



LAMAR UNIVERSITY

TENTATIVE SYLLABUS

Lamar University, a Member of The Texas State University System, is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate, Baccalaureate, Masters, and Doctorate degrees (for more information go to <http://www.lamar.edu>).

Course Title:	Introduction to Statistical Methods
Course Number:	PSYC 2317
Course Section:	8B – Academic Partnership
Department:	Psychology
Instructor:	Jeferson Scheideman, M.S.
Virtual Office Hours:	Monday, Tuesday, and Wednesday 12–1pm, or by appointment (changes will be announced via Blackboard).
Contact Information:	LU email: jeferson.scheideman@lamar.edu Office: Social and Behavioral Sciences building (SBS) 203-D Phone (voicemail): (409) 880-8299

PERSONAL INTRODUCTION

Welcome to Lamar University! My name is Jeferson Scheideman, and I will be your instructor of record for PSYC 2317 – Introduction to Statistical Methods. By way of a very brief introduction, I earned my baccalaureate in Psychology and Spanish from Lamar University and master's degrees in Clinical/Community & Industrial/Organizational Psychology also from Lamar University. My areas of expertise include learning techniques, college success, general psychology, and introductory statistics. Furthermore, I also enjoy the challenges of multicultural research and its implication in the workplace and other settings. I joined the faculty at Lamar in 2014, but have had other teaching positions at Lamar since 2007. I am currently a Psychology Instructor for the Department of Psychology in the College of Arts and Sciences.

COURSE DESCRIPTION

PSYC 2317 is a general but comprehensive introduction to the major types of statistical methods used in research. Statistics are the tools of researchers who seek to make sense of scientific data. This course will introduce you to measures of central tendency, variability, and position, correlation and regression, tests of significance, and non-parametric techniques. This course is an applied data analysis course and is highly quantitative in nature; therefore, knowledge of algebraic principles is essential. As such, this course falls under the Foundational Component Area of Mathematics. In this course, you will learn how to use critical thinking skills to select appropriate analyses for specific research questions, perform computational procedures necessary to analyze research data, and communicate the results of those analyses to an audience.

COURSE-LEVEL OBJECTIVES

Students who successfully complete this course will be able to:

1. Apply higher-order/critical thinking and statistical models to represent and solve real-world problems.
2. Represent and evaluate basic statistical information verbally, numerically, graphically, and symbolically.
3. Interpret research data with formulas, graphs, tables, draw inferences from the results, and communicate the conclusions.
4. Identify some of the applications and limitations of statistical models.
5. Develop the view that statistics is an evolving discipline and its connection to other disciplines that engage in research, including the social, behavioral, and health sciences.

STUDENT LEARNING OUTCOMES:

- **Critical thinking Skills:** Students who successfully complete this course will demonstrate critical thinking by applying statistical principles and logic underlying the empirical and scientific methods used in the field of psychology. Methods of critical thinking include discussions through Blackboard discussion boards, lectures, completion of assignments, and textbook readings designed to facilitate critical thinking about the content.
- **Communication Skills:** Students who successfully complete this course will demonstrate written communication skills by expressing their thoughts and opinions, as well as critiquing various topics in the discussion boards and via other assignments. Required interaction with classmates on the discussion board will also foster communication skills.
- **Empirical and Quantitative Skills:** Students who successfully complete this course will demonstrate empirical and quantitative skills by being able to relate the knowledge learned in the course with daily life situations or scenarios developed with this end in mind. Students will explain how psychology is a science and understand the research foundations of psychology.
- **Social Responsibility:** Students who successfully complete this course will be able to describe the complex relationship between quantitative research and daily life situations in different settings or scenarios. Textbook readings, discussion board postings, and assignments will help students create a broader understanding of the statistical analyses covered in this course.

ACADEMIC PREREQUISITES

- MATH 1314 (College Algebra) or equivalent with a grade of “C” or higher.

COURSE SPECIFIC TECHNOLOGY SKILLS REQUIREMENTS

Students need to have access to Microsoft Office 365 and Adobe Acrobat to be able to access the exams, weekly assignments, etc. Students must have access to a camera and/or a scanner, as their work will be submitted electronically. Since ProctorU will be used in some of the exams, students will also need a web camera, and speakers. Most recent desktop and laptop computers should meet this requirement.

