Honolulu Community College
Application Form for Diversification Designation
Certification and Renewal
Fall 2014

DATE: December 22, 2014
APPLICANT: Jennifer Higa-King
E-MAIL: higaking@hawaii.edu       PHONE: 845-9160

COURSE ALPHA and NUMBER: PSY212
COURSE TITLE: Survey of Research Methods
ESTIMATED NUMBER OF SECTIONS:
   Fall: 1    Spring:

APPLICATION IS FOR:
☐ New Course    ☒ Existing Course
☐ Certification
☐ Re-designation. Date of previous certification or renewal:
   ☒ Renewal. Date of certification or previous renewal: Fall 2009

DIVERSIFICATION AREA DESIGNATION(S) SOUGHT:
☐ DA (Arts)  ☐ DP (Physical Sciences)
☐ DB (Biological Sciences)  ☐ DS (Social Sciences)
☐ DH (Humanities)  ☐ DY (Laboratory)
☐ DL (Literature and Language)

List other general education designations the course is approved for or designations you have applied for (Ethics, HAP, Speech, WI): WI

COURSE CONTENT AND CLASS MEETINGS REQUIREMENTS:
What percentage of the CONTENT of this course focuses on this diversification area? 100%
What percentage of CLASS MEETINGS focuses on this diversification area? 100%

Note: Applications must include documentation that at least two-thirds of the course content and class meetings focus on the diversification area(s). For new courses, documentation should be a Curriculum Action Proposal with the completed Course Outline form. For existing courses, documentation should be a course syllabus with a course calendar or outline showing topics covered and the number of class meetings dedicated to topics.
Complete the following for Certification and Renewal applications

1. **Hallmarks and SLOs.** Explain how course-specific SLOs align with each of the diversification area's hallmarks. Use the following format. For each hallmark: (a) re-state the hallmark; (b) list which SLO(s) in the Course Outline form or syllabus align with the hallmark; and (c) provide a brief narrative explaining how the SLO(s) align with the hallmark.

<table>
<thead>
<tr>
<th>The course-specific Student Learning Outcomes (SLOs) are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate an ability to present the components of a research report in written and oral format.</td>
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<tr>
<td>2. Understand and apply descriptive statistics; understand the logic of inferential statistics in decision-making.</td>
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<tr>
<td>3. Understand the major components of a research report written in American Psychological Association (APA) format.</td>
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<td>4. Describe the goals of science.</td>
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<td>5. Describe the methods and tools of psychological science, and discuss the strengths and weaknesses of each.</td>
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<td>6. Understand how to formulate a research hypothesis and design a study to test the hypothesis.</td>
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<td>10. Discuss biases in psychological research, including experimenter and subject biases.</td>
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Alignment of course SLOs with the three DS hallmarks are as follows.

**Hallmark #1: Uses the terminology of theories, structures, or processes in the social or psychological sciences. SLOs:**

SLO 1. Demonstrate an ability to present the components of a research report in written and oral format.

SLO 2. Understand and apply descriptive statistics; understand the logic of inferential statistics in decision-making.

SLO 3. Describe the methods and tools of psychological science, and discuss the strengths and weaknesses of each.

SLO 4. Describe the goals of science.

SLO 6. Understand how to formulate a research hypothesis and design a study to test the hypothesis.

Students are taught the terminology and processes involved in conducting research through coverage of the goals of science (SLO 4) and methods involved in the scientific investigation of behavior and mental processes (SLOs 2, 3, and 6). For example, the course covers terms from social science such as independent and dependent variables, construct validity, placebo effects, statistical significance, and autocorrelations. Processes covered include conducting a literature review, formulating hypotheses, designing studies, and determining the importance of study based on whether a study has been conducted to test a specific theory or establish external validity.
Students are also required to demonstrate an understanding of scientific terminology and processes through a written paper and oral presentation on a research topic in psychology (SLO 1).

Hallmark #2: Involves concepts, models, practices, or issues of concern in the scientific study of these theories, structures, or processes. SLOs:

SLO 5. Describe the methods and tools of psychological science, and discuss the strengths and weaknesses of each.
SLO 7. Evaluate the results of a study and understand its implications for supporting or not supporting the hypothesis.
SLO 8. Understand the differences between reliability and validity.
SLO 9. Discuss research ethics and the history of ethical principles.
SLO 10. Discuss biases in psychological research, including experimenter and subject biases.

