical software package R and the interface RStudio to conduct and interpret analyses. R and RStudio are both entirely **free**, but highly regarded among data scientists; learning this software will enable you to conduct your own analyses long after you have left CSU.

R is installed for your use on the computers in the Psychology Undergraduate Lab (Clark C80; http://psychology.colostate.edu/students/c80sch.shtml), or in classrooms 174 and 175 in the Morgan Library on campus. If you do not wish to install R on your personal computer, you may access it from these computers at any time the labs are open and there are computers available. Note that this may require planning ahead on your part; if you wait until the hour before an assignment is due to visit the lab, "the lab was full" is not an adequate excuse for submitting a late assignment.

As R is available at no cost, you may find it more convenient to download your own copy. More detailed instructions for this are in **R Tutorial 0**, linked in the R Tutorials module in Canvas, but you can download R here:

https://cran.r-project.org/

If you download R, you should also download RStudio, so that your screen will look like the examples given in class. Go here and choose the free "Desktop Open Source License":

https://www.rstudio.com/products/rstudio/download/

R is available for both Windows and Mac platforms; there are occasionally slight differences. I use Windows, so my examples may not look precisely the same if you use a Mac. Unfortunately, because I do not use a Mac, my ability to troubleshoot Mac-specific issues is limited, but there are many help resources available online and many other Mac users on campus (or you always have the option to use R from a lab computer).

Finally, if you are a Mac user, **please do not submit files in .pages format** as I cannot open them. Please submit assignments in Office or PDF formats; Google Docs formats are acceptable for most assignments, but the formatting may not convert properly (which will be important for your final paper).

Course Website

http://canvas.colostate.edu

To log in to Canvas, you will need your eID and eID password. Canvas will be used to post grades, handouts, this syllabus, announcements, and other important information. Please set your notification preferences in Canvas so that you receive Announcements and Conversation Messages at least once per day. All assignments should be submitted via Canvas (never in hard copy).

Course Schedule

A course schedule is posted in Canvas, on the Syllabus page but as a separate file. This schedule may change somewhat depending on class progress, interests, questions, need for additional review, etc. It's not uncommon for material planned for one lecture to spill over a little into the next, especially if we are having an interesting discussion. There is time built into the syllabus to allow us to catch up. Exam and assignment due dates are unlikely to change, but any major changes will be announced both in class and via a Canvas announcement, with an updated version of the course schedule posted on the Syllabus page.

Please complete assigned readings **prior to** the class for which they are listed (e.g., you should read sections 1.1 and 1.2 of the textbook **before** Wednesday of the first week of class). Note that I do not always discuss topics in the order in which they are presented in the text, and we will sometimes cover material that is not included in the text.

Prerequisite

Before you take this course, you should have taken PSY 250 (Research Design and Analysis I) or a comparable research methods course. This course will build on many concepts from PSY 250 (e.g., independent and dependent variables, sampling, measuring variables); if it has been some time since you took that course, I highly recommend reviewing your notes and keeping them handy throughout the semester.

Much of the course will focus on statistical analysis, so you may find some overlap in content with STAT 301 and STAT 311. The focus in this course, however, is on understanding and applying statistics to answer research questions; we will focus less on the underlying mathematics and more on the interpretation. Of course, to be proficient in data analysis, you need to understand both perspectives; that is why psychology majors are required to take **both** this course and a foundational statistics course. However, you are not required to take these courses in any particular order; I will not assume that you have prior coursework in statistics.

Course Expectations

To ensure a good learning environment for all students and facilitate high levels of responsiveness and support, I expect that you will:

- **Communicate early and often.** If you are having difficulty with the course material, or if there is an out-of-class issue that is affecting your performance, the earlier we know about it the sooner we can help. **Please feel free to ask questions about course material in class, as soon as they arise!**

- **Be proactive and persevere.** Everyone enters this class with different levels of preparation; thinking statistically may seem to come easily to some and with difficulty to

others. There is nothing wrong with finding this material challenging, especially if it is new to you or if your earlier experiences were negative. **Statistical thinking and data analysis are not inborn abilities; they are skills and you can learn them with practice and effort.** This course is designed to give you many opportunities to practice, but it is up to you to take advantage of them.