TECHNOLOGY PREREQUISITES

Students are required to have access to a computer (with a webcam and speakers) with consistent and reliable Internet access to be successful in the class. Additionally, they should feel confident about their ability to navigate through typical online websites and their ability to use common word processing software (including mathematical symbols) in order to submit assignments successfully. In addition, students must be able to send scanned files to the instructor (in PDF format), since the computational part of each test and most practice exercises must be scanned (or photographed) and sent to the instructor electronically. It is highly recommended that students purchase a scanner instead of taking pictures of their work (students may receive no credit if any part of the work submitted is not legible).

The minimum technical skills and the system requirements for this course:

LU LEARN / BLACKBOARD Learning Management System (LMS)

Students will utilize the Lamar University’s Learning Management System (LMS), Blackboard, for online courses. For Blackboard support go to (<https://blackboardsupport.lamar.edu>) for more information.

OFFICE HOURS: The schedule for virtual office hours appear in the beginning of this syllabus. Office hours will be designed one-hour time slots where the instructor will be available to address questions regarding the course and its content. The communication during office hours can be via Course Mail or a web conference (via Blackboard Collaborate) if requested twenty-four hours in advance. Additional office hour appointments can be arranged upon request by the student to the instructor. Most questions, however, can be addressed by email communication, which is the best way to reach your instructor.

RESPONSE TIMES

Lamar University emails and Blackboard messages will be checked multiple times per day during business days until approximately 4PM each business day. Emails and messages will be answered within 72 hours, but I make every effort to answer messages within a few hours depending on my schedule. Notice that emails and messages received during weekends may not receive a response until the Wednesday of the upcoming week. Students requiring a more immediate response should contact the instructor as soon as possible, ideally several days before the tests, discussion posts, assignments, etc. are due.

Discussion posts and practice exercises will be graded within 5 days after their deadline. All grades will be posted under My Grades on Blackboard.

The grades for the 3 Theory Exams will be calculated as soon as you hit “submit” on your exam. The grades for the 3 Computational Exams will be posted on Blackboard within 5 days after each exam’s deadline. This is necessary because the computational exams will be graded manually by the instructor (to allow for partial credit).

COURSE MATERIALS

Required textbook:

Walker, J.L., Esser, J.K., & Kirk, E.E. (2004). The basics of introductory statistics (Revised 2nd Ed.). Acton, MA: Copley. ISBN 1-58152-317-3

Required electronic course material: You will need a calculator for this course. An inexpensive calculator with statistical functions, e.g., Texas Instruments TI30-IIS, is generally best. You can find brief instructions of how to use the most commonly used calculators in “Resources”, in Blackboard.

Other required material: A printer is necessary. Letter sized white paper (8.5 x 11 in.) to work out the answers on computational exams or practice exercises is also necessary. A camera capable of taking pictures of an entire letter sized sheet of paper is needed as well. However, a scanner is preferable (see below).

Optional but strongly recommended material: A scanner capable of scanning letter sized sheets (8.5 x 11 in.) as PDF files is highly recommended.

GRADING POLICY AND EVALUATION

Grading Scale:

A	B	C	D	F
100-90%	89-80%	79-70%	69-60%	59% - below
500 - 450 pts.	449 - 400 pts.	399 - 350 pts.	349 - 300 pts.	299 - 0 pts.

GRADING OF ASSIGNMENTS AND ASSESSMENTS

Practice Exercises (8; 10 points each)	80 points (16% of final grade)
Discussion Posts (5; 10 points each)	50 points (10% of final grade)
Data Analysis Project	70 points (14% of final grade)
Computational Exam #1	50 points (10% of final grade)
Theory Exam #1	50 points (10% of final grade)
Computational Exam #2	50 points (10% of final grade)
Theory Exam #2	50 points (10% of final grade)
Comprehensive Computational Final Exam	50 points (10% of final grade)
Comprehensive Theory Final Exam	50 points (10% of final grade)

Total 500 points

Practice Exercises:

Practice exercises are an excellent way for students practice their knowledge of a topic. The format of these practice exercises vary. One of them is **multiple choice**, and all the others are **computational**.

On the **multiple-choice practice exercise**, students will be able to see their scores under my grades right after they hit the “Submit” button (or after the allotted time as passed). Students will have 20 minutes to

finish the multiple-choice practice exercise from the moment they start the timer. If a student has not finished the multiple choice practice exercise in 20 minutes, Blackboard will automatically “auto-submit” a student’s attempt “as is”.

