San José State University
Psychology Department
29914, Stats-95, Section 82, SPRING 2026

Instructor:	Steven Macramalla
Office Location:	DMH 352
Telephone:	(831) 234-8451
Email:	steven.macramalla@sjsu.edu
Drop-In Hours:	Tuesday 12:00PM-1:00PM
Class Days/Time:	TuTh 1:30PM - 2:45PM
Classroom:	MacQuarrie Hall 520

WELCOME TO STATISTICS

ASYNCHRONOUS

CANVAS

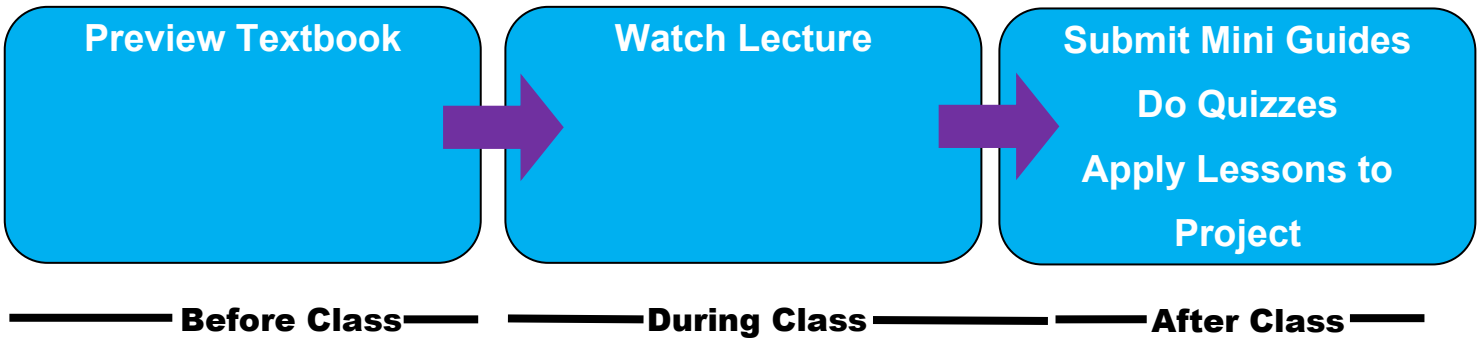
Links to Recorded Lectures
Lecture Slides
Assignment Submissions
Exams
Answer Keys to Homework
Project Instructions
How-To Videos

ZOOM RECORDINGS

Login to MY SJSU
On Canvas -- Under Announcements

COURSE SCHEDULE

We will be covering roughly a chapter a week. Each chapter will follow a rhythm.



Prerequisites

"By California State University policy, passage of the Entry Level Mathematics (ELM) is prerequisite to enrollment in this class. Failure to satisfy this prerequisite will result in retroactive assignment of a "U" grade in the course. Information on the ELM is printed in the Testing Section in the front of the Schedule of Classes." Intermediate College Algebra is a prerequisite for this course.

Course Description

This course is designed to provide an overview of elementary statistical procedures used by researchers in the behavioral and social sciences and to prepare students for more advanced statistical techniques presented in other courses.

Course Goals and Student Learning Objectives

Upon successful completion of this course, you will be able to:
1 CLO1 – Use statistical methods to solve quantitative problems, including those presented in
verbal form
2 CLO2 – Demonstrate the ability to use mathematics and statistics to solve real-life problems
3 CLO3 – Arrive at conclusions based on numerical and graphical data.

Goal 1. Knowledge Base of Statistics: Students will demonstrate familiarity with the major concepts in statistics.
Goal 2. Application of Statistical Concepts: Students will be able to solve mathematical problems including those presented in verbal form.
Goal 3. Critical Thinking Skills: Students will develop the ability to arrive at descriptive and inferential conclusions on the basis of mathematical data presented through such forms as statistics, tables, graphs, and computer outputs,
Goal 5. Values in Psychology: Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

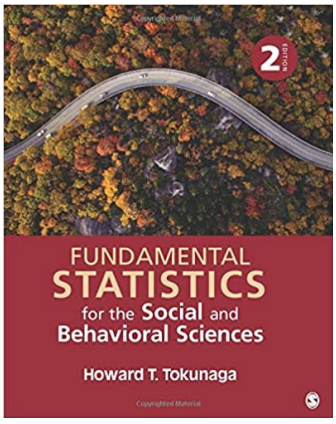
Learning Objective 1 (GELO1): Use mathematical methods to solve quantitative problems, including those presented in verbal form.
Learning Objective 2 (GELO2): Demonstrate the ability to use mathematics to solve real life problems.
Learning Objective 3 (GELO3): Arrive at conclusions based on numerical and graphical data.
Learning Objective 4 (Specific to Area B4): Use basic mathematical techniques for solving quantitative problems and elementary numerical calculation
Learning Objective 5 (Specific to Area B4): Understand organization, classification, and representation of quantitative data in various forms (e.g., tables, graphs, percentages, measures of central tendency, and spread)
Learning Objective 6 (Specific to Area B4): Apply mathematics to everyday life
Learning Objective 7 (Specific to Area B4): Apply mathematical concepts to statistical inference

