BALL STATE
UNIVERSITY

EDPS-641 FA-25 Course Syllabus

Introduction to Statistical Methods

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Department of Educational Psychology

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1 Course Basics

1.1 Course Identifiers

Course Name: Introduction to Statistical Methods

Course Prefix and Number: EDPS-641

Term: Fall 2025

1.2 Meeting Information

Modality: Online, asynchronous, remote setting

Location: Not applicable

Time: Not applicable

2 Contact Information

2.1 Instructor Information

Instructor: Quinton Quagliano, M.S., C.S.P (he/him/his), Adjunct Instructor of Educational Psychology

Office: Not Applicable

Office Hours: Wednesdays, 6:00pm - 9:00pm EST (Virtual Only)

Email: Quinton.Quagliano@bsu.edu

Zoom Room (for Virtual Office Hours): Zoom Link

2.2 Graduate Assistant Information

Instructor: Morgan Crutcher-Smith, M.S., Statistics Graduate Assistant

Office: Teacher's College, Room 518

Office Hours: Tuesdays and Wednesdays, 10:00am - 4:00pm EST (In-person)

Email: mecrutcher@bsu.edu

3 Course Information

3.1 Welcome to the Course!

Hello, and welcome to my course! I am excited to have you in class and anticipate seeing you progress as a budding researcher through our activities, assessments, and discussions. I love teaching this course, as I get to be a part of each student's journey as you explore the wide scope of statistics in psychological science with a rigorous and curious approach. For many students, this may be the first time that you have a statistics course in your education, so I encourage everyone to use it to explore an interesting set of methods! Who knows, you may find certain parts of what we learn to be very relevant and applicable to your interests - and a vital skill as a researcher.

This class tends to be full of students from a very wide array of different backgrounds. While I am far from an expert on *every* area, I hope we can find ways to connect this class' content with what different students are focused on in your studies! Regardless of what you will do after this class, I am optimistic in your ability to grow and thrive in this course, and will do what I can to aid your success. At times, this course may be hard work - but with the right steps, I'm confident we can find a way through. As you will (hopefully) see in this syllabus, I've set up this course to try and give options as to how to complete the work and content of the course in a way that is most engaging and applicable to you.

I provide many details about what to expect in the follow pages, so I do strongly recommend taking the time to read through my policies, expectations, and suggestions in this syllabus. At roughly 40 pages long, I know this is a long syllabus. You can learn a lot about me and how I approach teaching and learning through my words in this syllabus, so I try to show some of my personality and philosophy through this document. If you are looking for specific information, make sure to look at the table of contents and the bookmarks - you may be able to quickly scroll to what you need to know.

Hopefully this syllabus will help make sure we are on the same page as things get started this semester, but please feel free to reach out via my Contact Information if you'd like me to clarify anything - I want to make all expectations and policies clear for everyone in my class.

3.2 Course Description

As the name of this course would imply, you will be introduced to statistics as a method to analyze and interpret data. We will cover a variety of applications of statistics, with special attention paid to relevance to education and educational research contexts.

From the official course catalog:

> A basic statistical course for graduate students in education. Problems taken from the fields of education and psychology and include the computation, inter-

pretation, and application of such statistical techniques as measures of central tendency, measures of variability, correlation techniques, validity and reliability, standard scoring techniques, probability, tests of significance, chi square, and analysis of variance.

Credits: 3

3.3 Prerequisites

No prerequisite courses - just come prepared to learn and grow! Some students may be more or less familiar with statistics prior to this course; this class is designed to cater to different backgrounds and engage with different types of activities.

3.4 Student Learning Objectives (SLOs)

At the end of this course students are expected to be able to:

- To apply and interpret appropriate descriptive measures for your data
- To learn to choose appropriate tests for your data and research questions
- To apply the foundations of statistics in order to understand statistical significance
- To become proficient with SPSS statistical software as it applies to basic statistical procedures
- To be able to think critical about, through analyzing, the methods and results in published research. Not all studies are equally trustworthy!

3.5 Course Modality/Structure

This is an Online, asynchronous, remote setting course that will be administered asynchronously via Canvas throughout Fall semester (see Meeting Information). "Asynchronous", in this case, means that we will not meet in-person or virtually as a class at any point during the semester. Instead, all lectures, readings, announcements, assignments, and other activities will be administered via Canvas, and, to some degree, you will be able to work on assignments at your own pace through the week. However, despite the more "self-paced" nature of an asynchronous course, there will be regular deadlines each week, and you cannot work *too* far ahead, as course modules will only open close to the end of the last module.

Weekly activities will consist of a combination of activities that support the engagement, attention, and learning of students for each module. Planned activities include, but are not limited to: lectures, discussions (i.e. Lecture Check-ins), demonstrations, Weekly Quizzes, Conceptual Exams, etc.

Online courses can present a unique challenge for students (and instructors), as it is easier to lose track of the course, relative to in-person classes. I recognize that the online modality may be difficult or undesirable for some students, and hope that we can work together to make this as productive of a situation as possible. I'll try to bring as much energy to the course that I can, and hope you can do the same.

> **Important**
>
> Outside of watching lectures, students should work diligently and efficiently on assigned coursework. Textbook readings, as indicated on the Schedule, **are always treated as required and complimentary to the lectures.** The readings are useful as an additional source of information in being prepared for content contained in the lectures. In this course, my lectures and the assigned readings will be closely linked. I will ensure that lectures cover the key content from each chapter, as well as additional important information that I think is relevant to the subject. You should take notes on textbook readings to compliment your lecture notes.

3.6 Expected Weekly Work Amount

Traditionally, students are expected to spend a total of two to three times the amount of credit hours per week on work for any given class in a regular semester. Practically, for a 3 credit course, that means students are expected to engage with work and studying for this class to a total of 6 to 9 hours each week. I have planned lectures, homework assignments, studying, and reading to take up to 6 to 9 hours each week for *most* students.

Empirical research suggests that most of us, unfortunately, overestimate our abilities and the amount time we spend on preparing/studying (I'm guilty of it myself). Please, genuinely, try to engage with this course for a sufficient amount of time each week; it will pay dividends in your performance.

Some students may find that they need to dedicate more or less time to achieve the desired success. Please do reach out to me if you are consistently spending more than 9 hours each week on this class - I'd like to make sure that you are not spending so much time on this course that it negatively impacts other areas of your life. If you feel you are spending adequate time, but not seeing results, I'd like you reach out to me so we can talk.

3.7 Graduate Assistant Help

We have the pleasure of having the excellent Morgan Crutcher-Smith working as the statistics graduate assistant for the department this semester. She will serve as an additional resource to you all, offering office hours and meetings to assist in learning the content for EDPS-641.

You can see her email and office hours under Contact Information and you can feel free to reach out and schedule times to meeting, or swing by for her in-person office hours. Both her and I are happy to help and meet with you, but since she has more extensive hours, I may direct you to try working with her if you find you need extensive additional help.