These SLOs address main concepts, practices, and issues involved in psychological science. Topics include strengths and weakness of experimental and non-experimental (e.g., survey methods, correlational studies) designs, threats to validity and causal claims from biases (e.g., confounding variables, demand characteristics), and interpreting validity and reliability claims (SLOs 5, 7, 8, and 10). Ethical guidelines for research conducted with human and non-human animals are reviewed as part of a standard, required, practice of conducting research (SLO 9).

Hallmark #3: Demonstrates inquiry that is guided by quantitative and/or qualitative methods employed in the scientific study of structures or processes of these sciences. SLOs:

SLO 2. Understand and apply descriptive statistics; understand the logic of inferential statistics in decision-making.
SLO 4. Describe the goals of science.
SLO 5. Describe the methods and tools of psychological science, and discuss the strengths and weaknesses of each.
SLO 6. Understand how to formulate a research hypothesis and design a study to test the hypothesis.
SLO 7. Evaluate the results of a study and understand its implications for supporting or not supporting the hypothesis.
SLO 8. Understand the differences between reliability and validity.
SLO 10. Discuss biases in psychological research, including experimenter and subject biases.

The majority of the course content covers quantitative and qualitative research methods such as experiments, meta-analyses, longitudinal studies, and correlational studies (SLO 5). Examples of specific methods covered include designs with more than one independent variable (factorial designs), small-N designs, multivariate correlational designs, and interrupted time-series designs. Students are taught how to analyze and evaluate the results of a study (SLO 2) based on the overall goals of a study such as testing a theory or applying a theory to a problem (SLO 4), the specific hypotheses and predictions being tested (SLOs 6, 7), and the strengths and weaknesses of the design (SLOs 5, 8, 10).
2. **Assessment tools and strategies.** Describe the assessment tools (e.g., surveys, embedded questions in an exam, performances) and strategies (e.g., when, how often) for measuring the degree to which students achieve course-specific SLOs. Specific information needed: (a) description of assessment tools and explanation of which tool will be or was used to assess each SLO; (b) explanation of how often assessment will be or was conducted; and (c) if there are multiple sections of the course, discussion of how assessment will be or was carried out across sections and instructors.

All SLOs were assessed over the period of time that the course was approved for a DS designation. Only one section of the course was taught each fall.

Assessment tools included content-specific questions on exams, surveys given to students at the end of the semester, oral presentations of journal articles, and completion of a final term paper. Exam questions occasionally varied in format and wording across semesters. The term paper was a research topic in psychology written in APA (American Psychological Association) style. Each paper included: a literature review; a rational and justification for conducting the study; a method (design) for the study; an evaluation of the results of the study (simulated or real); and discussion of the implications of the results in the context of the literature review.

**SLO 1** (Demonstrate an ability to present the components of a research report in written and oral format) and **SLO 3** (Understand the major components of a research report written in American Psychological Association (APA) format)

Assessed by performance on the final paper and in-class journal presentations. Like the final paper, journal presentations required students to summarize a research article based on the different parts of an APA style paper – Introduction, Method, Results, Discussion.

**SLO 2** (Understand and apply descriptive statistics; understand the logic of inferential statistics in decision-making)

Assessed by the following types of exam questions:
- a multiple choice question about differences between measures of central tendency
- a multiple choice question on the meaning of the $p$ value obtained for an inferential statistic
- a short-answer essay question about what decision a researcher should make regarding rejection or acceptance of the null hypothesis given an observed $p$ value

**SLO 4** (Describe the goals of science)

Assessed by the following type of exam question:
- Explain the goals of science

**SLO 5** (Describe the methods and tools of psychological science, and discuss the strengths and weaknesses of each)

Assessed by having students matching a research example with the appropriate research method in psychology

**SLO 6** (Understand how to formulate a research hypothesis and design a study to test the hypothesis)

Assessed by completion of a research paper (written in APA style) on a topic in psychology. Students were required to develop a research hypothesis based on a literature review, provide a rationale and justification for the study, propose a design and method for conducting a study, analyze simulated results, and discuss the results in context of a literature review.
SLO 7 (Evaluate the results of a study and understand its implications for supporting or not supporting the hypothesis)
   Based on a description of a hypothetical study, students were asked to graph the results, interpret main and interaction effects, and discuss the results in terms of the hypothesis being tested.

SLO 8 (Understand the differences between reliability and validity)
   Assessed by asking students, on an exam, to apply the idea of high/low reliability and high/low validity to a given example.

