

PSYC 3325-001: Data Science in Psychology

Spring 2023

Instructor Information

Instructor(s):

Dr. Liegey Dougall

Office Number:

Life Science 523

Office Telephone Number:

817-272-0531

Email Address:

adougall@uta.edu (Please email via Canvas or indicate in which course you are registered)

Faculty Profile:

<https://www.uta.edu/profiles/angela-liegey-dougall>

Office Hours:

Tuesday & Thursday 11:00 AM-12:00 PM and by appointment

To accommodate all learners, office hours will be virtual (on Teams) or in-person.

To schedule an appointment, please follow the directions below:

- For office hours during Tuesdays and Thursdays 11:00 AM - 12:00 PM, you can sign up [here](#). You have the choice to attend the meeting either using Microsoft Teams (the invite is automatically created), or you can arrive promptly at my office in Life Science 523 for an in-person meeting.
- For office hours outside of this time (by appointment), you can send an email to me via Canvas to schedule a meeting date and time. Then, I will invite you to a day and time. These meetings may be virtual (Microsoft Teams) or in-person.

Course Information

Section Information

PSYC 3325-001 Data Science in Psychology 3 hours credit

Time and Place of Class Meetings

SH330, Tuesday & Thursday 2:00-3:20 PM

Description of Course Content

This course is a survey of the benefits and challenges of data science in psychological research. The course includes discussions on advances in data collection and analysis, the applications and career opportunities within various psychology disciplines, and the best practices concerning ethics, privacy, security, and responsible conduct of research. Statistical concepts and techniques will be introduced using simple computing tools, such as Excel or code from programming languages, such as Python. Prerequisite: PSYC 2300 (or equivalent)

Student Learning Outcomes

- After reading assigned material and participating in lecture, the student will actively discuss and apply course content by responding to polls and asking questions during class (class engagement) as well as completing in-class activities.

- After reading a scientific article, viewing online content, or interacting with data science applications as part of the course assignments, the student will critically evaluate the information, relate the information to the course content, and generalize the findings as measured by class engagement and assignment discussion posts as well as passing grades on quizzes and exams.
- By the end of Module 1, the student will describe technological advances that foster collection and analysis of big data as measured by class engagement; completing in-class activities and course assignments; and passing grades on quizzes and exams.
- By the end of Modules 2 and 3, the student will compare and contrast data science methods among disciplines of psychology as measured by class engagement; completing in-class activities and course assignments; and passing grades on quizzes and exams.
- By the end of Module 4, the student will appraise the ethics, privacy, and security practices in data science as measured by class engagement; completing in-class activities and course assignments; and passing grades on quizzes and exams.
- By the end of the semester, the student will identify and use commands or code to perform simple data science methods as measured by class engagement; completing in-class activities and course assignments; and passing grades on quizzes and exams.
- By the end of the semester, the student will explain why data science is important in psychological research as measured by class engagement; completing in-class activities and course assignments; and passing grades on quizzes and exams.
- By the end of the semester, the student will formulate questions and concerns for future applications of data science in psychology as measured by class engagement; completing in-class activities and course assignments; and passing grades on quizzes and exams.

Required Textbooks and Other Course Materials

- Woo, S. E., Tay, L., & Proctor, R. W. (Eds.). (2020). *Big data in psychological research*. American Psychological Association. Hardcover: ISBN: 978-1-4338-3167-6; e-Text: eISBN-13: 9781433832338
 - The UT Arlington Bookstore's list prices start at \$67.50 for used copies and \$89.99 for new copies. [Note: to purchase books from the Schedule of Classes and/or MyMav, click on the "Buy Books" icon under the course listing. If nothing appears, you need to enable pop-ups.]
 - Please note that I do not control the price. This is the price at the time that I last checked; however, it may change depending on where and when the textbook is purchased and in what format. Used, digital, and rental copies also are available at cheaper rates. I recommend comparing prices, including those from [Vital Source](#) that start from \$62.99.
- Assigned readings (free access through UT Arlington) will be available on the Canvas site for the course.