- **Use the resources available to you**. I fully expect that many of you will have many questions throughout the course, and I want to be able to answer them as fully as possible. I have tried to anticipate many possible questions and answer them in course documentation – this syllabus, assignments, the troubleshooting guide on Canvas, and other documents posted under "Useful Information" in Canvas. **When you have a question about course policies, assignment requirements, etc., please check these resources first,** *before* emailing me (or your TA) with your question. When you are working on assignments or R tutorials, **please read and reread the instructions**, check the troubleshooting guide, *then* come to lab help hours or make an appointment. If your question has already been addressed in the documentation, you'll get your answer faster this way, and if not, we'll be able to give it more attention.

- **Practice good email habits.** Please put "PSY 350" in the subject line of your emails for the fastest attention (if you send messages through Canvas, it will do this for you). Be as **specific** as you can about your question; if you are having trouble with an analysis, attach a screen shot or the file you are working with so I can see just what you are talking about. If you need to set up a meeting, schedule a make-up exam, etc., please include your available dates/times in your first message. I strive to respond to student messages within 1 business day (M-F), but at busy times of the semester I will prioritize more time-sensitive messages.

- **Show courtesy and respect to all class members.** Be professional and use good manners in your interactions with me, the GTAs and UTAs, and your classmates.

- **Avoid small screens in class**. Please keep smartphones and tablets put away with the volume off. Despite the size of our class, I can clearly see when students are using these devices from the front of the classroom; it is seldom class-related and I find it quite distracting, as do other students. If there is a legitimate reason why you *must* be able to receive text messages (etc.) during class, please sit near the door and step outside when you need to handle personal matters.

  Using a laptop to take notes is acceptable (though research suggests that you will retain material better if you write it down by hand!), but there should be nothing visible on your screen other than class material during class time. Please close or disable email, chat, social media, etc., and keep the volume off. Your screen is more visible than you might think to those around you; please respect their learning experience.

Academic Integrity

Overall, this course will adhere to the Academic Integrity Policy of the Colorado State University General Catalog (Page 7) and the Student Conduct Code. If academic misconduct is suspected, it will be handled on a case-by-case basis in accordance with the Code.

Academic integrity often feels ambiguous, as the specific behaviors that are considered misconduct vary somewhat across disciplines and courses. My guiding principle is that **I want to know what YOU have learned in this course.** Behaviors that facilitate your learning the material are acceptable; behaviors that make it *appear* as if you have learned the material when you have not are unacceptable. Behaviors that create the appearance of an unfair advantage or allow others to question whether you have really learned the material, such as having access to an electronic device during an exam, are also unacceptable.

It is always OK to:

- **Ask me (or the TAs) questions. Even (especially!) on exams.** We may not give you the answer, but at a minimum we can help you talk through the problem to find what you do know, and clarify any miscommunications or misunderstandings.
- **Study with classmates** or ask others for notes when you've missed class.
- **Work together with classmates** on homework or analyses, **so long as** each of you performs your own analysis in the end and can explain it in your own unique words.
- **Use sources** to support your ideas and arguments, **so long as** you (1) restate the material in your own words, showing me what you think it means rather than copying and pasting or narrowly paraphrasing, **and** (2) you give credit to the original source with a citation. The **words** should be yours, but you still need to give credit to the source of the **ideas**.