Please be mindful that she is assisting ALL sections of EDPS-641, so be respectful of her time. Furthermore, you should treat Morgan with the same respect and professionalism as you would any instructor.

> **Important**
>
> Morgan will NOT be responsible for grading your work in this course, the instructor will be the only person assigning grades for your work. If you have any questions or concerns related to grading, please contact the instructor.

4 Course Materials

4.1 Required Text

Illowsky, B., & Dean, S. (2023). *Instroductory statistics 2e* (2nd ed.). OpenStax. https://openstax.org/details/books/introductory-statistics-2e

You may access this book with this link - A PDF version can be downloaded from this page as well, if you'd prefer. For information on how to use the web/HTML version of the book with speech-to-text (e.g., like an audiobook), see instructions on this webpage.

> **Important**
>
> This text is **completely free** and is readily available in multiple formats such as web/HTML, PDF, and EPUB. You can access all of these options via the links above. Please, **do not buy a print copy**, unless you would like it for your own reasons. I use this book for the course, in part, because it is free and does not incur any additional financial strain on you all. College is expensive enough, and I'd like to make sure that I don't add any additional barriers.

On the OpenStax page for the book, there are Additional Students Resources, such as guided lecture notes, that you may find useful for your studying and reading.

Please note that I will have separate portions of specific book sections, under each learning module in Canvas - please use these to read and answer the review questions during each week, so as a way to prepare and study for each weekly quiz and the exam.

5 University Policies and Statements

5.1 University Statement

We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse. If you need course adaptations or accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State's Disability Services Office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu

5.2 Freedom of Expression

In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State community with civility, courtesy, compassion, and dignity and respect and learn from differences in people, ideas, and opinions. Please review Ball State University's Statement on Freedom of Expression, the resources on Ball State's Freedom of Expression webpage, and Ball State's Beneficence Pledge

5.3 Attendance

"Attendance" at Ball State University courses is governed by the University-wide policies on attendance.

Given that this is an online, asynchronous course, there will not be a formalized attendance taken. However, students are expected to routinely attend to the course, and check email and Canvas announcements. I will be monitoring your progress in the course, and if I notice that you are falling behind or potentially un-engaged with the course, I'll reach out to see if there is something we can figure out to help you get back on track.

6 Course Policies

This course is subject to all general BSU policies listed at this webpage Please review all content on that webpage in addition to what is written here. If you have questions or concerns about any of these policies, please contact me.

6.1 Emailing the Instructor or Graduate Assistant

Prior to contacting the instructor or graduate assistant, please review this syllabus, relevant assignment sheets, and presentations, to make sure the answer you seek is not already there first. While we always invite questions and communication, we ask that you are discerning in using your available resources first. You do not necessarily need to email both the graduate assistant and the professor on all emails: if the email is regarding anything other than course help (e.g., policies, grading, accommodation, extensions, etc.), those emails should only be sent to the instructor.

If you do need to reach out, refer to the Contact Information. **Please prioritize using your BSU email, and include your full name, course number, and section number in the subject line, as well as a description of what you need help with**. An example would be:

"Re: Riley Quagliano, EDPS-641 Section 120, SPSS Help for Assignment 2"

> **Important**
>
> For security and confidentiality reasons, we are not able to meaningfully respond to emails that have been sent from a non-BSU email. We will direct you to resend the email through your BSU email. If at all possible, we ask that emails are sent by **students, not by any other proxy or relative unless absolutely necessary**

Be thorough in your email and tell us what resources you have already used to try to address your concerns. Detail is helpful so that we am able to fully understand and attend to your concern. Please be professional and courteous - we will make sure to do the same (see section on [Respectful and Inclusive Environment]).

I (the instructor) am generally able to send responses within 24 hours during weekdays, but please allow me up to 48 hours to respond. If I haven't responded within 48 hours (during weekdays), please send me a remainder email - I promise I am not ignoring you and will appreciate a reminder! If you email me during the weekend or later on a Friday, I cannot guarantee a response any earlier than Monday.

The graduate assistant may have slightly different availability for emailing, please be patient in waiting on a response.

6.2 Office / Student Drop-in Hours and Zoom Meetings

Of course, you are always welcome to ask to schedule a video chat via Zoom, or just stop by (virtually) during the listed office hours in Contact Information for the instructor or graduate assistant; we are happy to receive visitors for questions about the course.

Office / Student Drop-in hours are a great time to connect with us when you have a more

individualized need for revisiting a concept or have missing work that needs to be made up. During these hours, we will (mostly) remain in my virtual Zoom room/in-person office for any students to drop by with questions - We may step out briefly but will be back shortly, so just wait for a few minutes. There is no need to email me ahead of time, though you are welcome to send one if you feel that it would be helpful to our conversation. We do reserve the right to limit the time you spend in a visit, if it is apparent that others students are waiting to speak with us; but we will make sure that you have enough time to address your concerns/needs.

> **Important**
>
> You are **always** welcome at my office/student drop-in hours! It doesn't matter if I appear to be working on something - I am there first and foremost to work with students :) Meeting individually is one of my favorite parts of teaching.

6.3 Integrity, Plagiarism, and Academic Misconduct

> **Important**
>
> The policies on Integrity, Plagiarism, and Academic Misconduct and Use of AI Tools are both applicable to any work in this class, regardless of point value. Even academic misconduct on ungraded work is grounds for discipline. Every student is expected to understand and follow policies on standards of academic conduct - ignorance or 'not knowing' is not an excuse for misconduct. If anything is unclear to you in these sections (or the entire syllabus) it is your responsibility to preemptively communicate with me - I am happy to clear things up.

This course will challenge students to grow skills in responsible and ethical coursework, in which one of the most essential abilities is writing in a way that gives proper attribution and credit. When drafting a paper, presentation, report, or any other type of assignment we **must** take care to use our own words and thoughts, and cite the scholars that we build from. In the academic world, plagiarism, fabrication, confabulation, and cheating are some of the most egregious crimes, and have resulted in de-funding of labs, loss of grants, and the destruction of professional reputations.

I will hold students to the same high standards of the professional research world, as I wish to ensure all of you are able to leave this course confident in your ability to communicate ethically in the field of psychology. I will help all students steadily build these skills, and do expect early mistakes that need correction.

Plagiarism and academic integrity are described on this BSU webpage

Simply rearranging the words or substituting synonyms in the original source is still consid-

ered plagiarism. Details about the APA method for citing research will be provided during the course. Furthermore, students should not self-plagiarize, that is, reuse their own work from another course or project and portray it as original work created for this course.

Students are permitted to be in study groups and learn from one another, but all submitted work should be distinct and unique to each individual. I would recommend you only study in groups for quizzes or exams, but complete other work (e.g., Practical Assignments, etc.) as an individual, to avoid unintentional plagiarism. Students in other sections of this course, who are instructed by other professors, may not have perfectly aligned content with the pace of this section; I would caution studying with those who may be assessed on different content.