Technology Requirements

- You will need access to a computer with Excel software. The University of Texas at Arlington offers Microsoft 365 to all students, including Excel. Additionally, students have access to computers with Microsoft 365 in the OIT Labs, the library, and the Department of Psychology.
- You will need access to online teaching tools including Canvas, Teams, Echo360, and Lockdown Browser with Monitor (all available free with your UTA account). Students can access tutorials on these tools by clicking on the "Get Started" Box on their Canvas Homepage.
- You will need access to [Google Colab](#), which is a free, online environment that lets you write and execute Python code. A video [overview](#) and additional information can be found on the [welcome](#) page.
- You will need a personal smart device (laptop, smartphone, tablet, etc.) for answering lecture questions and participating in in-class activities. If you do not have access to a smart device or laptop, you may check one out at the [library](#).
- You will need access to a personal device or [UT Arlington computer lab](#) with Lockdown Browser and Monitor and webcam. Please check that you have access to a device on which you can access all required software.

CANVAS: Please see available [training](#).

TEAMS: Please see available [training](#).

GOOGLE COLAB: You will work with Python code using Google's free, online environment, [Google Colab](#). A video [overview](#) and additional information can be found on the [welcome](#) page.

ECHO 360: In class this semester, I will be recording lectures, posting slide decks, and using the student response portion of the Echo360 software available for free through the University of Texas at Arlington. This will help me understand what you know, give everyone a chance to participate in class, and allow you to review the material after class. Please note that the slide decks are meant to be “skeletons” for which you take notes to fill in the missing information.

I'd like to share with you the steps you'll need to take to be ready to participate in class. Please go to the Canvas site for this course, find “Echo360” on the left toolbar, and open the software. NOTE: You must set up the initial connection between the course's Canvas site and your Echo360 account using a browser (for example, desktop or laptop computer through Canvas) and NOT through the app. You must establish the connection between ECHO360 and Canvas for your account so you will receive credit for what you do on [ECHO360](#) (it will not know who you are or to what course you belong otherwise). If you choose to use the ECHO360 mobile app, you will be directed to set up an account. You also should enter your cellphone number into your account information if you would like the option of texting responses to in-class polls. After you set up the Echo360 account, you will be able to download and use the Echo360 app on tablets or smartphones with iOS or android operating systems.

NOTICE: *Class sessions will be recorded by the instructor for use by students enrolled in this class. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the class and only for educational purposes. Course recordings should not be shared outside of the class in any form without express permission.*

You will need to activate an Echo360 account for this course. For questions regarding Echo360, please visit the support [website](#). If you do not have access to a smart device or laptop, you may check one out at the [library](#).

LOCKDOWN BROWSER AND MONITOR: Your enrollment in this course requires the use of a webcam and the Lockdown Browser software downloaded on your computer or use of a computer lab on campus that has the Lockdown Browser and a webcam to complete quizzes (the assignment quizzes and module exams). **YOUR ACTIVITIES ARE RECORDED WHILE YOU ARE LOGGED INTO OR TAKING YOUR ASSESSMENT(S). THE RECORDINGS SERVE AS A PROCTOR AND WILL BE REVIEWED AND USED IN AN EFFORT TO MAINTAIN ACADEMIC INTEGRITY.** The Lockdown Browser locks down the testing environment in Canvas and requires use of a webcam for students to record the quizzing session. The webcam can be the type that is built into your computer or one that plugs in with a USB cable.

Before you start your quiz, please hold up your student ID for identification purposes. Please stay seated and remain appropriately attired the entire time. Your face (eyes, nose, mouth, etc.) must remain visible in the video recording during the entire quiz. You are prohibited from accessing other resources while taking the quiz (such as phone, tablet, notes, books, other people, etc.). You should not discuss the quiz questions with other class members or other people (in-person or on social media). If you do not adhere to these requirements for taking the quiz, you will receive a grade of zero (0) on the quiz. If you engage in any activities that violate the UT Arlington Honor Code, you also will receive a referral for scholastic dishonesty and a grade of zero (0). Finally, please remember not to exit the exam until all questions are completed and submitted for grading. Once you hit submit, your responses are final.

Watch this brief [video](#) to get a basic understanding of LockDown Browser and the webcam feature. Download and install LockDown Browser from this [link](#).

Once Installed

- Start LockDown Browser
- Log into Canvas
- Note: if you do not follow this order, it will not work properly. This is the first thing to check if you experience a problem.

