

EDP/EPE 557, Sections 001, 002, & 003, Fall 2003

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Class meetings:	Sec. 1, 2, & 3 all meet together 4-6 p.m. Tuesdays, TEB 158	Sec. 1: 7-9 p.m. Tuesdays, TEB 140 Sec. 2: 1-3 p.m. Thursdays, TEB 140 Sec. 3: 3:30-5:30 p.m. Thursdays, TEB 140
Webpage:	www.uky.edu/~ldesh2/stats.htm	
Text:	<i>Introductory Statistics for the Behavioral Sciences</i> , 2 nd Ed., by Larry E. Toothaker and Lise Miller	

EDP 557, "Gathering, Analyzing, and Using Educational Data," is a course intended to give you an introduction to statistics and research methodology as they are used in education, psychology and other social sciences. By the end of this course, you should be familiar with basic terminology used in scientific journal articles.

Evaluation of performance:

1. There will be five 25-point quizzes, worth one-fourth of the final grade. The lowest quiz will be dropped, leaving 100 points from quizzes.
2. The midterm exam will be worth 100 points, also one-fourth of the final grade.
3. A number of homeworks will be collected during the semester based on data analysis completed in lab using the statistical package SPSS. Students will answer questions about the computer output, write explanations of results, and turn in their answers and their output. The homeworks will be worth 100 points, or one-fourth of the final grade.
4. The 100-point final exam will count for one-fourth of the final grade.
5. Final grades will be determined by the usual breakdown of 90-100%=A, 80-89%=B, etc.

Necessary announcements:

1. Attendance is expected. If you know in advance that you must miss a class meeting (for example, because of a religious holiday), please notify one of the instructors in advance and arrange to make up any activities, and please arrange with a classmate to provide the notes from class. Among the university's recognized acceptable reasons for missing class are serious illness; illness/death of a family member; university-related trips; and major religious holidays.
2. If you must miss a quiz for one of the recognized reasons listed above, you have the option of either dropping that quiz as your lowest one or taking a generic makeup quiz toward the end of the semester (exact date to be announced in lecture).
3. Cheating and plagiarism will not be tolerated and will be prosecuted according to the university's regulations against academic misconduct.
4. If you have a disability that may affect the demonstration of your knowledge, please see the instructor to make any arrangements necessary to assure your fullest participation and optimize your academic experience.
5. The College of Education at UK has adopted the model of "Professional Educator as Reflective Decision Maker" as the conceptual framework for its professional education programs. You may read more about this conceptual framework on UK's website, www.uky.edu/Education/NCATE.
6. Several times this semester, you will be asked to fill out short surveys (without giving your name), providing us with data to be used in lab and lecture to demonstrate concepts you will be learning. We also will ask you on each short survey if Dr. D may use your data in a future edition of her textbook.
7. "Curving" grades: I do not "curve" course grades. Sometimes, however, I do make a linear adjustment on scores from a quiz. This adjustment **always** has the effect of increasing scores or leaving them where they are. Your grade can **ONLY** go up. I use a relatively complex method of computing the adjustment, and I will show you an example in class before the first quiz.

Resources to Help You

1. We have a study guide that goes with the textbook. I have put a copy of the study guide on reserve in the Education Library on the second floor of Dickey Hall, plus I have given Johnny Print a copy of the study guide, which you can buy. (The copyright has reverted to my co-author and myself, so we are not violating any laws.)
2. I have put together a required lab packet (available at Johnny Print) that includes copies of all my PowerPoint presentations, plus exercises that we will do in class.
3. I have a webpage for my stats students: www.uky.edu/~ldesh2/stats.htm has links to several websites, corresponding to the chapters we cover in this class. Some of these websites will give you another way of looking at the same ideas, plus interactive demonstrations of concepts. You'll also see a link to a page specifically for this course, where I have loaded copies of several old quizzes and exams so that you can see how I will evaluate your performance. The quiz numbers won't correspond perfectly to the material that we might have on a quiz with the same number, so be sure to look for relevant information on a variety of exams. (For example, what would be on our Quiz 3 might have been on Example Quiz 4 during the semester from which I took these example quizzes, and you may find additional items on the Example Midterm and Final that cover the Quiz 3 material.)
4. Another resource on reserve in the Education Library is a CD-ROM called "Statistics for Research," which contains exercises (written by my co-author) that correspond to chapters in our textbook.
5. I will give you a copy of the quiz key immediately after everyone has finished a quiz. This allows students to learn immediately what they might have misunderstood.
6. There is an office that provides tutoring. See the webpage www.uky.edu/Education/OeRGShom.htm – plus I can provide names of tutors if you want to hire someone.

Sometimes students ask for a review sheet for the final exam. Don't. I've given you all of these resources, plus you have my lecture notes in your lab packet. That should tell you exactly what I think is important for you to know.

How to study statistics: I don't see how people can succeed in a class like this without doing some memorization. Learning statistics is like learning a language; you cannot begin to understand the concepts if you don't have some basic vocabulary, and statistics is the language of quantitative research. I aced my first (and most subsequent) stats course, and here's what I did:

1. I read the book.
2. I did the exercises in the study guide.
3. I studied old quizzes.
4. I made flashcards (I'll explain).
5. I asked questions – I went to see the instructor (this was back in the day before email), I asked questions in class, I made sure I understood why I missed certain items on quizzes/homeworks, etc. I am not a mind reader. I cannot tell what you find confusing unless you tell me.
6. I made sure that I could explain the ideas to another person without looking at my notes (recall vs. recognition).

Tentative Schedule of Events – EDP 557 Lecture
(Additional reading assignments may be given, in addition to the chapters listed below.)

Wk.	Date	Event	Topic
1	Sep. 2		Intro; Ch. 1
2	Sep. 9	Q1	Ch. 2-4
3	Sep. 16		Ch. 5
4	Sep. 23	Q2	Ch. 6
5	Sep. 30		Ch. 7
6	Oct. 7	Q3	Ch. 8
7	Oct. 14		Ch. 9
8	Oct. 21	Midterm Exam	
9	Oct. 28		Ch. 9
10	Nov. 4	Q4	Ch. 10-11
11	Nov. 11		Ch. 11-12
12	Nov. 18	Q5	Ch. 12-13
13	Nov. 25	Thanksgiving week	Ch. 13
14	Dec. 2		Ch. 20
15	Dec. 9		catch up
	Thursday, Dec. 18, 3:30 p.m.	Final Exam	

Pages/topics/sections excluded from required reading:

- Ch. 3: pp. 75-78
- Ch. 4: five-number summary
- Ch. 5: Sec. 5.5 (pp. 154-158)
- Ch. 7: Sec. 7.6 and 7.7 (pp. 215-227)
- Ch. 8: Sec. 8.4 (pp. 256-262)
- Ch. 9: Sec. 9.9 (pp. 298-302)
- Ch. 11: Sec. 11.5 (pp. 355-360)
- Ch. 12: Sec. 12.3 (pp. 379-383) and 12.5 (pp. 389-394)
- Ch. 13: Strength of association; Sec. 13.4-13.5 (pp. 433-439)
- Ch. 14: Strength of association