In the case that I suspect your work is plagiarized or otherwise cheated on, I will handle any intentional or negligent academic dishonesty in line with the BSU Academic Integrity Process.

Prior to making any formal accusation, I will hold a meeting where I go over my concerns and give students a chance to explain or refute my concerns. If I am still worried about academic misconduct after this meeting, this may warrant referral to the Office of the Vice Provost of Academic Affairs, which will begin a formal process to investigate and determine if academic misconduct has occurred.

6.4 Use of AI Tools

In general, I strongly recommend against using AI to complete any of the work assigned in this class. While "AI", as we know it, may be a useful tool for learning and troubleshooting, it is never an acceptable replacement for graded and professional work. For the work in this course, I'd like you rely upon class content, the textbook, and peer-reviewed scientific research to study and build your skills; I have found the use of AI tools to more often cause problems for students than solve them.

> **Important**
>
> I have found that students often resort to using shortcuts like AI when stressed, overwhelmed, sick, or running behind. Please, if you find yourself in a desperate situation, I want you to contact me and talk honestly about your current struggle and situation. I'm willing to work with you to give you extra time and make accommodations. I will not accept hardship as a valid reason or excuse for committing misconduct.

The following statement should be understood as constituting part of my policy on use of AI tools in this course:

AI Policy Statement by David A. Joyner (davidjoyner@fediscience.org)

> "We treat AI-based assistance, such as ChatGPT and Copilot, the same way we treat collaboration with other people: you are welcome to talk about your

ideas and work with other people, both inside and outside the class, as well as with AI-based assistants.

However, all work you submit must be your own. You should never include in your assignment anything that was not written directly by you without proper citation (including quotation marks and in-line citation for direct quotes).

Including anything you did not write in your assignment without proper citation will be treated as an academic misconduct case. If you are unsure where the line is between collaborating with AI and copying from AI, we recommend the following:

1. Never hit "Copy" within your conversation with an AI assistant … do not copy anything from the conversation back into your assignment. Instead, use your interaction with the AI assistant as a learning experience, then let your assignment reflect your improved understanding.
2. Do not have your assignment and the AI agent open at the same time. Similar to above, use your conversation with the AI as a learning experience, then close the interaction down, open your assignment, and let your assignment reflect your revised knowledge. This includes avoiding using AI directly integrated into your composition environment: just as you should not let a classmate write content directly into your submission, so also avoid using tools that directly add content to your submission."

If I have reason to believe that AI tools have been used to generate work passed off as your own, I will investigate it the same as any other form of academic dishonesty (see Integrity, Plagiarism, and Academic Misconduct). I implore you to maintain a high level of integrity in your work and I will take appropriate measures to detect and investigate unethical use of AI tools. However, it is worth noting that I do not use any form of automated AI detection software for the purpose of definitively identifying suspicious work, as it is prone to errors and false-positives.

Important

Of the highest importance, it is critical that you never use AI in such a manner that you cannot explain or defend your own work, or the process by which you arrived at a certain idea or conclusion. I reserve the right to ask you to explain your process for accomplishing work, if I am concerned about misuse. It is the responsibility of the student to preemptively ask about AI use if you are concerned it may be misconduct, after reading this section. If you do not use AI tools in your work, you do not have to be worried about these allegations.

6.4.1 Unacceptable Use Examples

The following are some examples of unacceptable use of AI that can result in disciplinary action and automatic failure on assignments/the course as a whole - this list is not exhaustive, and other similar actions may also warrant discipline.

- Copy-and-pasting any part or all of an assignment instruction or questions into an AI tool or search engine
- Copy-and-pasting any part or all of your work into an AI or search engine, in order to have the tool modify/improve your writing
- Generate an idea with AI that you include in your submitted work
- Submit output from an AI tool or search engine as part of your submitted work, *even if you include attribution* - e.g., "ChatGPT says…"
- Using AI tools to summarize or commentate on a reading, and portraying that as your own original thought in your submitted work
- Submitting quiz/reading questions into an AI prompt and using it's output to answer

6.4.2 Examples of AI Tools

The following is a non-exhaustive list of AI tools that students sometimes use without realizing. If you are using any of the below tools (or similar ones), you should take care to follow the policy above.

- ChatGPT
- Deepseek
- Google AI Overview (as part of Google search)
- Grammarly
- Wordtune
- Claude
- Gemini
- Microsoft Copilot
- Grok

You may see more examples of common AI-based tools at this website

6.5 Respectful Environment

All students, in all their virtual and physical interactions with myself and one another, are expected to treat each other in a mindful and professional manner. Please be respectful of your classmates' identities, backgrounds, and beliefs. Even in disagreements or tense discussion, students should remain constructive in their arguments, and not personally attack one another. It is my intention that our classroom be welcoming, as to not impair any individual's ability to learn.

If at any point you feel that another student has acted maliciously, aggressively, or disrespectful towards you, please notify me immediately, so I may address it. Additionally, if you have concern about my own conduct, please do let me know so. I will always try to have a constructive and supportive conversation to ensure that expectations going forward are clear.

Those that continue to act in a way that is harmful to the classroom environment may be removed from the class meeting, dismissed from the course and referred to college administration for further discipline.

6.5.1 Examples of Unacceptable Behavior

The following is a non-exhaustive list of problematic behaviors that are not permitted in the classroom or in this course. Please refrain from these and anything like them.

- Degrading, insulting, or making fun of the work of another peer or the instructor
- Swearing directed at another peer or the instructor
- Intentionally ignoring communication from peers or the instructor
- Lying or otherwise attempting to deceive your peers or the instructor, by omission or commission
- Gossiping or otherwise sharing unwanted/slanderous information about other peers or the instructor.

6.6 Escalating Concerns

Teachers College recognizes the crucial role of clear and open communication between instructors and their students. Our learning environments are spaces of mutual respect, and we encourage open dialogue between the student and instructor regarding course expectations.

If a department or college administrator receives a student complaint about a department instructor, we will follow the process outlined below:

1. Should a student believe their educational progress has been impeded due to an issue regarding fairness, discrimination, harassment, classroom mismanagement, or other perceived misconduct by an instructor, they may initiate a conversation with the program director, assistant chair, or department chair, whichever supervisor is appropriate to the complaint.
2. The student will first be encouraged to contact the instructor to discuss the issue if such issue needs no administrative mediation. Ideally, the student and instructor will be able to come to a common understanding of the incident and the best method for moving forward in a manner conducive to educational goals.
3. If the student does not wish to contact the instructor, and the department chair agrees there is reason for not doing so, or if the instructor will not respond to the

student's attempt at contact (the faculty member has one work week to respond), or if the student and instructor cannot come to a resolution on their own, the chair will meet or correspond with the student to assess the nature of the complaint. When appropriate, or when dictated by other policies (e.g., Policy on Sexual Harassment and Misconduct), the chair may refer the matter for resolution to another campus authority. If a solution to the issue is reached during this meeting between the chair and the student, the complaint is resolved. Following the meeting, an email will be sent to the student verifying the complaint as resolved.