TECHNOLOGICAL DIFFICULTIES: Given that we are using online tools, technological issues are possible. It is your responsibility to make sure you have access to a computer or other networked device, the course quizzes, and reliable Wi-Fi. Make sure your system is compatible BEFORE you start a quiz - you can use the sample quiz with lockdown browser and monitor that is posted on Canvas as a way to test your system. The university provides

access to computers on campus for your use, if needed. Therefore, it is assumed that you have access, and technological difficulties (Wi-Fi connectivity issues, browser issues, computer problems etc.) are not a valid reason to ask for an extension or ask that the work not be considered late. For connection and other telecommuting technology issues, contact the Help Desk at 817-272-2208, helpdesk@uta.edu, or fill out a request [form](#).

Descriptions of major assignments and examinations

Online Exams: There will be four (4) cumulative online exams. The exams will be multiple choice and/or short essay questions. You are required to take all four exams. Exam questions will be drawn from required reading, lecture material, assignments, and class activities. You will be taking the exams on Canvas using the Lockdown Browser and Monitor (see above for additional information regarding Lockdown). The exams will be open for one day (12:00 am to 11:59 pm) on the due date. Please allot enough time to take the exam prior to the end of this period – do NOT wait until the last hour. (See the **tentative course schedule** for exam dates.)

Assignments: You will need to read a scientific article, view online content, or interact with data science applications; take a quiz on Canvas; and participate in an online discussion. Information covered in these assignments will be tested on the exams.

Assignment Quizzes. You will be required to take the quizzes on Canvas using the Lockdown Browser and Monitor (see Lockdown Browser and Monitor for additional information). The quizzes will be open for at least three (3) days prior to the due date. Please allot enough time to take the quiz prior to the end of this period – do NOT wait until the last hour. If you do not take a quiz, it will be considered a missed quiz and will receive a grade of zero (0).

All assignments will be due at 11:59 PM on the due date.

Assignment Discussion Posts. To foster discussion and interaction with your peers, you will be posting a discussion answering questions related to the assignment and then responding to at least one other student's post. Assignment Discussion Postings are required, are meant to be informative, and may cover information that will be presented on the exam. Discussion Posts will be open the same amount of time as Assignment Quizzes and will have the same due dates and times. For further information, see <https://guides.instructure.com/m/4212/1/95580-how-do-i-view-discussions-as-a-student>.

I highly recommend that you place all due dates in your calendar and schedule reminders for each. You are responsible for knowing all due dates and times.

In-Class Activities. During class, you may work in groups of 2-3 students to complete the In-Class Activities. These In-Class Activities will occur at least once a week and are your opportunity to get hands-on experience with data science skills and knowledge as well as actively receive feedback from your peers and the instructor. After you complete the In-Class Activity, you will have it in front of you and then transfer answers or portions of the details to Canvas using an assignment upload, discussion post, or quiz format. If a quiz format is used, the quiz will be timed to ensure that you complete the activity first. On Canvas, the In-Class Activities' submission pages will open at the start of the In-Class Activity and will close at **11:59 PM on the day it was assigned**. [If you are a LAPS graduate student, you will have a week to complete and submit the in-class activities.]

You are encouraged to ask questions and receive feedback. If you are struggling with an activity, someone else is as well and if you reach out to your instructor for additional assistance, you may improve your learning outcomes as well as someone else's. Remember In-Class Activities should be completed during lecture, but you will have additional time to complete the submission if you need it after lecture. Each In-Class Activity will be graded as a percentage (0% to 100%). The final In-Class Activity points will equal the average of all In-Class Activity grades, allowing two (2) days absent (the two [2] lowest scores dropped). If you do not submit an In-Class Activity, it will be considered missing, and you will receive a grade of zero (0).

Daily class engagement: I strongly encourage everyone to be active learners and to ask and answer questions. Therefore, lecture participation is required and will be assessed daily using the Echo360 system. Echo360 will be used to record student participation and to post lecture recordings and slides. The Tentative Lecture Schedule of assigned class topics is provided below. I expect you to be prepared with knowledge of the topic(s) indicated on the schedule. Therefore, I expect that all students will have read and reviewed the assigned material prior to participating in lecture. In the slide decks, I will ask questions related to your knowledge on the topics that will be

related to the information and supporting resources that I will include in the lecture. You must answer all questions (you must open the slide deck and answer the questions within the deck using Echo360).