Computational practice exercises are a little different. First, students will have more time to complete them. Second, students need to print out the work sheet(s) to complete the assignment, following the steps and guidelines learned in class. This means that students will do all the calculations by hand on the printed work sheets. They may use additional letter sized paper (8.5 in x 11 in.) if they need additional space to work out their calculations. Be sure to show all your work. Be thorough and consistent. Include all formulas as necessary, label the axes, categories, levels of treatment, place tickmarks where needed, etc. **Be sure to write your name on each sheet before submitting your work.** Then, scan (preferably) or take pictures of your completed work. The files must be PDF (for scanned files) or JPEG (for picture files). If you are taking pictures, take as fewer pictures as possible - one per page. Next, submit the files to the instructor by the deadline by clicking the “Browse My Computer” button. **To submit more than one file, students will use the “Browse My Computer” button multiple times (the system uploads one file at a time), until all the scanned pages or pictures have been attached to the submission.** Be sure to attach all files within one single submission. Once you click on “submit”, you may not be able to upload additional files. An answer key to the computational practice exercises will be posted on Blackboard after their deadlines. This is one of the main reasons why late work will not be accepted.

It is the student responsibility to scan their work properly (or take well focused pictures in good lighting conditions). Illegible material (due to any reason) will receive no credit.

Exams:

Exam questions will come from lecture material, online discussion threads, practice exercises, and textbook readings. Statistical techniques require mastery of basic statistical concepts. Therefore, **each exam will be cumulative in nature** and rely on foundational concepts developed in the modules. Therefore, on each one of the exams, you may be tested over anything that you have learned throughout the course.

All exams are to be taking individually. It is a violation of student Code of Conduct to engage in any kind of academic dishonesty during any of the activities of this course. During an exam, students are not allowed to look up material on the textbook. The only materials students can use during an exam are their calculators, the formula sheets, and the tables provided in the “Resources” link. For example, for the first exam, students will need to print out beforehand the “Formula Sheet for Exam #1” and “The Normal Curve Table, Appendix B”. These two files are located in “Resources” under “Material for Exam #1”. Use similar procedures for exams 2 and 3.

Very important: Each exam will have two parts – the Theory Exam, and the Computational Exam.

The **Theory Exams** will cover the conceptual material learned in the course. Theory exams are multiple choice and students will be able to see their scores under My Grades on Blackboard right after they hit the submit button (or after the allotted time as passed). Students will have 40 minutes to finish each Theory exam from the moment they start the timer. If a student does not finish a Theory exam within a 40-minute interval, Blackboard will “auto-submit” the student’s attempt automatically “as is”. Theory exams will not be proctored.

On **Computational Exams**, students will be tested over their ability to solve statistical problems, by working them out mathematically by hand. Computational exams will assess the students’ comprehension of how to solve various problems, and how to plug in values correctly in the appropriate formulas, depending on the statistical analysis being performed. Computational exams also require students to work the problem out thoroughly on a sheet of paper. Students will download and print out the exam and then do all the calculations by hand on the exam itself. Next, students will scan (or take pictures of their completed exams) and submit them as PDF or JPEG files (taking as fewer pictures as possible). To submit the completed exam to the instructor, click the “Browse My Computer” button and submit the file(s). To submit multiple files or pictures, students may use the “Browse My Computer” button multiple times (the system uploads one file at a

time). Repeat the process until you have attached all the pages of the exam before clicking on "Submit". Be sure to attach all files/pictures within one single submission. Once you click on "submit" there will be no way for you to upload additional files.

It is the student responsibility to scan their work properly (or take well focused pictures in good lighting conditions). Illegible material (due to any reason) will receive no credit.

Discussion Posts:

Students will be expected to participate in threaded Discussion Board topics. Discussion threads is the place where students are going to be able to interact with other students and the instructor. Participation is required and will be graded based on the quality of the comments posted. Each student needs to initiate one discussion thread of their own, normally by 10pm Central Time on Wednesdays, and reply to at least one other discussion thread posted by one of his or her fellow students by Saturday at 10pm Central Time. Every contribution to a discussion needs to be thoughtful, original, and pertinent to the topic. In other words, your comments need to add to the overall topic of the discussion taking place with respect, tact, and civility. Discussions may receive partial credit if they are overdue. It is also very important to remind students that plagiarism is not acceptable under any circumstances. Students must cite all sources that they might use to write their discussion posts. However, students are expected to contribute with their own thoughts, ideas, and insights about the topics. Simply citing a source does not reflect any learning.