4. In a case in which the student does not wish to contact the instructor, and the department chair agrees there is reason for not doing so, the chair will hold a meeting with the instructor regarding the nature of the student complaint. If a solution to the issue is reached during the meeting between the chair and the instructor, the outcome will be reported to the student. If the student agreeas to the resolution, the complaint is resolved. Following the meeting, an email will be sent to the student and instructor verifying the complaint as resolved.
5. All notes of the initial meeting with the student and with the instructor will be destroyed following a successful resolution of a complaint. The student or faculty member may request to be present at the time the notes are destroyed.
6. If no solution to the complaint is reached during the chair's meeting with the instructor, the Associate Dean for Undergraduate and Graduate Studies will work with the Associate Dean for Faculty Affairs and Strategic Initiatives and the department chair to determine an appropriate resolution, which may include a letter in the instructor's personnel file. This decision will be communicated to the instructor no more than 10 days after the meeting. If a letter is added to the personnel file, the instructor will have the opportunity to place a written response in the file. The written response must be submitted to the department no more than 10 days after receiving the decision.

Additionally, in some cases, the chair may refer the complaint to another campus authority.

6.7 Accessibility, Accommodation, & Disability

It is my intention that this course be as accessible as possible, by default. I take steps to ensure my presentations and notes are likely compatible with screen-reading software and present figures that should be friendly to different vision amounts. You may find accessibility software and resources here

> **Important**
>
> If you find that you have issues with the presentation of content and would benefit from a reasonable change to the content, please let me know. I am always looking to improve the accessibility of my courses.

Accommodations are always designed to maintain the academic integrity of the course; student with disabilities are held to the same academic standards as all other students.

6.8 Feedback for Instructor and Course

I value and appreciate student feedback on the structure of my course and what I can do to improve it in the future. I view learning as a life-long process, and use each semester to try to improve how I teach and connect with students.

The course you take today is the result of many prior students of mine telling me what worked and what didn't. Similarly, I look forward to hearing from each of you on what parts of this course are good to stay, and what needs to change. While not all parts of the class can be changed, I am always open to making small changes to improve student experiences.

At multiple points during the semester, I will give opportunity for you all to anonymously/-confidentially share with me your thoughts for improvement. I will make these feedback surveys readily available to all students and do encourage these moments as a valuable way to contribute to improving your own experience.

I will immediately consider constructive feedback and use it to make small, but tangible changes to the class. However, please remember to maintain a Respectful Environment in any feedback you provide and understand that not all suggestions are feasible to implement.

6.9 Electronic Devices, Software, & Technical Issues

Students are fully permitted to use computers or other devices to take notes and complete assignments in this course. In fact, several assignments will explicitly require the use of specific software.

As students at BSU, you have access to Microsoft 365 at no extra cost. This will give you access to Word and other tools, which you may use to draft assignments this semester. Please use this link to view the instructions to download this. You are free to use other services and word processors, such as Google Docs, if you'd prefer.

Students are expected to have basic abilities in working with files and drafting assignments. I am not able to offer extensive technology assistance. If you experience technical problems with you devices, Canvas, and/or other BSU websites, please contact the IT help desk:

Website: https://bsu.service-now.com/helpdesk

Phone: 765-285-1517

6.10 Physical, Mental, and Financial Health and Well-being

I recognize that many students may deal with surprising, inconvenient, and deeply troubling events outside this class; some of which may inhibit your ability to engage with this course. If you are suffering from a situation that is impairing your health and/or ability to do well in school, please reach out to me and/or the Student Support Services.

BSU provides numerous services to address the needs of students, and I encourage you to explore the options you have available to you at this link

> **Important**
>
> I will work to accommodate students suffering from crises that affect coursework; such accommodation may look like working together to organize make up work. However, I will still hold all students to the same standards of grading.

6.11 Caregiver Policy

Some students may serve as a formal or informal caregiver for loved ones in their personal lives. Such a situation may involve difficulty turning in assignments or attending to class assignments on time. I am committed to ensuring that students in a care giving role are still able to participate in the course to the fullest extent. If this applies to you and you suspect it will have an impact on your engagement with the course, please let me know so we can get on the same page for possible accommodations and so that I can connect you with useful resources.

> **Important**
>
> Much like with my general well-being policy above, I will still hold all students to the same standards of grading; but I will try to accommodate wherever possible

6.12 Course Materials and Recordings

Most materials that are created by me are freely available, both to you, the student, and the public, via the MIT Software License. What this practically means is that you may also keep them for your own personal reference, and share with others, so long as you attribute the work originally to me. Some course materials are intentionally **not** widely available, and are an exception to the above license:

- Exams
- Quizzes
- Exam & Quiz Recap Information

- Source Code for Presentations and Documents
- Materials deemed to be the contracted property of BSU (e.g., this syllabus)
- Textbook materials deemed to be the property of OpenStax

6.13 Withdrawing & "Dropping" From Course

There are numerous ways a student may elect to "drop" the course, i.e., voluntarily withdraw with a non-failing grade.

For more information, visit the Registrar page on this topic.

I cannot make the decision to drop for you, but I do encourage you to be constantly reflecting upon your success in the course. I try to provide timely feedback and review, so you know how you are performing on things. Sometimes, it is better to drop a course and return when you are more experienced, and there is no shame in doing so. I would suggest you speak with your academic adviser prior to making this decision, so that they can explain any ramifications on your overall degree progress and financial aid.

6.14 Due Dates, Late Policy, and Extensions

> **Important**
>
> **All due dates, as they are listed in the schedule, are firm.** You should closely track your own progress in the course and ensure that you are keeping on pace. You should plan to make every attempt to regularly attend to weekly assignments.

You may request an extension for assignments due to unforeseen circumstances, but I urge you to only request this if there is a sudden, serious emergency. While extensions may sometimes be necessary, it is possible that it can easily set you behind and cause a "domino" effect as you become unable to catch up - I would prefer this not happen to you! **You may only request an extension prior to a deadline**, not after it has passed. I will respect the time stamp for the form submission, but if you do it too close to a deadline, you won't know if it is granted until it is already late and possibly incurring a penalty.

I do reserve the right to deny a request for extension, but tend to only do so if I think the system is being abused - excessive requests for extensions may be denied as I think it will cause major issues for most students to have constant extensions. I will provide a link to submit a request for an extension, posted to Canvas - this link **must** be used in order to submit an extension, requests via email or otherwise will not be honored. Using this form helps me keep much better track of any extensions I have granted and makes sure that I have clear evidence of student requests.