SLO 9 (Discuss research ethics and the history of ethical principles)
   Assessed with a short-answer question, asking students to describe the ethical guidelines that scientists must follow when conducting research with human subjects.

SLO 10 (Discuss biases in psychological research, including experimenter and subject biases)
   Assessed by using a multiple choice question on sources of biases that may affect data from surveys.

Complete the following for Renewal applications, only

3. Assessment results. Provide a summary of aggregated assessment results, for each course-specific SLO, collected throughout the certification period.

SLO 1 (Demonstrate an ability to present the components of a research report in written and oral format), SLO 3 (Understand the major components of a research report written in American Psychological Association (APA) format), and SLO 6 (Understand how to formulate a research hypothesis and design a study to test the hypothesis)
   Assessed by performance on the final paper and in-class journal presentations. Like the final paper, journal presentations required students to summarize a research article based on the different parts of an APA style paper – Introduction, Method, Results, Discussion. Results are based on data from all semesters.
   - Results. Overall, 92% of students submitted a research paper. Of these students 79.5% received a "C" grade or higher for the paper.
   - Results. Overall, 95% of students gave oral presentations of a research publication. Of these students 97% received a "C" grade or higher for the presentations.

SLO 2 (Understand and apply descriptive statistics; understand the logic of inferential statistics in decision-making).
   Assessed by the following exam questions. Results are from Fall 2013.
   - multiple choice question about differences between measures of central tendency
     Results. Overall, 92% of students enrolled completed the exam. Of these students 82% correctly answered the question.
   - multiple choice question on the meaning of the p value obtained for an inferential statistic
     Results. Overall, 92% of students enrolled completed the exam. Of these students 45.5% correctly answered the question.
   - short-answer essay question about what decision a researcher should make regarding
rejection or acceptance of the null hypothesis given an observed $p$ value

Results. Overall, 92% of students enrolled completed the exam. Of these students 100% correctly answered the question.

SLO 4 (Describe the goals of science)

Assessed by the following exam question (Fall 2012, 2013):

Explain the goals of science.

Results. Overall, 96% of students enrolled completed the exam. Of these students 82% correctly answered the question.

SLO 5 (Describe the methods and tools of psychological science, and discuss the strengths and weaknesses of each)

Assessed by having students matching a research example with the appropriate research method in psychology (end of the semester survey, Fall 2013, Fall 2014):

Results. Overall, 83% of students enrolled completed the survey. Of these students 89.5% correctly answered the question.

SLO 7 (Evaluate the results of a study and understand its implications for supporting or not supporting the hypothesis)

Assessed by the following exam question (Fall 2013):

Based on a description of a hypothetical study, students were asked to graph the results, interpret main and interaction effects, and discuss the results in terms of the hypothesis being tested. (Fall 2013)

Results. Overall, 92% of students enrolled completed the exam. Of these students 74% correctly answered the question.

SLO 8 (Understand the differences between reliability and validity)

Assessed by asking students, on an exam, to apply the idea of high/low reliability and high/low validity to a given example. (Fall 2012, Fall 2013)

Results. Overall, 83% of students enrolled completed the survey. Of these students 80% correctly answered the question.

SLO 9 (Discuss research ethics and the history of ethical principles)

Assessed with a short-answer question, asking students to describe the ethical guidelines that scientists must follow when conducting research with human subjects. (Fall 2012, Fall 2013)

Results. Overall, 96% of students enrolled completed the exam. Of these students 88% correctly answered the question.

SLO 10 (Discuss biases in psychological research, including experimenter and subject biases)

Assessed by using a multiple choice question on sources of biases that may affect data from surveys. (Fall 2012, 2013)

Results. Overall, 96% of students enrolled completed the exam. Of these students 91% correctly answered a multiple-choice question about sources of bias (social desirability, testing effects, nonresponse errors) in survey data.
4. Utilization of assessment results. Explain how assessment results have been used to modify or improve the course throughout the certification period. The narrative should include recommendations discussed among all instructors teaching the courses.

Assessment results indicate that a majority of students (at least 70%) correctly answered SLO-based questions on exams and end-of-the semester surveys. There was one exception, however, having to do with a question intended to measure students' understanding of the logic of inferential statistics in decision-making (SLO 2). The question asked about the meaning of a p value of 0.08 for an inferential statistic (e.g., t-test). The correct answer was that there is an 8% chance of obtaining data when the null hypothesis is true. Most selected an answer that said when the null hypothesis is false. This is a difficult concept. The correct answer requires understanding that a decision to reject or not reject the null hypothesis is based on the probability of obtaining the data in the sample when the null hypothesis is true (default assumption). In addition to including a greater variety of examples in class, other options include (1) having students come up with their own examples related to their research projects, and (2) during journal presentations, focus more carefully on the Results section and review, in general terms, implications of the p values that are reported.