It is never OK to:

- **Communicate with other students in any way (e.g., verbally, with signals, electronically, etc.) during an exam.** Obviously, you can say "excuse me" if you have to get up, but pretty much any other communication is inappropriate. We will ask you to move, turn in electronic devices, or other appropriate actions if it seems necessary to prevent communication.
- **Have any materials (e.g., textbooks, notes in any form) accessible during exams** unless I have explicitly given you permission. This includes access to electronic devices (e.g., smart watches) that could conceivably be used to store notes; I want you to avoid even the appearance of improper behavior.
- **Present anyone else's words or analyses as if they are your own.** Writing about statistical analyses is formulaic, but not so formulaic that your writing should be identical to anyone else's. If you are defining terms, you should state them in your own words **and** cite the source. In this course, there is no reason to use direct quotations.

- **Allow anyone else to present your words or analyses as their own.** Enabling someone else's academic misconduct is also academic misconduct, even if you are not benefiting from it.
- **Share exam questions or details with anyone who has not yet taken the exam** (e.g., for "test files" maintained by some student organizations)**.** I rewrite tests substantially each semester, so this is not likely to benefit you anyway.

I will ask you to sign the Honor Pledge on exams and on your final paper, and will ask you to provide screen shots of your homework analyses to verify that your work is your own.

These lists are not exhaustive – if you have any questions at all, please ask. The TILT website on academic integrity is also a good resource: http://tilt.colostate.edu/integrity/

Grades

Your grade in this course is based on the number of points you earn. There are 450 points possible in the course. Points come from completing R tutorials, homework assignments, a final paper assignment including several preliminary steps, and three exams. The point values for each assignment category are:

Participation (iClicker):	40 @ 0.5 points each	20 points
Homework:		
R Tutorials	10 @ 5 points each	50 points
Computational Homework	4 @ 10 points each	40 points
Writing Homework	4 @ 10 points each	40 points
Preliminary Paper Assignments:		
Identifying Variables Worksheet		20 points
Analysis Plan Worksheet		30 points
Discussion Plan Worksheet & Bibliography		25 points
Analysis & Interpretation Paper		75 points
Exams		
Exam 1		50 points
Exam 2		50 points
Exam 3		50 points
Total		450 points

Course letter grades will be awarded **based on your point total at the end of the semester** as follows:

Grade	Points	%	Grade	Points	%
A+	434.5 or more	97% or higher	C+	344.5 – 357.5	77% - 79.9%
A	403 – 434	90% - 96.9%	C	313 - 344	70% - 76.9%
B+	389.5 – 402.5	87% - 89.9%	D	268 – 312.5	60% - 69.9%
B	358 - 389	80% - 86.9%	F	267.5 or fewer	59.9% or lower

End-of-semester point totals will be rounded to the nearest half point. Monitor your point total throughout the semester using Canvas, but be aware that Canvas reports grades based on percentages, and so it sometimes gives you inaccurate results when you have missing assignments, extra credit, etc. The best way to track your performance is to compare the points you have earned to the values listed above.

I will not give additional points after final grades have been determined, not even if you are 1 point away from the next letter grade, and not even if you offer to do individual extra credit (see the extra credit policy below).

Participation (iClicker)

In this course, we will use iClickers to encourage and reward student participation in lecture. Each lecture class will include a small number (usually between 2 and 5) of iClicker questions. These questions will be clearly identified, and you will be instructed to use your iClicker to answer them. You will receive ½ point for every lecture period in which you respond to at least 50% of the iClicker questions. To ensure that you receive your points, you **must register your iClicker** in Canvas (once in the PSY 350 course, click on "iClicker" on the course menu on the left-hand side). There is a document on Canvas called "iClicker Information" that provides more detail if you need it.