Barring approved extensions, as explained above, late work will have 25% of earned points deducted per each day late (including weekends). Work is considered to be a day late immediately after submission for assignments has closed. Example: a paper (50 points total) is due on April 4 at 6:00pm, is submitted 2 days late on April 5 8:00pm, and earns 40/50 points - this paper will have 50% of earned points deducted, resulting in a 20/50. Thus, after 4 days late, an assignment will not be eligible for any points. This late policy applies regardless of the point value of due assignment.

Please submit all assignments through their respective Canvas submission portals, regardless of whether they are late or not. Do not email me copies of assignments unless I request so - I will redirect you to submit through Canvas. Much like with my extension policy, accepting assignments only through Canvas makes it much easier to keep track so I don't miss something important.

6.15 Changes to the Syllabus and Schedule

It is plausible that events during the semester may require that I modify the syllabus or schedule. As soon as I know such a change must be made, I will promptly notify you all through Canvas and those messages should be understood as amending this document. The most-updated version of this syllabus will always be posted to Canvas and you are always welcome to clarify with me if something is confusing.

7 Canvas

I will be making use of Canvas to communicate, administer assignments, and share course materials. Please make sure you have a working knowledge of this platform and can reasonably navigate it to find messages and submit assignments. You should have access to an e-learning Canvas tutorial course that can show you the basic functions. I will try to use Canvas to keep you all engaged during the weeks and provide additional resources to those who are interested. Prior to the course starting, please browse around and make sure you can access and view everything alright. I will attempt to keep information between this syllabus and schedule, and Canvas as congruent as possible.

If you find issues in due dates, grades, assignment format, etc., that appear to be a mistake by me, please contact me and let me know, so I can promptly fix it. Additionally, please notify me if any links appear broken.

7.1 Respondus Lockdown Test Proctoring

We will use Respondus Lockdown products to proctor and provide security for exams and quizzes in this class. Please ensure you are able to install this software and that your device

has a working webcam, microphone, and that it meets minimum system requirements.

If you have an issue with your technology that prevents you from using this software, you should let me know as soon as possible. Consider reviewing the information on this webpage to prepare for taking quizzes and exams with this software.

Under no circumstance should you attempt to circumvent or bypass the controls of Respondus Lockdown - any such action will be handled as academic misconduct.

8 Grading

8.1 Overview

Summative assessment (i.e., graded assignments) are key to evaluating a student's success in learning the content of this course. I have set up this course to be forgiving for the sake of learning, as mistakes and missteps are often part of the growth process. However, I must fairly evaluate the abilities each student builds in this course, and must ensure that the learning objectives are met.

That being said, I care deeply about the effort and motivation that you have put into this course and have included assignments that award points for good-faith attempts and offer room for improvement. Your grade is not solely determined by tests and quizzes, but also lecture check-ins, reading evidence, and other activities.

My goal is to readily submit grades on Canvas as I complete them, so that you may be well-informed to your current status. It may take me several days to update just-turned-in assignments, life can get quite busy on me! All grade functions on Canvas should be fully set-up so that you can easily track your progress and success as we go through the semester.

8.2 Philosophy

It is my opinion that a student's final letter grade is a function of 3 factors: the content, the instructor, and the student. Ideally, a grade is primarily related to The Content and The Student's ability on that content, and is *not* affected by The Instructor or outside influences on The Student.

8.2.1 The Content

The content of the course is mostly static, and is meant to remain relatively stable and consistent across different professors, sections, terms, and students. It is expected that students will be exposed to and assessed on a breadth of content sufficient to cover the

[Learning Objectives]. While there is some flexibility, I aim to keep my content very close to what you would get in any EDPS-641 class. I have tried to add in several readings and topics outside of just "the usual", to try and interest students.

8.2.2 The Instructor

Each instructor is slightly different in our background, preference in teaching, and strategies for delivering the content to students. However, my goal is to maintain a high level of support for students and provide any and all resources/opportunities to master the content, while remaining unbiased in how I grade and interact with the class. Each student will receive the same treatment and opportunities from me and I hope that my "style" will not hinder your success in the class - if you think something could be improved, please refer to my section on Feedback for Instructor and Course - I'm always looking for things to improve.

8.2.3 The Student

I believe students have 3 components to their engagement in this course: time/effort, ability, and outside influences.

A grade should principally represent a student's *ability*, rather than time/effort and outside influence. While I do reward the time and effort placed in this course, it is never a full substitute for assessing your actually ability on the content. But, it is very important to understand that your ability is not static - it is able to change and improve with sufficient time and effort; and I hope to see that growth in many students!

If you feel your time/effort is not lining up with your performance, please talk with me so we can assess the effectiveness of your studying and note-taking. Robust and meaningful learning can be a difficult and time-consuming process - I recognize and appreciate the time and effort commitment that students put into this course.

Outside influences may include cheating or academic dishonesty, or difficult life circumstances. I have much less control over these circumstances, but will take the necessary steps to ensure that students do not use unauthorized resources to gain an unfair advantage.

8.3 Curving

> **Important**
>
> **I cannot and will not 'bump', 'curve', 'round', or 'scale' grades at the individual student level, due to any circumstance. Please do not ask me to do this.** Such a change in student's grades can lead to unfairness and subjectivity in how students are assessed, and would be unfair to your peers. **I strongly discourage students from attempting any conversation with me focused on asking for 'bumps', favorable rounding, or additional opportunities not afforded to other students.**

If you suspect you might end up on border of two grades, I'd suggest you take advantage of any Extra Credit I have offered.

In the case of an error in grading or poor class performance on a test question, I will consider the need to drop questions or adjust grading for all students equally. Similarly, I will be mindful of over-arching class performance in my grading. The standard for what constitutes certain letter grades (e.g., A, A-, B, etc.) in this course will be presented in this syllabus (see Scheme (Letter Grades)), and is subject to (downward) change if I feel it is necessary.

8.4 Scheme (Letter Grades)

I will provide an accurate breakdown of the sources of points, and students are expected to monitor their own success throughout the term. If your performance is below what you would like at any point, please talk to me (see Contact Information) or make use of the Student Support Services. Please make early adjustments to avoid any last minute issues that prevent you from obtaining the success you'd like.

It is to the advantage of you, the student, that many points are possible in this course. That way, a few poor performances can be made up by consistent effort on the other available opportunities. The point ranges are approximations of the percents - **please note your final letter grade will be determined solely by the percent range it falls in**. If I remove quiz or exam questions or change the point total at any point, the point ranges will no longer properly apply.

Table 1: Letter Grade Scheme

Letter Grade	Points	Percent
A	> 316.2	>93
A-	306 - 316.166	90 - 92.99
B+	295.8 - 305.966	87 - 89.99
B	282.2 - 295.766	83 - 86.99

Table 1: Letter Grade Scheme

Letter Grade	Points	Percent
B-	272 - 282.166	80 - 82.99
C+	261.8 - 271.966	77 - 79.99
C	248.2 - 261.766	73 - 76.99
C-	238 - 248.166	70 - 72.99
D+	227.8 - 237.966	67 - 69.99
D	214.2 - 227.766	63 - 66.99
F	< 214.166	<62.99

8.5 Grading Feedback for Students

I intend to give reasonable feedback and correction to all submitted assignments, in order to foster student skill growth. In the case of some assignments, like Lecture Check-ins, I'll instead provide an answer key that all students can view and use to improve their own understanding.