In addition to exam and survey questions, most students also successfully completed a research paper that is a capstone project of the course. The project requires students to produce a written document, on a research topic in psychology that develops through several drafts. All of the SLOs are included in the paper in some form, including the following: a literature a review; a rational and justification for a study; a design and procedure for conducting a study; analysis of data; and synthesis of the results with the existing literature. Furthermore, students were required to demonstrate an understanding of the strengths and weaknesses of research designs, discuss experimenter and subject biases, generate descriptive statistics of their data, interpret graphs, conduct a study with ethical considerations (e.g., informed consent), and criticize their own results in terms of possible threats to internal and external validity.

This course is also certified for a writing intensive (WI) designation, which requires students to submit drafts of each section of their final paper. It is likely that the drafting process along with feedback to students – individually and the group as a whole – contributed to the student success in many of the SLOs. Furthermore, setting firm deadlines for drafts and requiring students to give oral presentations of journal articles (in the form of group discussions) were key. The deadlines forced students to work on sections of their papers in advance, and the oral presentations provided a context for in-class discussion about concepts and a head start on conducting a literature review of their chosen topic. For these reasons, it is important to retain a strong writing component for a research methods course, regardless of whether it continues to be taught as a WI course along with a DS designation.

In sum, current methods and tools used for teaching the course are producing solid performance by a majority of students. Still, it will be important to continue to assess SLOs and modify delivery of the material as needed.
DIVERSIFICATION BOARD DECISION:

☑ Approved
Renewal Due: Fall 2019

☐ Not approved
Reasons:

Diversification Board Chair Signature: [Signature]
Date: 11/2/15
Survey of Research Methods
Fall 2014
MW 11:30am–12:45pm
Bldg.7, Rm. 602

Instructor: Jennifer Higa-King, Ph.D.
Office: Bldg. 7, Room 611
Office hours: MW 8:30–9:30am,
TR 11:30am–12:30pm, and by appointment
Phone: 808-845-9160
Email: HigaKing@hawaii.edu

Course Description
This is a lecture-based course surveying experimental and nonexperimental methods and the issues involved in psychological science and research. Topics include the scientific method, conducting literature reviews, and the American Psychological Association writing style.

This course fulfills a Diversification-Social Science requirement (DS) and Writing-Intensive (WI) focus designation for the AA degree at HonCC and UH-Manoa.

Prerequisites for PSY212: Completion of PSY100 and ENG100 with a C or higher grade.

Student Learning Outcomes
Upon successful completion of the course students will:

1. Demonstrate an ability to present the components of a research report in written and oral format.
2. Understand and apply descriptive statistics; understand the logic of inferential statistics in decision-making.
3. Understand the major components of a research report written in American Psychological Association (APA) format.
4. Describe the goals of science.
5. Describe the methods and tools of psychological science, and discuss the strengths and weaknesses of each.
6. Understand how to formulate a research hypothesis and design a study to test the hypothesis.
7. Evaluate the results of a study and understand its implications for supporting or not supporting the hypothesis.
8. Understand the differences between reliability and validity.
9. Discuss research ethics and the history of ethical principles.
10. Discuss biases in psychological research, including experimenter and subject biases.

What’s in this syllabus
Learning Tools and Resources p. 2
All About Grading p. 3
Policies and Procedures p. 4
How to Improve Your Grades p. 6
Course Calendar p. 7
Writing Assignment Due Dates p. 8
Required Texts


Students are responsible for the material in assigned chapters, reference material, and information presented during class lectures. Students should use time outside the classroom to study and review material not covered in lectures. As a general rule, students are expected to spend about 2 hours of preparation and studying for each credit hour. Thus, in addition to attending class, students should plan to study at least 6 hours each week for this course. (See “Credits, Grades, and Examinations” section of the HonCC Catalog.)

Laulima Course Webpage

Assignments, messages, grades, reminders, and other important information will be posted on the course’s website on Laulima. Students may access Laulima through their MyUH Portal or directly at http://laulima.hawaii.edu.

Check your Laulima and UH email on a regular basis. Daily is best!

Email & Computers

The primary method of communication outside of class is through email. The preferred way to send me an email is through your UH email or the Messages tool in Laulima.