Required Texts/Readings & Apps

Fundamental Statistics for the Social and Behavioral Sciences

by Howard T. Tokunaga

ISBN-13: 978-1506377483 ISBN-10: 1506377483 available through bookstore and Amazon



Your Book!

Yes, You will need it ☺

Textbook is not an option, you will be using them for assignments and you will require the appendices for the exams.

REQUIRED PROGRAMMING APPS

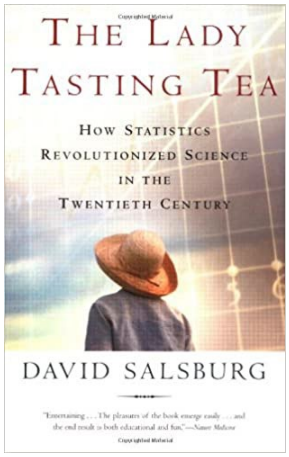
- ***SPSS***
  - ***Download through University – instructions on Canvas under FILES***
- ***APEX***
  - ***Online, do not need to download, link in assignment on Canvas***
- ***EXCEL or GOOGLE SHEETS***

These are required to do the assignments.

If you want a career in research, you want to get introduced to these programs.

Recommended The Lady Tasting Tea: How Statistics Revolutionized Science in the Twentieth Century by David Salsburg

ISBN0-8050-7134-2 paperback NOT AVAILABLE AT BOOKSTORE, order from Amazon.com or other bookstore.



Class Protocol

1. EXPECTATIONS FOR STUDENTS' RESPONSIBILITIES:

2. Students are responsible for knowing all due dates for assignments, activities, and quizzes.

    a. Make a list of ALL due dates that you are responsible for meeting and make sure your schedule allows you to meet these class deadlines

3. Students are responsible for contacting me BEFORE any course assignment or activity is due (or no later than 3 days after), to inform me of any issues/conflict that may arise.

    a. If you have a conflict with a scheduled course requirement, then notify me IN ADVANCE of the scheduled date so that we can discuss this ahead of time (also, be ready to provide documentation). If something urgent has occurred (i.e., an emergency), then contact me as soon as possible and arrange to provide documentation.

    b. For example, if your work supervisor has needed to make a last minute change to your work schedule and it now conflicts with a course requirement deadline, then it is your responsibility to notify me promptly.

4. Students are expected to CHECK OUR CANVAS PAGE REGULARLY, complete assignments, and keep updated regarding course announcements.

5. I STRONGLY encourage you to check our Canvas page DAILY so you will be aware of important course announcements, reminders, and due dates.

6. Students are expected to turn in their own individual work

    a. I EXPECT all students to maintain academic integrity in all coursework and when completing exams.

7. Students are expected to watch lecture recordings, taking notes while viewing.

    a. Because this course is a fully asynchronous, regular lecture viewing is expected. The pacing is self-determined, but a regular rhythm is recommended.

"Nettiquete" Protocol

- When contacting me by email, please write course name, e.g., "Psyc 154-03"in the subject line.

- Please address me by my formal title, (e.g., Professor or Dr. Macramalla). Remember when you send emails to your instructors, it is a "formal" mode of communication. So it is good practice to write your emails as you would if you were sending any type of professional/formal email.

- I check email regularly during the work day, but please allow at least 1-2 business days for a response. Also, I do not regularly check email after 5:00 pm or on weekends.

- Students are encouraged to contact me to discuss any concerns you may have regarding our class as soon as possible and/or BEFORE an assignment or exam date.

EMAIL ME IN ADVANCE TO

- Set up an individual Zoom appointment to talk with me during my regular office hours or outside of my regular office hours if your schedule conflicts with them
- Inform me of any emergency/medical/family situation that may affect your ability to complete a course activity/assignment/quiz BEFORE the due date.