The class engagement points are easy to achieve and may make the difference between two letter grades. They are not only important because of the points associated with them directly; you also need to be interacting with the lecture material to be successful in this course (there is material presented in lecture that is not presented in the book). Daily class engagement grades will be determined using the Echo360 system and will consist of activity participation or answering questions. Daily class engagement will be displayed as a percentage (i.e., 0% to 100%). The lectures, slide decks, and questions will be open for 24 hours; therefore, if you miss lecture, you can review the recording and lecture and answer the participation questions within the 24-hour period to receive 100% credit (note that posting of the lecture video may be delayed due to computer processing time). Please note that I will manually close the questions, and the exact time will vary depending on my schedule. I will try to close the question polls by 3:30 PM the next day. The final Engagement grade will equal the average of all daily engagement grades, allowing four (4) days absent (the four [4] lowest scores dropped). [If you are a LAPS graduate student, you will be able to Live Stream the lectures using Echo 360.]

Beginning and End of Semester Surveys: My goal is to use a student-centered approach that incorporates your voice into the design of the course materials and assessments. To do so, I am asking you to complete two surveys, one at the beginning of the semester and one at the end of the semester, to help guide – and personalize – the development of this course and the learning experiences. **Both surveys will be open for at least one week and will be due at 11:59 PM on the due date.**

Extra credit: Extra credit assignments will be offered during this course and are voluntary. The assignment must be completed correctly and submitted by the due date and time to receive extra credit. **All extra credit assignments will be due at 11:59 PM on the due date. I highly recommend that you place all due dates in your calendar and schedule reminders for each. You are responsible for knowing all due dates and times.**

First two classes' ECHO360 Engagement grades: Engagement grades through ECHO360 for the first two classes will count as 100% if they are recorded as more than 0 in the ECHO360 system (which equals 4.167 extra credit points each). This will allow time for everyone to get connected to the system.

Exam extra credit: Before each exam, you will be given the opportunity to earn 3 extra credit points by writing exam questions. Instructions will be posted on Canvas.

Grading Information

Grading

4 Online exams - 100 points each	400 points
6 Assignment Quizzes - 10 points each	60 points
6 Assignment Discussion Posts - 5 points each	30 points
In-Class Activities	100 points
Daily In-Class Engagement	100 points
Beginning and End of Semester Surveys – 10 points each	20 points
First 2 Days of ECHO360	8 points
4 Exam Extra Credit - 3 points each	12 points
Final grade based on 710 points (730 points possible)	

Missing exams, assignment quizzes, assignment discussion posts, in-class activity submissions, and engagement will receive a grade of zero (0) in the grade calculations. **Students are expected to keep track of their performance throughout the semester which Canvas facilitates and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels;** see “Student Support Services,” below. Final course grades will be calculated by adding assignment, exam, and extra credit points together, dividing by the total course points (710), and assigning final letter grades as follows:

Letter Grade	Percentage of Points	Points required
A	89.5-100.0%	635.45-710
B	79.5-89.4%	564.45-635.44
C	69.5-79.4%	493.45-564.44
D	59.5%-69.4%	422.45-493.44
F	0%-59.4%	0-422.44

I receive many questions asking what the best way to study for an exam is. I have learned over the years that each student learns material differently, but that effective studying starts with effective note taking. Many students make the mistake of trying to capture every word and write in full sentences. Your notes should be brief. If you miss information, you should contact a classmate. I recommend the 5 R's of note taking: record, reduce, recite, reflect, and review. There are certainly other strategies that work as well. You need to discover what works best for you. Fortunately, there are many resources available for how to take notes and how to study. This is one [example](#).

Make-up Exams

If you miss an exam, assignment quiz, assignment discussion post, in-class activity, or daily class engagement, a grade of zero (0) will be given, respectively. There is no provision for making up in-class activities or daily class engagement. I will consider a request for a make-up exam or assignment quiz in this course only if documentation for a University-approved excuse (see current University Catalog), that covers the entire period for which the exam or quiz was available, is received within one week of the exam or assignment quiz date. Routine scheduled activities, such as work, doctor's appointments, vacations, weddings, or other conflicting appointments, will not be considered excused absences. It is the responsibility of the student to schedule any make-up exams for a time during Final Review Week.