Data Analysis Project: The Data Analysis Project involves the application of critical thinking, statistical/quantitative reasoning, and communication skills to solve and interpret a complex, real-world problem. To submit your completed work, students will use the same procedure they used to submit exams, computational practice exercises, etc. The Data Analysis Project will not be proctored using ProctorU.

Find below, the material in which exams, practice exercises, and discussion threads may be based upon. Due to the cumulative nature of this course, you may be tested over material from the previous chapters on exams 2 and 3.

Exam #1 Descriptive Statistics

Introduction to statistical concepts
Areas of statistics
Measurement and scales of measurement
Frequency distribution and graphs
Characteristics of distributions: Central tendency
Characteristics of distributions: Variability
The normal curve and standard scores, percentiles
Probability

Assigned Readings

Chapter 1 (pp. 1-2)
Chapter 1 (pp. 2-3)
Chapter 1 (pp. 4-6)
Chapter 2
Chapter 3
Chapter 4
Chapter 5 (pp. 45-50, 52-55)
Chapter 6 (pp. 57-60)

Exam #2 Correlational Statistics (+ material above)

Correlation and measures of relationships
Bivariate linear regression
Forecasting error – standard error of estimate
Assumptions of correlational models
Interpreting correlational data: correlation & causation
Averaging correlations

Assigned Readings

Chapter 7
Chapter 8
Chapter 9
Chapter 10 (pp. 128-129)
Chapter 10 (pp. 133-134)
Chapter 10

Exam #3 Inferential Statistics (+ material above)

Inferential statistics and sampling theory
Confidence limits

Assigned Readings

Chapter 11 (pp. 140-149)
Chapter 12 (pp. 151-155)

Hypothesis testing: Fisher’s model
 The t-tests
 One-way analysis of variance

Chapter 13 (pp. 167-171)
 Chapters 13 & 14 (pp. 171-184)
 Chapter 15 (pp. 187-194)

PARTICIPATION REQUIREMENTS

Students are expected to actively participate in the course at least 3 out of 7 days a week. Students should log into the course each day and check for announcements, assignments, discussion threads, watch the video lectures, etc. By doing so, it is unlikely that students will miss important deadlines. Participation is required and encouraged in the discussion threads by posting your own response and then posting engaging comments with other peers. This course requires students to practice the material (“practice makes perfect”) in order to master the concepts. The computational component of this course is just a part of what students need to know. It is also essential that students learn how to interpret the data and findings by providing plain English explanations to the calculations they perform.

MAKE-UP WORK

There is no make-up work. Students having any sort of difficulty meeting the deadlines or completing their work for any reason need to contact the instructor as soon as possible. **Also, late work will not be accepted under any circumstances.**

DROP DATES

This course adheres to the add/drop standards for each term as stated by Lamar University. For more details, refer to the <http://www.lamar.edu> and search “Academic Calendar.”

COURSE EVALUATION

Instruction as well as student performance is subject to evaluation. Procedures for evaluation will be provided near the end of this course via email from Lamar. Please respond to each evaluation link provided.

Course Content Outline

PSYC 2317 – Introduction to Statistical Methods	
Week 1	<p>Welcome and Course Introduction</p> <p>Students are encouraged to introduce themselves via a discussion board during the first week of the course.</p> <p>Readings:</p> <ul style="list-style-type: none"> • Course Syllabus • Introduction to Statistical concepts (pp. 1-2 on textbook) • Areas of statistics (pp. 2-3 on textbook) • Measurement and scales of measurement (pp. 4-6 on textbook) <p>Lecture:</p> <ul style="list-style-type: none"> • Video lecture 1-1: Introduction • Video lecture 1-2: Why Study Statistics? • Video lecture 1-3: Areas of Statistics; Levels of Measurement <p>Discussion(s):</p> <ul style="list-style-type: none"> • Discussion #1: Introduce yourself <p>Assessment (Practice Exercise):</p> <ul style="list-style-type: none"> • Practice exercise #1 – Levels of Measuremet