Computers are available for use by students in the Library (Bldg. 7, 1st Floor), Native Hawaiian Center (Bldg. 20, Room 4) and the Student Computer Lab (Bldg. 2, Room 405).
Grading Scale

Grade (description)   % benchmarks
A (Exceptional)       100 - 90%
B (Superior)          89 - 80%
C (Satisfactory)      79 - 70%
F (Fail)              below 70%

Incomplete (I) and No Grades (N) are not automatically given, are not given to replace a low grade, and will be considered on a case-by-case basis.

Graded Items

3 Exams                    300 out of 865 points (approx. 35%)
Writing Assignments and    545 out of 865 points (approx. 63%)
Final Paper*
Journal Presentations     20 out of 865 points (approx. 2%)

*Important reminder: Passing the course with at least a C grade depends, in part, on submission of a final paper that is a minimum of 4000 words, which is approximately 16 pages, double-spaced, 12-point font, with 1-inch margins. The word/page requirement does not include the title page, tables, graphs, or reference page(s). Unless specified, assignments should be submitted as hard copies – no electronic copies.

Extra Credit
Students may earn a maximum of 15 extra credit points by turning in all assignments on time.

How I Grade
When grading writing assignments and exams, I am looking for specific items. Some questions I ask myself while grading are:

- Did the student follow the instructions for completing the assignment?
- Is the writing clear? Is it organized?
- Did the student cover, fully, all parts of the question or assignment?
- Did the student properly use key words and ideas covered in lectures and/or the text? Did the student provide just an “everyday” or “lay-person” answer, or, did they use, appropriately, concepts from psychology?
- Did the writer produce complete sentences? Is the writing free of grammatical errors and typos?

If I find myself answering “no” to too many of these questions, the paper or essay receives a lower grade.
Attendance and Responsibilities
As an instructor, I want each student to succeed! An important means to success is consistent class attendance. I will not take attendance on a formal basis. If you miss a class, you are responsible for getting the missed information. If difficulties arise, contact me before the problem affects your performance in the course. Waiting until the end of the semester just does not work. It is your responsibility to let me know, in a timely manner, about a problem. In turn, I will try my best to work with you on finding a solution.

Students who do the best and get the most out of the course are those who attend on a consistent basis!

Exams
I do not allow students to keep exams. After we review exam results in class, I will collect the exams and hold them in a file in my office. Students are encouraged to review exams throughout the semester in my office. Makeup exams are permitted only with a doctor’s note or documented excuse and if special arrangements have been made with me prior to the exam.

Writing Assignments, Final Paper
There will be writing assignments leading to a term paper due at the end of the semester. The purpose of the assignments is to give students feedback on each section of the final paper, written in APA style. See “Graded Items” for details.

“On time” vs. “Late” Assignments
A class assignment is considered “on time” when submitted in class on the due-date. Students have one additional day to turn in an assignment late. However, there will be a 10% deduction in points. Acceptance of assignments beyond the one-day extension will be determined on a case-by-case basis.

Journal Presentations
Students will also present journal articles for use in their research papers. Attend classes regularly. There is no guarantee of opportunities to make-up journal presentations.

Electronic Devices
Turn off all phones when class starts. Checking your phone for messages is distracting and is not conducive to learning. Computers and iPads are allowed for taking notes, only. No checking Facebook or Twitter accounts, Skyping, etc.!
Statement Regarding Academic Conduct
Any act that violates the academic integrity of the institution is considered a form of academic misconduct. Specific examples include, but are not limited to cheating (copying from another student’s test paper or knowingly using, buying, selling, stealing, transporting, or soliciting contents of a test), plagiarism (see below), and collusion (unauthorized collaboration with another in preparing work offered for credit). Students who engage in dishonest behavior will be held to HonCC’s Student Conduct Code and will receive a failing grade for the assignment and/or the course. Ignorance of the rules does not serve as an excuse for acts of academic dishonesty. See HonCC’s Student Conduct Code in the Policy and Procedures in the College Catalog.

What’s Plagiarism?
Plagiarism is not tolerated. To be clear, plagiarism includes the following:

- Turning in a document that you copied (whole/part, small/large) from someone else’s work or source without giving credit to that person or source. A person or source can be from a blog, your friend’s paper, online sources (e.g., Wikipedia, Yahoo), a journal article, magazine, or newspaper. These are just a few examples!
- When you fail to use quotation marks and provide a reference when quoting.
- When you change words of a sentence but use the same sentence structure.
- Submitting the same written or oral material in more than one course without authorization from the instructors involved.
- Obtaining and using write-ups from other sections of a course or previous terms, or making-up results to fit expected results.