Because all assignments will be posted to Canvas, I will also be posting feedback on assignments/answer keys on the submission portal itself. At times, I will be using both the "Overall Feedback" and commenting on the submitted documents with highlights, so please check both for my thoughts on your work.

For more extensive feedback, please feel free to stop by during Office / Student Drop-in Hours and Zoom Meetings - I can explain more during that time.

9 Activity Types

9.1 Breakdown of Points by Activity Type

I use a variety of activities as a source of points for your grade in this course. This way, I can assess your ability in many domains and mediums and can help you build a well-rounded skill set.

Table 2: Activity Point Breakdown

Assignment	Points	Percent
Introductions Discussion Post	5	1 %
Syllabus Quiz	5	1 %
Pre-test and Perspectives Survey	10	3 %
Lecture Check-ins (14)	5 x 14 = 70	21 %

Table 2: Activity Point Breakdown

Assignment	Points	Percent
Practical Assignments (4)	4 x 20 = 80	24 %
Exam Debrief/Preparation Reflection (2)	5 x 2 = 10	3 %
Weekly Quizzes (12; lowest 4 dropped)	10 x 8 = 80	24 %
Conceptual Exams (2)	40 x 2 = 80	24 %
Extra Credit	-	-
Total	340	100 %

9.2 Introductions Discussion Post

At the start of the semester, I ask that you all contribute to a Canvas discussion board, so your classmates and I may learn a little bit about all of you. Because we will be working separately often, I'd like us to become at least somewhat familiar with each other! Please tell us:

- Your name (with phonemic spelling and any preferred names)
- What program you are in (e.g., M.S. in Quantitative Psychology)
- Your year in your program (e.g., 2nd year)
- Briefly identify and describe your research area, or a topic in psychology that excites you (it's okay if it isn't super detailed, unless you want to be).
- Explain one or two interesting facts or hobbies of yours - share anything you'd like!

9.3 Syllabus Quiz

It is important that you can find relevant information in this syllabus and understand the expectations that you will be held to in this class. At the start of the semester, you will take a 5 pt quiz of 20 multiple-choice questions (0.25 pts per question) that assess your understanding of this syllabus.

During this quiz, you may have the syllabus open and refer to it, as you may have to scan through it to find the answers. You may take the quiz multiple times in order to get a perfect score.

> **Important**
>
> **You must get all 20 questions correct (i.e., a perfect score) before you are allowed to accomplish any further work in this class. No additional submitted work will be graded until you complete this quiz with a perfect score I want to make sure you know how this class works before we get further in the semester!**

9.4 Pre-test and Perspectives Survey

As we begin the class, I like students to get a sense of how I ask multiple choice questions, and it is also helpful for me to see where we are all starting off. Therefore, in the first week of class, we will take short multiple-choice conceptual pre-test that covers the content of the entire semester - but this will just be counted for completion points (5pts).

At the same time, I also like to poll students' on their perspectives towards learning and classwork in general. It is useful so that I understand the motivations and opinions of my class and factor that into the engagement I provide. While I don't know each of you individually at the very start of the semester, I hope to get to know you a little bit more as we continue together through the course - this will be due after the first week of class (5pts).

9.5 Lecture Check-ins

Each lecture will be followed by a short debrief activity that reviews and solidifies the content of that lecture. These will be treated as more formative worksheets that just help you all practice thinking about some of the content, before you start reading and studying for the next weekly quiz. While I grant credit for **completion**, you *must* put forth good effort - I will take points off if you do not demonstrate a good-faith attempt.

You will receive 5 pts for adequately responding to the prompts and questions of the check-in - these are just graded for completion, but please try to give a good answer.

I will provide an answer key at the end of each week that details answers and explanations to the lecture check-in, so that you may review and use this to study for future quizzes and exams.

9.6 Practical Assignments

There will be a total of 4 practical assignments spread out throughout the semester, each worth 20 points. These practical assignments will be primarily focused on your ability to carry out analyses using SPSS, and interpret results from the analysis.

More details will be included on the respective assignment sheets.

9.7 Exam Debrief / Preparation Reflection

I like to query how students prepare and study for exams, because they are such substantial parts of each student's grade. While there are many valid approaches, it also helps me make any targeted advice on where I think your time studying might be better spent. After the midterm exam is graded, and you've seen what you've got right and wrong, I'll have

you submit a survey that asks about how you prepared and your feelings about the test. (5pts)

As we approach the final exam, I'll once again have you answer a similar survey, and during that reflection, I'll have you discuss how you changed your habits from the last time (or if you kept them the same). (5pts)

9.8 Weekly Quizzes

We will be taking weekly quizzes routinely throughout the semester to help cement the concepts between each class period. These quizzes will not be focused on calculation of statistics, but rather, on a conceptual understanding (i.e., you shouldn't have to do any math).

At the end of the semester, I will automatically drop the lowest 4 quiz grades from your total grade.

The format is as follows:

- Each quiz is 10 multiple-choice questions, 1 point for each question
- Quizzes will be taken on the Canvas LMS
- Quizzes will be on content covered in the previous lecture and the associated reading for that lecture (i.e., content from the previous week)
- Quizzes are open-note. You may use the "skeleton notes" that I provide, or you own written notes. Thus, the weekly quizzes reward good structure in thoughtfulness in your notes and preparation (see Stay Organized)
- You may not collaborate with others during the quizzes, or discuss questions with other students after the quiz. You cannot use AI tools, the internet, or any electronic devices to help you. You may not use the book or slides, only printed/handwritten notes.
- Quizzes will be graded promptly and reviewed the following week. Answers to the questions will be available after all students have finished the quiz.

9.9 Conceptual Exams

There will be 2 conceptual exams in this course, effectively a midterm and a final. These conceptual exams are intended to be **cumulative** and will cover content from all covered units and Weekly Quizzes. Much like the quizzes, exams will not be focused on calculation of statistics, but rather, on a conceptual understanding (i.e., you shouldn't have to do any math).

The format is as follows:

- Each exam is 40 multiple-choice questions, 1 points for each question
- Exams will be taken on the Canvas LMS

- Exams will contain content from the entire unit, between all lectures AND readings and any other activities
- Exams are open-note, you may use the "skeleton notes" that I provide, or you own written notes. Thus, the exams reward good structure in thoughtfulness in your notes and preparation (see Stay Organized)
- You may not collaborate with others during the exam, or discuss questions with other students after the exam. You cannot use AI tools, the internet, or any electronic devices to help you. You may not use the book or slides, only printed/handwritten notes.
- Exams will be graded promptly and reviewed the following week; the correct answers to the questions will also be provided.