DO NOT EMAIL ME TO

- *Ask when due dates are for activities / assignments / quizzes.*
- *Those are all listed on your course schedule and can be easily found there.*

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/**.** Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Assignments and Grading Policy

Exams x 3 …… ……....40%
Mini Guides x 12……....…...…...25%
Quizzes..……10%
Project & Milestones……..25%

Course Grading Scale (% of Total Points):

A+ 96-100%	B+ 86-89%	C+ 76-79%	D+ 66-69%	F<60%
A 93-95%	B 83-85%	C 73-75%	D 63-65%	
A- 90-92%	B- 80-82%	C- 70-72%	D- 60-62%	

DO NOT trust the final total you see on Canvas.
Calculate your current grade yourself.
Use this formula:
(AVG Exams x .4) + (AVG Quizzes x .10) + (AVG Mini Guides x .25) + (AVG Project & Milestones x .25)

MINI ASSIGNMENTS

These homework are your study guides, they are short, hence the name, and fulfill the minimum 500 words writing requirement for this class.

- **Due dates are on canvas and the syllabus.**
- **They will be graded on a Hybrid pass/No Pass with scores of 0 – 5 – 10.**
  - **10 = ALL WORK DONE (most people get this)**
  - **5 = ONE exercise is INCOMPLETE. (a few get this)**
  - **0 = MORE THAN ONE EXERCISE IS INCOMPLETE with obviously poor effort. (one or two usually get this)**
- **Typing your answers is preferred.**

- **Where work is done by hand use a camera phone to photograph and past the photo into the homework.**
- **Answer the questions in order and you MUST provide the QUESTION FOLLOWED BY THE ANSWER in the sequence of the Mini Guide. This makes my work easier, and a happy professor is a generous professor.**

- **Late homework will be penalized.**
- **You may work in groups but outright copying will not be tolerated. The homework is designed to help you grasp abstract concepts.**

EXAMS

- **All tests are remote, of course.**
- **The exams are not cumulative, but the concepts build over time.**
- **The exams will require a calculator, cheat sheet of formulas, and photocopies of the tables in Appendix B.**
    - **Do not assume because you have a cheat sheet that you will not need to study. The cheat sheet will help with remembering formulas, but it will not help you with understand how to use the formulas.**
- **The exams will be a combination of conceptual and problem-solving, all of them answered in multiple choice (i.e., pick the correct calculated value).**
    - **The exercises assigned each week will be a good guide of the concepts you need to understand.**

There are extra problems at the end of each chapter with answers in the book for more practice!

STATS PROJECT

(See "Guideline – Stats Project" on Canvas under FILES for detailed instructions)

You will:

1. Select a research topic
2. Collect your data
    a. Include appropriate a) DESCRIPTIVE STATISTICS and b) GRAPHS
3. Conduct all steps of hypothesis testing
4. State your conclusion, along with an appropriate GRAPH OF YOUR RESULTS

Submit a presentation on Canvas in **Power Point**, as though you were presenting these slides for a conference or talk. Presentations must be in PPT or you will lose points.

University Policies

Academic integrity

Students should know that the University's Academic Integrity Policy is available at http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

Learning Assistance Resource Center (Optional)

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at http:/www.sjsu.edu/larc/.

29914, Stats-95, Section 82, SPRING 2026

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 22	Welcome & Logistics Introduction:
2	Jan 27-29	Ch 1 Types of Stats, Types of Data, Types of Variables Tables & Figures, Frequency Distributions & Graphs Ch 2 DUE: Mini #1
3	Feb 3-5	Central Tendency Ch 3 DUE Mini #2 DUE Mini #3
4	Feb 10-12	Variability Ch 4 DUE: Mini #4
5	Feb 17-19	Normal Distributions Ch 5 DUE: Mini #5 EXAM 1 IN-CLASS ON CANVAS
6	Feb 24-26	Hypothesis Testing & Probability Ch 6 Mini #6
7	March 3-5	Hypothesis Testing z-stats & t-Stat Ch 7 Mini #7a Mini #7b
8	March 10-12	Confidence Interval Ch 8 Mini #8
9	March 17-19	Independent t-Test & Dependent t-test Chapter 9
10	March 24-26	Independent t-Test & Dependent t-test CONT'D Chapter 9 Mini #9
11	March 30 – April 2	SPRING BREAK – NO CLASSES
12	April 7-9	Effect Sizes, Power, Signal Detection Theory Ch 10 Mini #10 EXAM 2 IN-CLASS ON CANVAS
13	April 14-16	Correlation Chapter 13

Week	Date	Topics, Readings, Assignments, Deadlines
14	April 21-23	Regression Chapter 14 Mini #11 Correlation & Regression
15	April 28-30	ANOVA One-Way Ch 11 Mini #12
16	May 5-7	ANOVA Two-Way Ch 12 POSTER SESSION THURSDAY MAY 8 IN-CLASS
		FINAL EXAM ON CANVAS FRIDAY MAY 15