<p>Week 2</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Frequency distribution and graphs (chapter 2) • Characteristics of distributions: Central tendency – chapter 3 • Characteristics of distributions: Variability – chapter 4 <p>Lecture:</p> <ul style="list-style-type: none"> • Video lecture 2-1: Grouped Frequency Distributions • Video lecture 2-2: Bar Graphs, Histograms, and Frequency Polygons • Video lecture 2-3: Central Tendency • Video lecture 2-4: Variability • Video lecture 2-5: Skewness and Kurtosis <p>Discussion(s)</p> <ul style="list-style-type: none"> • Discussion #2 – Levels of Measurement <p>Assessment (Practice Exercise):</p> <ul style="list-style-type: none"> • Practice exercise #2 – Chapters 2, 3, and 4
<p>Week 3</p>	<p>Readings:</p> <ul style="list-style-type: none"> • The normal curve and standard scores, percentiles – ch. 5 (pp.45-50; 52-55) • Probability – chapter 6 (pp. 57-60) <p>Lecture:</p> <ul style="list-style-type: none"> • Video lecture 3-1: The Normal Curve and Standard Scores • Video lecture 3-2: Simple Probability • Video lecture 3-3: Probability and the Normal Curve <p>Discussion(s):</p> <ul style="list-style-type: none"> • Discussion #3 – Probability. <p>Assessment (Practice Exercise):</p> <ul style="list-style-type: none"> • Practice exercise #3 – Chapters 5 and 6 <p>Computational Exam #1, and Theory Exam #1</p>
<p>Week 4</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Correlation and measures of relationships – chapter 7 • Bivariate linear regression – chapter 8 <p>Lecture:</p> <ul style="list-style-type: none"> • Video lecture 4-1: Correlational Statistics • Video lecture 4-2: The Regression Line and the Regression Equation <p>Discussion(s)</p> <ul style="list-style-type: none"> • Discussion #4 – The Regression Equation <p>Assessment (Practice Exercise):</p>

	<ul style="list-style-type: none"> • Practice exercise #4 – Chapters 7 and 8
Week 5	<p>Readings:</p> <ul style="list-style-type: none"> • Forecasting error – standard error of the estimate – chapter 9 • Assumptions of correlational models – chapter 10 (pp. 128-129) • Interpreting correlational data: correlation and causation – chapter 10 (pp. 133-134) <p>Lecture:</p> <ul style="list-style-type: none"> • Video lecture 5-1: Forecasting Error in Prediction • Video lecture 5-2: Additional Correlational Theories and Techniques • Video lecture 5-3: Assumptions of Pearson r; Spearman's rho <p>Discussion(s):</p> <ul style="list-style-type: none"> • Discussion #5 – Correlation and Causation <p>Assessment (Practice Exercise):</p> <ul style="list-style-type: none"> • Practice exercise #5 – Chapters 9 and 10 <p>Computational Exam #2, and Theory Exam #2</p>
Week 6	<p>Readings:</p> <ul style="list-style-type: none"> • Inferential statistics and sampling error – chapter 11 (pp. 140-149) • Confidence limits – chapter 12 (pp. 151-155) • Hypothesis testing: Fisher Model – chapter 13 (pp. 167-171) <p>Lecture:</p> <ul style="list-style-type: none"> • Video lecture 6-1: Sampling Distributions and the Standard Error of the Mean • Video lecture 6-2: Fisher's Classical Statistical Decision Theory <p>Assessment (Practice Exercise):</p> <ul style="list-style-type: none"> • Practice exercise #6 – Chapters 11, 12, and 13
Week 7	<p>Readings:</p> <ul style="list-style-type: none"> • The t-tests – chapter 13 & 14 (pp. 171-184) <p>Lecture:</p> <ul style="list-style-type: none"> • Video lecture 7-1: T-test for Independent Samples • Video lecture 7-2: T-test for Dependent Samples • Video lecture 7-3: Standard Error of Fisher's z <p>Assessment (Practice Exercise):</p> <ul style="list-style-type: none"> • Practice exercise #7 – Chapters 13 and 14 <p>Major Assignment:</p> <ul style="list-style-type: none"> • Data Analysis Project
Week 8	<p>Readings:</p> <ul style="list-style-type: none"> • One-way analysis of variance (ANOVA) – chapter 15 (pp. 187-194)

	<p>Lecture:</p> <ul style="list-style-type: none"> • Video lecture 8-1: ANOVA <p>Assessment (Practice Exercise):</p> <ul style="list-style-type: none"> • Practice exercise #8 – Chapter 15 <p>Comprehensive Final (Computational and Theory Exams #3)</p>
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UNIVERSITY POLICIES AND SERVICES

STUDENT HANDBOOK

Students may access the Student Handbook online at <http://students.lamar.edu/student-handbook.html>.