Expectations for Out-of-Class Study

A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading, study, etc. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments (including service-learning), preparing for exams, etc.

Grade Grievances

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.

Institution Information

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the [Institutional Information](https://resources.uta.edu/provost/course-related-info/institutional-policies.php) page (<https://resources.uta.edu/provost/course-related-info/institutional-policies.php>) which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

Additional Information

Face Covering Policy

Face coverings are not mandatory, all students and instructional staff are welcome to wear face coverings while they are on campus or in the classroom.

COVID-19 Reporting and Daily Self-Monitoring

We will follow the rules on [COVID-19 Reporting and Daily Self-Monitoring](#) established by UT Arlington. If you or I develop symptoms, are exposed, and/or test positive for COVID-19, we will report our situation to UT Arlington. Therefore, we will all need to be flexible. I have structured the course so that everything can be completed online. The university will provide documentation as needed. If I am affected or the University moves the course online, we may have class synchronously (live) on Teams, or I may record and post lectures to ECHO 360, depending on my status. I will notify you about any changes as soon as possible.

Attendance

At the University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, **I expect that you will attend class, and I will take daily attendance using the Echo360 system and periodic sign-in sheets.** By enrolling in this course, you have made a commitment to attend at the scheduled meeting times. Research has shown that students who attend class regularly have higher course grades. Furthermore, students who actively listen and participate in lecture have higher course grades than students who attend class but engage in competing activities such as texting, surfing the internet, reading, sleeping, etc.

However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to verify Federal Student Aid recipients' attendance in courses. UT Arlington instructors should be prepared to report the last date of attendance as part of the final grading process. Specifically, when assigning a student a grade of F, faculty must report the last date a student attended their class based on evidence of academic engagement such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

Distance education courses require regular and substantive online interaction and participation. Students must participate in online course activities to demonstrate attendance; logging into an online class is not sufficient by itself to demonstrate attendance.

Emergency Exit Procedures

Should we experience an emergency event that requires evacuation of the building, students should exit the room and move toward the nearest exit, which is located to the left or right in the hallway. When exiting the building during an emergency, do not take an elevator but use the stairwells instead. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Students also are encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at [Emergency Communication System](#).

Academic Success Center

The Academic Success Center (ASC) includes a variety of resources and services to help you maximize your learning and succeed as a student at the University of Texas at Arlington. ASC services include supplemental instruction, peer-led team learning, tutoring, mentoring and TRIO SSS. Academic Success Center services are provided at no additional cost to UTA students. For additional information visit: [Academic Success Center](#). To request disability accommodations for tutoring, please complete this [form](#).

The IDEAS Center (<https://www.uta.edu/ideas/>; 2nd Floor of Central Library) offers **FREE tutoring** and **mentoring** to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR)

The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the [Writing Center](https://uta.mywconline.com) (<https://uta.mywconline.com>). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [Writing Center: OWL](#) for detailed information on all our programs and services.

The Library's 2nd floor [Academic Plaza](http://library.uta.edu/academic-plaza) (<http://library.uta.edu/academic-plaza>) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the [library's hours](#) of operation.

Librarian to Contact

Each academic unit has access to [Librarians by Academic Subject](#) that can assist students with research projects, tutorials on plagiarism and citation references as well as support with databases and course reserves. Library information can be obtained through Nicole Spoor, Psychology Librarian. Please contact her by email (della.spoor@uta.edu) or phone (817-272-5332). You will find useful information for [psychology](#) on their website.

Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity, including but not limited to race, ethnicity, national origin, language, sex, disability, age, sexual orientation, gender identity, religion, creed, ancestry, culture, belief, veteran status, genetic information, or socioeconomic status. Your suggestions are encouraged and appreciated. I invite you to share your perspective during class discussions. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

Please remember that each of us is responsible for creating a safer, more inclusive environment.