You are responsible for bringing your iClicker to class, turning it on, keeping batteries in it, etc. Each student enrolled in the same section must have his or her own iClicker; you can borrow an iClicker or share one with a friend, but only if that friend is not also enrolled in the same class. **I will not manually give participation points if you are present but not using your clicker (e.g., out of battery), and these points cannot be made up if you are not in class, unless you are absent for a documented, University-approved reason (e.g., major illness, University-sponsored activity) that extends across multiple class periods.**

There are 20 possible participation points and 44 total class days in the semester. I will give you ½ point for the first day of class and for each exam day that you turn in an exam. Thus, you can potentially miss up to four classes (due to absences, battery failures, etc.) and still receive full participation credit. If the iClicker system or software fails, or if for some reason we don't cover

any clicker questions in a particular class period, I will give everyone ½ point for that class session. Note that iClicker questions will often be asked at the beginning or end of class; it is in your interest to arrive on time and avoid leaving early.

Note that your participation grade does not depend on whether or not you answer the items correctly. The purpose of using the clickers is to check your understanding or to spark discussion, so I will often use difficult questions. If many students answer an item incorrectly, I know that I should spend more time explaining the concept. It is therefore in your best interest and the interest of the class to answer honestly and to the best of your ability. Using an iClicker to obtain participation points for a student who is not present in class is a violation of the academic integrity policy and will be dealt with accordingly.

R Tutorials

R Tutorials are online activities designed to help you learn to use R to perform the analyses discussed in class. Tutorials will include video demonstrations of analyses and opportunities for you to enter and test out commands in R. I recommend allowing an hour to complete each tutorial; most *can* be completed in less time, but you will get the most out of them if you allow yourself time to rewatch videos, repeat analyses, etc. The tutorials are fully online; you do not need to be at a computer with R installed to complete the tutorials but it is helpful and highly recommended, as you can then move back and forth between the tutorials and your homework!

R tutorials are graded based on timely completion. You will log in to the system using your CSU eID and password; the system will record your activity and the time you spent completing the tutorial (*Note that you will not receive credit for completing the tutorial in an impossibly short window of time!*). You will receive 5 points for each tutorial you complete by midnight on the due date. After the deadline, you will lose one point for each day late (so you must complete the tutorials within 4 days to receive any points at all). You can return to previously completed tutorials at any point during the course. There are 10 tutorials in the course (*not* counting the optional R Tutorial 0, which explains how to download the software).

Homework

Homework assignments require you to use R to analyze data and interpret output, and then write up the results of your analyses in APA style. Each homework assignment has a **computational** component and a **writing** component.

At the beginning of the semester, all members of the class will complete an anonymous survey including a wide variety of variables of different types. We will use this data in the R tutorials and the homework; the tutorials will allow you to practice analyses with a limited set of variables, and the homework assignments will require you to extend those analyses to new variables. When you submit each computational homework assignment, you **must** (1) include

your last name in the name of your data set in R (e.g., mine would be "gibbons.data") **and** (2) include a screen shot showing your complete RStudio window at the end of your analyses. These requirements help us to verify that your work is your own; you will lose points if these elements are not present.

The computational homework assignments are designed so that you can get feedback very quickly about whether your results are correct or incorrect; you should **take this feedback into account** before you begin the writing homework. The writing component of each assignment will require you to express the results of your analyses in APA-style paragraphs and explain their meaning. Specific requirements vary by assignment; some may require you to create APA-style tables and/or figures.

Homework assignments are graded based on correctness – for full credit, you need accurate results, clearly expressed, in correct APA format. There are 4 computational homework assignments and 4 corresponding writing assignments in the course, each worth 10 points, for a total of 8 X 10 = 80 points.

Late Assignments

Assignments (homework, paper components) are always due in Canvas by midnight on the due date. For up to 72 hours after the due date, I will accept late assignments with a 20% penalty. That is, whatever grade you would otherwise have earned on the assignment will be reduced by 20%. After the 72-hour window has elapsed, the assignment will close in Canvas and you will be unable to submit it without an approved extension. If you have emergency circumstances that require you to turn in an assignment late, please talk to me as soon as you are aware of the situation. I am generally willing to approve **one** brief extension per student per semester if the extra time will result in substantially better work; however, requests for more than one extension in the same semester will only be granted in the case of significant extenuating circumstances (e.g., those involving Student Case Management).