STUDENTS WITH DISABILITIES

Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center(DRC) is located in the Communications building room 105. Office staff collaborate with students who have disabilities to provide and/or arrange reasonable accommodations.

For students:

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 409-880-8347 or drc@lamar.edu to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations.

If you are registered with DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

Additional information is available at the DRC website, <http://www.lamar.edu/disability-resource-center/>

TECHNICAL SUPPORT

Technical Support can be located at <http://students.lamar.edu/it-services-and-support/index.html>

Phone: 409-880-2222

Email: servicedesk@lamar.edu

Hours of Operation (CST):

Monday - Thursday 7:30 a.m.-12:00 a.m.

Friday 7:30 a.m. - 7:30 p.m.

Saturday 9:00 a.m. - 6:00 p.m.

Sunday 3:00 p.m. - 12:00 a.m.

For Blackboard technical support go to <https://blackboardsupport.lamar.edu>

Phone: 866-585-1738

Phone and chat are available 24/7/365

LU CONNECT PORTAL

Students are asked to obtain a Lamar Electronic Account username and password so they can log onto the LU CONNECT website. Students may get information on how to get into the LU CONNECT website from the

University's homepage (<http://www.lamar.edu>) by clicking on the LU CONNECT link on the left top corner of the screen. Follow the steps to secure your LU CONNECT username and password.

SYSTEM REQUIREMENTS

Computer/Technology Requirements:

1. Students will need regular access to Windows, MAC with a broadband Internet connection. Note: mobile devices (if you have mobile devices there are limitations)
The minimum computer requirements are:
 - Most current version of Firefox is recommended
 - *Please note that Blackboard may not support Internet Explorer, Safari, or Chrome.*
 - 8 GB or RAM or more preferred
 - Broadband connection (cable modem, DSL, or other high speed) required – some courses are video intensive
 - 1024 x 768 or higher resolution
 - It is recommended that you have a headset with microphone (for example: Plantronics Audio 628 USB headset). You will also need a webcam, and speakers (most recent laptop computers have a built in webcam and microphone, and those are fine).
 - Current anti-virus software must be installed and kept up to date.
 - Students will need some additional free software for enhanced web browsing. Be certain to download the free versions of the software.
 - Firefox (<http://www.mozilla.org>)
 - Adobe Reader (<https://get.adobe.com/reader/>)
 - Adobe Flash Player (<http://get.adobe.com/flashplayer>)
 - Java (<http://www.java.com>)
 - QuickTime (<https://www.apple.com/quicktime/download/>)
 - Silverlight (<https://www.microsoft.com/silverlight/>)
 - Most home computers purchased within the last 3-4 years meet or surpass these requirements.
2. At a minimum, students must have Microsoft Office 365 (<https://my.wip.lamar.edu>) click on MS Office 365). Microsoft Office 365 is available for all students.
3. Students will also need a scanner that can save files as PDF or JPEG files. Students could use a digital camera to take pictures of their work. However, as mentioned earlier, if the picture is blurry, incomplete, cropped, or illegible for any reason, students may not receive credit (even partial credit) for the question(s) or problem(s) affected by this issue.

Required Skills:

4. Navigate websites, including downloading and reading files from them.
5. Use e-mail, including attaching and downloading documents/files.
6. Save files in commonly used word processing formats (.doc, .docx).
7. Copy and paste text and other items in computer documents.
8. Save and retrieve documents and files on your computer.
9. Locate information on the Internet using search engines.
10. Locate information in the library using the online catalog.
11. Scan and save the work that they produced and then electronically send those files to the instructor.

NETWORK USE

ACCEPTABLE USE

Students must respect the integrity and security of Lamar University computer systems and network, and the privacy and preferences of other users. Responsibility for learning about and complying with Lamar University Acceptable Use Policy ultimately rests with the individual. The network may be used to download, copy, or store any software, shareware, digital media files or freeware, as long as the use complies with copyright law licensing agreements, and campus policies, such as storage space limitations and network

bandwidth restrictions. The network may not be used for any activity, or to transmit any material, that violates United States or local laws.