Emergency Phone Numbers

In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

Don't Forget About Taking Care of Yourself

Given current events and our own personal hardships, I understand that you may be dealing with things in your personal life that might make it hard to participate in this course. Therefore, I want to highlight some of the resources available through UT Arlington. I highly recommend the Counseling and Psychological Services (CAPS) on campus. I have known many students who have used their services and benefited greatly. You get 6 free sessions a semester. They have virtual sessions and have added online and app-based help resources. We also have other great resources (see above for more), including but not limited to the following:

[Counseling and Psychological Services](#)

[Division of Student Success](#)

[Health Services](#)

[Behavior Intervention Team](#)

[Relationship Violence and Sexual Assault Prevention](#)

Additionally, you can contact the University's [Resource Hotline](#) to determine if there are any services that you can take advantage of to help you be successful. There are many resources out there, but many of us do not know they exist or how to access them. I encourage you to ask.

Tentative Course Schedule

PSYC 3325

Data Science in Psychology

Spring 2023

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Angela Liegey Dougall, PhD

Week	Date	Lecture Topic	Reading & Assessments
Module 1			
1	T 1/17	Course Introduction/ Overview of Data Science in Psychology	Chapters 2 & 3
	R 1/19	Overview of Data Science in Psychology	Chapters 2 & 3
2	M 1/23		Beginning of the Semester Survey
	T 1/24	Advances: Internet & Application Data	Chapters 4-6
	R 1/26	Advances: Internet & Application Data	Chapters 4-6
3	M 1/30		Assignment 1 Quiz & Discussion
	T 1/31	Advances: Images & Text Mining	Chapters 7 & 8 Exam 1 Extra Credit Due
	R 2/2	Advances: Images & Text Mining	Chapters 7 & 8
4	T 2/7	EXAM 1	
Module 2			
4	R 2/9	Applications: Learning/Learning Analytics	Chapter 9 Assigned reading
5	T 2/14	Applications: Learning/Learning Analytics	Chapter 9 Assigned reading
	R 2/16	Applications: Social Psychology	Chapter 10 Assigned reading
6	M 2/20		Assignment 2 Quiz & Discussion
	T 2/21	Applications: Social Psychology	Chapter 10 Assigned reading
	R 2/23	Applications: Developmental Psychology	Chapter 13 Assigned reading
7	T 2/28	Applications: Developmental Psychology	Chapter 13 Assigned reading
	R 3/2	Applications: Cognitive/Neurocognitive Psychology	Chapter 12 Assigned reading Exam 2 Extra Credit Due
8	M 3/6		Assignment 3 Quiz & Discussion
	T 3/7	Applications: Cognitive/Neurocognitive Psychology	Chapter 12 Assigned reading
	R 3/9	EXAM 2	

Week	Date	Lecture Topic	Reading Assignments
9	T 3/14	<i>Spring Vacation</i>	
	R 3/16	<i>Spring Vacation</i>	
Module 3			
10	T 3/21	Applications: Health Psychology	Chapter 11 Assigned reading
	R 3/23	Applications: Health Psychology	Chapter 11 Assigned reading
11	M 3/27		Assignment 4 Quiz & Discussion
	T 3/28	Applications: Industrial & Organizational Psychology	Chapter 14 Assigned reading
	R 3/30	Applications: Industrial & Organizational Psychology	Chapter 14 Assigned reading
12	T 4/4	Applications: User Experience	Assigned reading
	R 4/6	Applications: User Experience	Assigned reading
13	M 4/10		Assignment 5 Quiz & Discussion
	T 4/11	Applications: Theory	Chapters 1 & 12 Assigned reading Exam 3 Extra Credit Due
	R 4/13	Applications: Theory	Chapters 1 & 12 Assigned reading
14	T 4/18	<i>EXAM 3</i>	Chapter 9 Chapter 11: 11-3
Module 4			
14	R 4/20	Best Practices: Ethics	Chapter 15 Assigned reading
15	M 4/24		Assignment 6 Quiz & Discussion
	T 4/25	Best Practices: Privacy & Security	Chapter 17 & 18 Assigned reading
	R 4/27	Best Practices: Promoting Robust & Reliable Research	Chapter 16 Assigned reading Exam 4 Extra Credit Due
16	M 5/1		End of the Semester Survey
	T 5/2	Best Practices: Future Directions	Chapter 19 Assigned reading
	R 5/4	<i>Finals Week – no class</i>	
17	T 5/9	<i>EXAM 4 Tuesday, 5/9/2023</i>	