The R tutorials have their own late policy, discussed above; tutorials completed after the deadline will lose 1 point for each day they are late.

Analysis & Interpretation Paper

For your final term paper in this course, you will write the Results and Discussion sections for a fictitious research study. You will be provided with the Introduction and Method sections and a file containing the data; you will be responsible for identifying the hypotheses, performing the appropriate analyses, reporting them, interpreting them, and discussing them in the context of the broader research literature (i.e., with references). Your final paper is worth 75 points.

Detailed instructions for the paper are posted in Canvas ("Analysis & Interpretation Paper"). I highly recommend that you **read them thoroughly at the start of the semester** and refer to

them often. To ensure that you are prepared to write the final paper, you will complete three preliminary assignments, which together are worth an additional 75 points:

- Identifying Variables Worksheet (20 points)
- Analysis Plan Worksheet (30 points)
- Discussion Plan Worksheet & Bibliography (25 points)

Instructions for each preliminary assignment are also included in the overall assignment document referenced above. The preliminary assignments are designed to give you opportunities for feedback before you write your final paper. Thus, it is important to address feedback from earlier assignments on later assignments.

Panic Option: By the time you are ready to write your final paper, you will have had numerous opportunities to practice the analyses, to seek help, and to build your confidence in using R. Nevertheless, students occasionally find the process of completing the analyses so intimidating or anxiety-provoking that they feel unable to complete the paper at all. If you find yourself in that situation, I encourage you first of all to come see me and/or your TAs for help, but if that fails as well, there is a "last resort" option by which you can demonstrate your understanding of the concepts without having to use R. **No later than one week** before the paper deadline, you may email me and formally request the Panic Option. **I will send you a complete set of analyses for your data, in exchange for a 10-point deduction from your paper grade.** That means that your *maximum* grade would be 65/75, or 86.7%, which seems about right for a student who can interpret statistical analyses very well but not perform them. You will still be responsible for interpreting the output and writing the full paper; this option simply separates the skill of using the software (which *is* an important objective of this course, but not the only one) from the skill of interpreting the results. Consider carefully before choosing the Panic Option; once I have sent you the results, you cannot change your mind.

Extra Credit: There are two opportunities to earn 5 points of extra credit on your final paper; you may choose either or both, but you can only receive credit for one (5 points maximum). The options are:

- **Peer Review:** One week before the final paper deadline, you may submit a draft of your paper in Canvas to trade for anonymous peer review with another student. You can receive 5 points extra credit if you submit your completed, thoughtful review within 48 hours (i.e., in enough time to help your reviewee).
- **ANCOVA:** The last analysis we will discuss in class is the Analysis of Covariance (ANCOVA); although your paper data is suitable for an ANCOVA, there is not a homework assignment that covers this analysis, so it will require a little more initiative to perform on your own. If you would like the extra challenge, you can earn 5 points by *correctly* performing, reporting, and thoroughly interpreting an ANCOVA in your paper, *in addition to the other required analyses*. Note that if you choose the Panic Option, you cannot take advantage of this opportunity.

Again, even if you engage in both of the opportunities above, you can receive a maximum of 5 points extra credit.

Exams

There will be three multiple choice exams, each worth 50 points, for a total of 150 points. All exams are **closed-book** and **closed-note,** and focus on the **conceptual** aspects of the material rather than the computational aspects. That is, you will not need to perform any calculations during exams, but you will need to be able to interpret values and identify impossible or implausible values (e.g., a standard deviation of 15 on a scale from 1 to 5 is not possible). You will have the full class period (50 minutes) for each exam; the final exam will occur during our regularly scheduled final exam period.

All material from lecture, text, additional readings, etc. may be covered on exams; I will provide a study guide prior to each exam to help you prepare and identify the most important issues.