UNACCEPTABLE USE

The network may not be used for commercial purposes. Advertising and sponsorships on Lamar University websites is restricted. In addition, students may not permit other persons to use their usernames, passwords, accounts or disk space, or disclose their usernames, passwords or account information to any third party. Students may not log on to someone else's account, internet address, or other network codes, or attempt to access another user's files. Students may not create false or dummy accounts to impersonate someone else. Students may not try to gain unauthorized access ("hacking") to the files or computer systems of any other person or organization. Students may not impersonate another person by forging e-mail, web pages or other electronic media. Students who maliciously access, alter, delete, damage or destroy any computer system, computer network, computer program, or data will be subject to disciplinary action by Lamar University, and criminal prosecution as well. Students may not disrupt or attempt to disrupt network traffic, and they may not attempt to monitor or capture network traffic in any way. Finally, students may not intentionally create, store, display, print or transmit information that violates the university's Sexual Harassment Policy.

ACADEMIC SUPPORT

Academic Support can be located at <http://students.lamar.edu/academic-support/index.html>
There are many areas (i. e. Advising, Writing Center, etc.) of academic support. Each area provides their own specific contact information and days and hours of operation.

STUDENT SERVICES

Information on Student services can be located at <http://students.lamar.edu/student-services/index.html>
There are many resources (i. e. Course schedules, important phone numbers, etc.) available. Each area provides their own specific contact information and days and hours of operation.

ACADEMIC HONESTY POLICY

Lamar University expects all students to engage in academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in their academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. Disciplinary proceedings may be initiated against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials.

Plagiarism shall mean the appropriation of another's work or idea and the unacknowledged incorporation of that work or idea into one's own work offered for credit.

Collusion shall mean the unauthorized collaboration with another person in preparing work offered for credit.

Abuse of resource materials shall mean the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

Academic work shall mean the preparation of an essay, report, problem, assignment, creative work or other project that the student submits as a course requirement or for a grade.

Students are specifically warned against all forms of plagiarism, which include "purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm." Plagiarism is defined as, "the appropriation and the unacknowledged incorporation of another's work or ideas into one's own offered for credit" (82). Students seeking to avoid plagiarism should consult either the course instructor or the most recent addition of the *MLA Handbook for Writers of Research Papers* or the most recent addition of the *APA Style Guide*, depending on your College requirements for writing research papers. The course instructor will complete a thorough and impartial investigation of any instance of academic dishonesty. A student found guilty of academic dishonesty will be notified in writing by the instructor of the violation, the penalty, and the student's right to appeal the determination of dishonesty and/or the sanction imposed. Penalties for academic dishonesty in this course will result in either a lowered letter grade or failure of the course as determined by the instructor. The penalty may vary by instructor. For complete policy: go to

<https://students.lamar.edu/academic-support/academic-policies.html>

COPYRIGHT POLICY STATEMENT

Copyright is defined as the ownership and control of the intellectual property in original works of authorship which are subject to copyright law. As an institution of higher learning that values intellectual integrity, Lamar University prohibits the distribution of published materials (print or electronic) in violation of copyright law.

NETIQUETTE (ONLINE ETIQUETTE) STATEMENT

Please adhere to the same standards of behavior and professional respect online that you would follow in face-to-face communication with others, but most particularly when writing email and when taking part in collaborative and discussion board activities. Lamar provides access to network resources, including the Internet, in order to support learning and to prepare students for the 21st century world. Students, however, are expected to adhere to the *Lamar University Acceptable Use Policies when Using Networks*. More comprehensive student code of conduct can be found at <https://students.lamar.edu/academic-support/code-of-conduct.html>

GENERAL GUIDELINES TO RESPECT ALL PARTICIPANTS

- Respect the right of each person to disagree with others.
- Treat people the same as you would face-to-face.
- Respect the time of others.

GUIDELINES WHEN COMMUNICATING WITH OTHERS (EMAIL, DISCUSSIONS, BLOGGING, AND ETC.)

- Always sign your names to any contribution you choose to make.
- Be constructive in your responses to others in the class.
- Do not use all caps (Doing so may be interpreted as shouting).
- Re-read your postings before sending them.
- Always think before you write.
- Respond respectfully.
- Use appropriate grammar and structure.
- Spell-check your postings.
- Use short paragraphs focused on one idea.
- Use appropriate business language at all times.