9.10 Extra Credit

If I find opportunities that I feel will enhance your experience in this course and be eligible for extra credit, I will notify you all through Canvas. *If* I do add extra credit assignments, they will supplement the existing points total, rather than adding to the total itself. This means that they will functionally "make up" for lost points on the other assignments.

> **Important**
>
> Please do not request that I offer extra credit for your individual benefit - I will determine whether it is appropriate for the class to have these opportunities as we continue through the semester.

Partaking in any offered extra credit opportunities is an excellent way to subtly boost your grade and possible result in a higher letter grade.

10 Schedule

This schedule will be a rough plan for the semester. In addition to each scheduled quiz/exam and other activities, keep in mind I will lecture on the assigned module for that week. There is the possibility that this schedule will need to change if lectures take longer than expected or if classes are canceled unexpectedly. I will communicate if deadlines change.

Other Important Dates: Please see the BSU Academic Calendar

Notes on reading the schedule:

- Quiz number is in reference to the module number of content that will be tested upon. For example, quiz 1 will test on content from module 1.

- Those assignments that are in the “Due” column will due at the end of the Sunday for that week. For example, “Introductions” discussion posts and the Syllabus Quiz are listed under date of August 18 and week 1. Therefore, they will be due at the end of that first week, on Sunday, August 24 at 11:59pm EST.

Table 3: Course Schedule

Module Number	Week Start Date	Textbook Reading	Quiz / Exam	Assignment Due
1	August 18	Ch 1	-	Syllabus Quiz, Introductions, Pre-test, & Perspectives Survey
2	August 25	Ch 2	Quiz 1	-
3	Sept 1	Ch 3	Quiz 2	Practical Assignment I
4	Sept 8	Ch 4	Quiz 3	-
5	Sept 15	Ch 5	Quiz 4	-
6	Sept 22	Ch 6	Quiz 5	-
7	Sept 29	Ch 7	Quiz 6	Practical Assignment II
-	Oct 6*	-	-	-
8	Oct 13**	Ch 8	Exam 1 / Midterm	-
9	Oct 20	Ch 9	Quiz 8	Exam Debrief Reflection
10	Oct 27	Ch 10	Quiz 9	Practical Assignment III
11	Nov 3	Ch 11	Quiz 10	-
12	Nov 10	Ch 12	Quiz 11	-
13	Nov 17	Ch 13	Quiz 12	Practical Assignment IV
-	Nov 24***	-	-	-
14	Dec 1	-	Quiz 13	Exam Preparation Reflection
-	Dec 9-11	-	Exam 2 / Final	-

*Oct 6th is BSU's fall break, there will be no class content to attend to during this week

**Oct 13th is the date of the first exam / midterm - content from Module 8 and chapter 8 will not be on the midterm. There is also no "quiz 7", that content is covered only assessed on the midterm.

***Nov 24th is Thanksgiving Recess, there will be no class content to attend to this week

10.1 Final Exam Schedule

The final exam for this course will be open on Canvas from **Tuesday, December 9 at 12:01am EST to Thursday December 11 at 11:59pm EST**. Please ensure that you are able to take the exam at that time, and if not, contact me as soon as possible.

11 Student Support Services

Outside myself, the textbook, and course content, there is a wealth of student resources available to you all. While I will always aim to be helpful and available to the best of my ability, I strongly encourage you to utilize these resources to support your learning and achievement. Seeing additional help is *not* a weakness - many of my best students have reported deeply benefit from the opportunities below.

Unfortunately, I am unable to offer extensive, individualized help to each student and may refer you to one of these services if I think you would benefit from some more targeted and sustained assistance. Please visit the respective webpages for these services to learn more about what they can offer to you.

11.1 The Learning Center

The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State. Students can make appointments for online (Zoom) or in-person (NQ 350) appointments. To make an appointment, visit myballstate.bsu.edu and click on “Navigate” in the Academic Tools section, or just go directly to bsu.navigate.eab.com. Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center. Supplemental Instruction is available in select courses. If you have an SI leader for your course, that person will provide students with information the first week of school regarding weekly study sessions. For more information about Learning Center programming, visit bsu.edu/learningcenter or call 765-285- 1006.

11.2 The Writing Center

All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295 during weekdays, Bracken Library First Floor West in the evenings, or online during any of our regularly scheduled hours) to get additional feedback on your writing. The Writing Center offers free planning, feedback, and accountability sessions (in person and online) to all students composing essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations,

resumes, and other digital or print texts. To schedule a free appointment to discuss your writing, go to bsu.edu/writingcenter. Online and in-person appointments are available; however, plan ahead because appointments book quickly!

11.3 The Basic Needs Hub

If you are having difficulty affording enough food, do not have a safe and reliable place to sleep, and/or experiencing an emergency or crisis, help is available through the Basic Needs Hub. The Basic Needs Hub has information, resources, and provides individualized support to students. To talk with a supportive staff member about your experience, receive one on one assistance, or learn more about resources, you can submit a Basic Needs Assistance Form.

11.4 The Counseling Center

The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact us at 765-285-1736. Ball State also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide. At the Ball State Counseling Center, we see students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. We assist students with getting connected to therapy at our Center as well as connecting students to self-help resources, other on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources through a variety of different platforms. All of these resources, including a direct link to our website, can be found here.

11.5 The Speaking Center

The Speaking Center is a free resource available to all members of the BSU community wanting to improve their public speaking abilities. We offer personalized coaching designed to help you become a more confident and effective speaker. Our trained coaches provide constructive feedback and support throughout the entire speech preparation process, whether you are in the early stages of brainstorming ideas and organizing your thoughts, or you need to practice your delivery and refine your message. The Center is in the David Letterman Communication and Media Building, room 302. To schedule an appointment, please access us through your Navigate app or use this direct link to sign up for a time. Appointments are available both in person and on Zoom. Appointments are available in

person, on Zoom, and in virtual reality (VR) for those interested in practicing in an immersive speaking environment.

12 Frequently Asked Questions (FAQ)

How do you say the professor's name, and how should I address him?

The phonemic spelling is Kwin-tin Kwahg-lee-ah-no. You are welcome to call me Quinton, Prof. Quagliano, or Prof. Q. Please do not address me as Mr. Quagliano (I find it odd) or Dr. Quagliano (I have not earned that honorific).

What is the professor's background?

I have an B.S. in Psychology (neuroscience concentration) from Calvin University, and an M.S. in Quantitative Psychology from Ball State University, where I also completed a Graduate Certificate in Institutional Research. I am a full-time, board-certified psychometrist at Trinity Health Grand Rapids Neuropsychology Clinic, as well as an Adjunct Professor of Psychology at Grand Valley State University, in addition to my adjunct role here. I currently serve on the Board of Directors for the Board of Certified Psychometirsts, where I primarily work on exam development and psychometric validation, among other administrative tasks.