Although the exams are not explicitly cumulative, the material is inherently connected from unit to unit and so you will need to retain key ideas from one unit to the next. For example, in the first part of the course, we will discuss standard deviations, which will be covered in Exam 1. There will not be questions just about standard deviations on Exam 2, but they are important for understanding *t*-tests, which will be covered in the second part of the course, and so there may be questions about the role of the standard deviation in a *t*-test on Exam 2.

To do well on the exams, remember:

- Exams are intended to test your mastery of data analysis and interpretation, which includes your ability to synthesize, compare, apply, give and recognize examples, etc. While knowing and using correct terminology is important, simply memorizing definitions will not be sufficient to earn you a high exam score.

- I will provide study guides, posted on Canvas, prior to each exam. These study guides emphasize the points I most want you to remember from lecture and the text – I write the exams directly from these guides, so these are the best answer to the question "what's going to be on the test?"

- Although some exam items are intended to be challenging and most require you to think carefully, they are not intended to be "tricky." If you have a question about an item during an exam, please ask. I am happy to clarify.

- On multiple choice items, choose the answer that is **always** (or nearly always) true, not the answer that might possibly be true "if…".

If you find an error in an exam item, notify me immediately, especially if you notice the error during the test. I can then correct the error for the whole class. If you find the error after the exam has been graded, notify me and provide documentation (e.g., page numbers in the text, lecture notes, etc.) within 5 working days of the day exams are handed back.

Make-Up Exams. If there are circumstances outside your control (such as illness, family emergency, or an official University activity that requires you to be elsewhere), please **talk to me as soon as you are aware of the situation** and I will arrange a make-up exam if reasonably possible. Please provide documentation (e.g., doctor's note) of the reason for your schedule conflict. Exams must be made up within **one week** of the originally scheduled date except in truly exceptional circumstances.

Extra Credit

Other opportunities for extra credit may be given occasionally throughout the semester. No student may accumulate more than 30 extra credit points total across all activities completed (in other words, even if you complete all extra credit opportunities offered, only your first 30 extra credit points will be counted toward your grade). Extra credit opportunities will always be made available to the class as a whole – individuals may not negotiate special arrangements for extra credit. Additional extra credit will **not** be given in any circumstances after final grades have been posted.

Attendance

Attendance at all lecture sessions is strongly encouraged. Lectures will elaborate on material presented in the textbook, and **all material** presented in lecture (and in the text) is considered fair game for exams. This is my course, and I reserve the right to present material differently from your textbook (and, perhaps, differently from the way it may have been presented in other courses). I am happy to explain the reasons for such discrepancies; when they occur, however, I expect you to know the material as I presented it in lecture.

You do not need to inform me when you will be absent from class, nor do I differentiate between "excused" and "unexcused" absences. Any time you miss class, for whatever reason, it is your responsibility to obtain the information from that class. Do not email me and ask "did I miss anything?" – find a classmate to share notes and review the missed material with you. After this, if you still have questions, email your teaching assistant or come to office hours for clarification.

Accommodations & Emergencies

If you need accommodations due to a disability or other qualifying circumstance, please notify me as soon as possible (preferably within the first two weeks of the semester). I am happy to consult with the Resources for Disabled Students office (http://rds.colostate.edu) to find the best way to accommodate your needs.

In particular, if you take exams at RDS, please let me know as early in the semester as possible so that we can take care of the necessary paperwork to ensure a smooth experience on exam day.

If you experience emergency circumstances that adversely affect your performance in the course, such as a major illness, a family emergency, or a traumatic event, please reach out so that we can discuss ways to facilitate your success in the course. Within the bounds of fairness to other students, I would much prefer to work with you so that you can learn the material and complete the work than to see you simply withdraw or fail the course. I often recommend connecting with the office of Student Case Management (http://www.studentcasemanagement.colostate.edu/), as they have access to a wide variety of resources to help students in many different circumstances.