DISTANCE EDUCATION LIBRARIAN

Distance education students and faculty have access to a dedicated distance education librarian. Access this link, <http://libguides.lamar.edu/distancelearning>, for more information.

INSTRUCTIONAL ASSOCIATES/TEACHING ASSISTANTS

If you are in a large class, Instructional Associates/Teaching Assistants may be utilized. In the event they are present in the course, you will be notified, via email, regarding their information. Instructional Associates/Teaching Assistants have been selected based upon their teaching experiences and accomplishments, their interest in college level statistics, their pedagogical understanding about mathematics as a process, and their command of the manipulations and realistic uses of algebraic manipulations. Course activities, assignments, questions, and correspondence are to be emailed to the Instructional Associates/Teaching Assistants. University faculty members have ultimate responsibility for all assessments and final course grades. Each semester, faculty members will conduct random reviews of materials to ensure inter-rater reliability among all Instructional Associates/Teaching Assistants.

LAMAR UNIVERSITY PRIVACY POLICY STATEMENT

Student records maintained by Lamar University comply with the Family Education Rights and Privacy Act of 1974 as amended (PL93-380). Detailed information should be accessed through this link: <https://sacs.lamar.edu/catalog/PrefMaterial/V.GenAcademicPol.htm#edurights>

ACADEMIC CONTINUITY STATEMENT

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University's website's homepage (<http://www.lamar.edu>) for instructions about continuing courses remotely.

EMERGENCY PROCEDURES

Be sure to update your LUConnect Account (Self-Service Banner) with the most current information.

Many types of emergencies can occur on campus instructions for specific emergencies such as severe weather, active shooter, or fire can be found at

<http://www.lamar.edu/about-lu/administration/risk-management/index.html>

These procedures may or may not apply to you:

Severe Weather:

- Follow the directions of the instructor or emergency personnel
- Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):

- **CALL**- 9-1-1
- **AVOID**- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY**- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.
- **DEFEND**- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

ACCESSIBILITY POLICIES

Lamar University

<http://www.lamar.edu/about-lu/accessibility.html>

Blackboard

<http://www.blackboard.com/accessibility.aspx>

Firefox

<https://support.mozilla.org/en-US/kb/accessibility-features-firefox-make-firefox-and-we>

Microsoft

<https://www.microsoft.com/enable/microsoft/mission.aspx>

Kaltura

<https://corp.kaltura.com/sites/default/files/Datasheets/Kaltura%20Accessibility%20Datashet.pdf>

Adobe Acrobat

<http://www.adobe.com/accessibility/products/acrobat.html>

Adobe Flash

<http://www.adobe.com/accessibility/products/flash.html>

Adobe Connect

<http://www.adobe.com/accessibility/products/adobeconnect.html>

Adobe Reader

<http://www.adobe.com/accessibility/products/reader.html>

Java

<http://www.oracle.com/us/corporate/accessibility/policies/index.html>

Pearson Higher Ed

<http://www.pearsonhighered.com/educator/accessibility/index.page>

McGraw-Hill Higher Ed

<https://www.mheducation.com/about/accessibility.html>

Cengage Learning

<http://www.cengage.com/accessibility/>

ProctorU

<http://blog.proctoru.com/?p=345>

PRIVACY POLICIES

Lamar University

<http://www.lamar.edu/about-lu/privacy-and-security.html>

Blackboard

<http://www.blackboard.com/Footer/Privacy-Center.aspx>

Firefox

<https://www.mozilla.org/en-US/privacy/>

Microsoft

<https://privacy.microsoft.com/en-US/>

Kaltura

<http://corp.kaltura.com/privacy-policy>

Adobe

<http://www.adobe.com/privacy.html>

Java

<http://www.oracle.com/us/legal/privacy/overview/index.html>

Pearson Higher Ed

<http://www.pearsoned.com/privacy-policy/>

McGraw-Hill Higher Ed

<http://www.mheducation.com/privacy-and-cookie-notice>

Cengage Learning

<http://www.cengage.com/privacy/>

Proctor U

<http://www.proctoru.com/privacy.html>

YouTube

https://www.youtube.com/static?template=privacy_guidelines