If you are ever in doubt about plagiarism, ask your instructor! It is better to be safe than sorry!

Student ACCESS
Students with disabilities may obtain information on available services online at http://honolulu.hawaii.edu/disability. Specific inquiries may be made by contacting Student ACCESS at 844-2392, by e-mail at accesshcc-l@llists.hawaii.edu, or simply stopping by Student ACCESS located in bldg. 5, room 107.
Attend Lectures

Think of lectures as time that you use for studying. Come to class. Arrive on time. Listen attentively. Ask questions. Also, bring your textbook and APA Manual! The Chapter Review at the end of each chapter will help you with note taking.

Keep Track of the Schedule

At the end of this syllabus is a schedule showing exam dates and due dates for assignments. Enter these important dates into your personal schedule along with information about your other courses, work schedule, and personal commitments. You will be referring to the syllabus course calendar often. Bring the calendar with you to class daily.

Prepare for Exams

Exams cover information presented in class and assigned chapters from the textbook. Exams consist of a variety of questions including multiple-choice and essay questions. Makeup exams are permitted only with a doctor's note or documented excuse, and if special arrangements have been made with me prior to the exam.

Complete Assignments on Time!

Approximately 63% of the final grade depends on scores received for written assignments. Each writing assignment will be about 3 to 6 pages long. We will discuss, in class, instructions for completing the assignments, expectations, deadlines, and so forth.

Study, Study, Study

Read the assigned material before the lecture! I won't cover in class all of the material in the assigned readings. Studying is a process that requires reading the material before we discuss the material in class, taking notes in your own words, and going back to read the material again.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics &amp; Due-Dates</th>
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<tbody>
<tr>
<td>Aug. 27, Sept. 3</td>
<td>• Research Topic</td>
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<tr>
<td>No class Sept. 1</td>
<td>• Chapter 1 – Psychology is a Way of Thinking</td>
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<td>• Chapter 2 – Sources of Information: Why Research is Best</td>
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<td></td>
<td>and How to Find It</td>
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<td>• APA Manual</td>
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<td>Sept. 8, 10</td>
<td>• Chapter 3 – Three Claims, Four Validities</td>
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<td>Sept. 15, 17</td>
<td>• Chapter 4 – Ethical Guidelines for Psychology Research</td>
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<td>Sept. 22, 24, 29</td>
<td>• Chapter 5 – Identifying Good Measurement</td>
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<td>Oct. 1</td>
<td>EXAM #1</td>
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<td>Oct. 6, 8</td>
<td>• Chapter 6 – Surveys and Observations</td>
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<td>• Statistics Review (pp. 441-456)</td>
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<td>Oct. 13, 15</td>
<td>• Chapter 7 – Sampling</td>
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<td>Oct. 20, 22</td>
<td>• Chapter 8 – Bivariate Correlational Research</td>
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<td>• Chapter 9 – Multivariate Correlational Research (pp. 234-245)</td>
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<td>Oct. 27, 29</td>
<td>• Chapter 10 – Introduction to Simple Experiments</td>
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<td>Nov. 3</td>
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<td>Nov. 5</td>
<td>EXAM #2</td>
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<td>Nov. 10, 12, 17</td>
<td>• Chapter 11 – More on Experiments: Confounding and Obscuring Variables</td>
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<td>Nov. 19, 24</td>
<td>• Chapter 12 – Experiments with More Than One Independent Variable</td>
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<td>Nov. 26, Dec. 1</td>
<td>• Chapter 13 – Quasi-Experiments and Small-N Designs</td>
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<td>• Last day for Journal Presentations, Nov. 26!</td>
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<td>Dec. 3, 8, 10</td>
<td>• Chapter 14 – Replicability, Generalization, and the Real World</td>
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<td>• Final Papers due Dec. 8!</td>
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<tr>
<td>Dec. 15-19</td>
<td>EXAM #3 (Final)</td>
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<tr>
<td>Final Exam Week</td>
<td>Wednesday, Dec. 17, 11:30am–2:30pm</td>
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Note that the schedule and topics covered are subject to change!  
Check your UH email and Laulima daily!
<table>
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<tr>
<th>Writing Assignment Due Dates</th>
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<tr>
<td><strong>Writing Assignment</strong></td>
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<td>#4 and #5</td>
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<td>Final Paper</td>
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