Generally, I describe myself as being research-oriented with emphasis on advanced quantitative (statistical) methods applied to psychometrics. I have had the pleasure on working on projects in a variety of theoretical domains, such as education, neuropsychology, neurology, psychiatry, and audiology. I remain loosely associated with Pine Rest Christian Mental Health Services, Ball State University, and Trinity Health Grand Rapids Neurology/Neuropsychology for ongoing research projects. Right now, I am mostly working on smaller projects regarding psychometric validation of a performance validity test (PVT) to be used in neuropsychological evaluation, and application of psychometric analysis to small-sample assessments, like classrooms.

I was a TA and tutor for students throughout my undergraduate and graduate education (I actually was a tutor for this same class back when I was completing my Master's), and have been involved in clinical work (inpatient psychiatry and outpatient neuropsychology) for the last 6 years. My CV will be posted in the course Canvas if you'd like to know more about me.

Can I talk to the professor about things other than class?

Of course! I love talking about research, careers, your academic journey, and your personal goals. You can always email me or stop by during office hours for a chat. Unfortunately, I cannot offer any research, teaching assistantships (TA), or extracurricular opportunities to students at this time, but I can give you pointers on where to look for these things if you are interested! I can serve as a reference or "letter-writer" for your future endeavors, but only if you ask me. I ask that you generally refrain from interacting with me on social media, but you are welcome to:

- Connect with me on LinkedIn
- Follow my work and comments on Github and StackOverflow

Is this class hard?

When asked this question by students, I really have no idea what to say (haha). But, I'll try to answer this best I can: I do think this class is meant to challenge you and encourage you to do your best work. I do try to set reasonable, but still high, expectations for students, and I try to be transparent about this from the very start. However, whatever challenge you face in this course's content is very intentional - I think some healthy difficulty is necessary for you to get anything out of this class. I'm always happy to help and hear what you need from me, but I also really want to see each person grow while they take this course.

Why so many quizzes and assignments?

More assessments mean that a few bad scores won't sink your chances of a higher letter grade. Constant testing and revisiting of past topics are also excellent ways to learn and solidify concepts. It also lets me know if the class is struggling with certain topics, so I have time to re-hash and review difficult ideas and concepts before the more-important exams. I know it may be stressful to have assignments due often, but I do promise they have a purpose to them. Take good notes, revisit topics often, and you should be okay. I promise, each assignment is meant to help you grow, not assigned just as "busywork" - if you feel like it is, reach out to me for an honest conversation.

How can I study better for tests and quizzes?

I will provide more extensive tips for studying in the study guides that I provide for the midterm and final exams. In the meantime, you can also look at the Tips for Success section of this syllabus. If you find that you are not seeing the progress you want in this course, I'd recommend switching up your study and review habits - different courses sometimes need different approaches.

How can I learn to write better?

One of the best ways to learn how to scholarly write is to constantly read published, scientific articles. I've refined my own writing style a lot by just emulating the style of more experienced scientists. Of course, good writing is a skill build up over the course of many years; so be patient and consistent in developing your abilities. I am here to help you prepare your written assignments, but make sure to use the writing center and other resources as well!

Can I re-take or re-submit an assignment, exam, or quiz for a revised score?

No. I give you adequate time and resources to study for quizzes/exams and prepare assignments. I will give constant feedback so that you are better equipped for future assignments, but cannot re-grade revised assignments. I'd like for students to be proactive in creating high-quality work the first time by starting work early and using good study habits.

Can I work ahead on content and assignments?

If something is opened on Canvas, you are free to work on it. However, content will usually only be opened a week or two in advance at the earliest, meaning you can't ever get *that* far ahead. The reason this is, is that it tends to make it much easier to forget content when you work ahead, and that it puts additional pressure on me to respond to assignments and submission that are not yet due. Keeping most students at the same pace allows me to make the best possible course - I thank you all in advance for your patience.

If you insist on working ahead, the best strategy would likely be to read ahead in the textbook, according to the upcoming chapters on the Schedule.

13 Tips for Success

There is no full-proof way to prepare for every course; realistically, each class is unique, and each student has a slightly different path to success. However, I have some ideas below on things that I think could help you in the course.

13.1 Read This Syllabus (Seriously)

It is my goal that students never feel that the logistics, policies, and expectation of our class are unclear or opaque. This syllabus is quite long, but is designed to preemptively answer many of the common concerns and questions of students. The best way to stay on track with the course and understand how I've set things up, is to read this document and explore Canvas. I urge you to familiarize yourself early on with the contents of this syllabus, and please contact me if anything remains confusing.

13.2 Take Good Notes, Often

Passively listening to a lecture or skimming through a reading rarely helps fully engage your brain to remember and recall information. Through many activities and readings in this class, you should try to be jotting down notes, ideas, or questions to help you better connect with the content. I'm always open to giving advice on ways you can do it, but many different strategies can work.

13.3 Back Up Your Work

We have all been in the undesirable position of losing hours of work due to a sudden power outage or accident. I **strongly** recommend that you use platforms and methods to maintain your work in case of an accident. Use services like Microsoft OneDrive/365 or Google Drive to save your work in the cloud, or use software like git to version control your work.

Save regularly and often, enabling auto-save if it is a feature in the software you use. While I empathize with the pain of suddenly losing work, technology issues are not an acceptable excuse for late work - as there are a variety of ways to preemptively protect your progress.

13.4 Stay Organized

The start of the semester is the best time to establish the right organization method that keeps you on track. Losing assignments, papers, and notes to the void can feel like a huge setback. Think critically now about how you want to organize your physical/digital documents, and get it ready now. Stick with it, and you'll find it much easier to look back later when you need that knowledge! But remember to Back Up Your Work too!

13.5 Create a Weekly Schedule

While I provide a course Schedule to give structure to the overall class, I would recommend setting up a personal schedule for studying and attending to assignments throughout each week. Procrastinating and trying to rapidly complete work before deadlines will hurt the quality of your work and that will likely be reflected in your grade. Establishing good time-management habits early on in the semester will help you maintain a good balance between your life and classes.

13.6 Communicate Well With Me

I ask that you regularly attend to your email and Canvas so that you see important notifications from me regarding this course. If you need help or have questions please do reach out to me as soon as possible (preferably via email). Ignorance or avoidance of emails and notifications is not an excuse for late or poor work. I am always happy to point you in the right direction or clarify something, but I can only do so if you tell me your concerns.

13.7 Take Care of Yourself

Your health and your family's health should be your priority. If you are dealing with illness, sick family members, travel difficulties, a bad internet connection, increased anxiety, childcare challenges, or any other issues, please reach out and we will figure out accommodations. Please see the syllabus section on Physical, Mental, and Financial Health and Well-being.

Balancing graduate studies with the stresses of life is difficult and is a time of change for many students. Make sure you get enough sleep, eat food and drink water, and spend time with friends and family. You'll do best in my course (and every course) when you are

at your best mentally and emotionally! I look forward to supporting you all best I can this term!