POS 3703 - Scope and Methods of Political Science

Section: 0W60

College of Sciences

School of Politics, Security, and Intl Affairs

Course Information

Term: Spring 2026
Class Meeting Days: ASC
Class Meeting Location: Online
Modality: WW
Credit Hours: 3.00

Instructor Information

Name: Jonathan Knuckey
Office Location: HPH 302L
Office Hours
Monday, 10.30-11.30am (in my office), Tuesday, 12.30pm-2.45pm (via Zoom, use the Zoom link under the "How to Contact Me" section below), Wednesday, 10.30am-11.45am (in my office)
Email: Use email in Canvas

Course Description

POS 3703 COS-POL SCI 3(3,0)Scope and Methods of Political Science: The scope and methodology of political analysis. Extensive examination of the discipline, research

design and methodology. Fall, Spr, Sum

Combined Course Details

This syllabus applies to POS 3703 0W60, POS 3703 0W61.

Welcome to the real world of political science research

Most political scientists study politics differently than journalists, historians, or political commentators. Rather than focusing primarily on description or commentary, political scientists use the **scientific method** to systematically test explanations for political phenomena. Much of political science research relies on **empirical data** to evaluate hypotheses and on **statistical tools** to assess which explanations are best supported by evidence.

In this course, you will be introduced to how political scientists use data and statistics in their research. That said, this is **not a statistics course**, and you will not be expected to memorize intimidating formulas or perform advanced mathematical calculations. In fact, you already use statistics in everyday life—any sports fan does. Political scientists use statistics in much the same way, except instead of analyzing the performance of a football or baseball team, we use data to better describe, explain, and understand political behavior and institutions.

The skills you develop in this course will help you better understand research-based readings in upper-level political science classes and prepare you to conduct your own research. These skills are especially valuable for writing term papers, participating in internships, or pursuing independent projects such as an **Honors Undergraduate Thesis.**

By the end of the semester, you will have strengthened your **critical thinking and analytical skills**—abilities that are highly valued by employers in both the public and private sectors, as well as by law schools and graduate programs.

This course may feel different from other political science classes you have taken. That is intentional. Rather than focusing on the content of a single subfield, we focus on the **methods and approaches** political scientists use to ask questions, test ideas, and build knowledge about politics. My goal is for you to learn how to do political science yourself and to become a **producer—not just a consumer—of research.** I hope you will find this process both empowering and enjoyable.

Student Learning Outcomes

1. Understanding the Application of the Scientific Method in Political Science: Students will be able to explain how the scientific method is applied to the study of political phenomena, differentiating it from the approaches used by journalists, historians, and political commentators.

2. Designing Social Science Research: Students will develop the ability to design social science research, including formulating research questions, hypotheses, and selecting appropriate research methods.

3. Analyzing Empirical Data: Students will acquire skills in analyzing empirical data, using statistical tools to test hypotheses and draw conclusions about political phenomena.

4. Interpreting Research Findings: Students will learn to interpret and critically evaluate research findings, understanding how data presentations support or refute political explanations.

5. Developing Critical Thinking and Analytic Skills: Students will enhance their critical thinking and analytic skills, applying them to various career settings and preparing for advanced studies or research projects such as an Honors Undergraduate Thesis.

About me

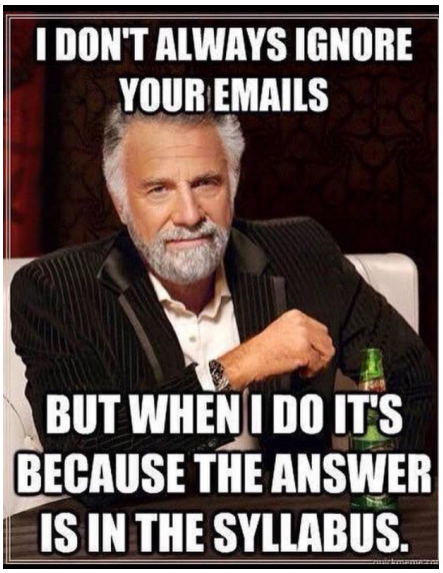
I joined UCF in 1999. I received my BA in Political Theory and Institutions from the **University of Liverpool,** my MA in U.S. History and Politics from the **University of Keele** and my Ph.D. in Political Science from the **University of New Orleans**.

My main areas of research and teaching are southern politics, voting behavior, campaigns and elections, political parties, race and politics, gender and politics and comparative politics.

Outside of of my day job I am a huge football (soccer!) fan and an avid supporter of **Liverpool** and, of course, **Orlando City F.C**.

How to Contact Me

You can contact me via email (use email in Canvas to message me about anything related to the course). I should usually get back to you within 24 hours. If I have not done so, don't hesitate to follow up with me.



Okay...I won't ever ignore your message, however do please see if a general question you might have about our course is answered in the syllabus before contacting me.

Do allow adequate time for a reply to a question about course material. If you send a question a few hours before an assignment is due I may not see it in time to provide an adequate answer.

Please don't use the comments box on assignments to message me. I receive no notification of messages sent here. So always use the email in Canvas if you wish to follow up on any assignment.

A note on etiquette: You are what you email, which means your instructors will often shape their opinion of you according to the quality of the email messages you are sending. To that end, please be sure to keep the tone of your emails professional, sign your emails with your name and include an appropriate salutation (Hint: you can't go wrong with "Dear Dr. Knuckey").

I am also happy to talk via Zoom. Always use this Zoom link for any meeting:
https://ucf.zoom.us/j/672087228

Required Course Materials and Resources

No textbook is required for this course. Instead there will be narrated lectures provided.

Technology and Access Requirements

Online Access

Because this is an **online course**, students are expected to have **regular and reliable** access to the technology required to participate fully. This includes consistent access to the internet, a computer or device capable of accessing Canvas, and the ability to view course materials, submit assignments, and complete online activities by posted deadlines. You should also be able to access **UCF Apps** to be able to use SPSS (see section on SPSS below).

Students are responsible for ensuring that they have **adequate access throughout the semeste**r and for planning ahead in case of potential technology issues.

In the past there have been occasions when access to Canvas and UCF Apps have not been accessible. when this happens students will be notified by UCF IT, and assignment deadlines will be modified accordingly.

Respondus LockDown Browser and Monitor; Computer & Webcam Requirements

To help ensure fairness and academic integrity, both the midterm and final exams will be administered using **Respondus LockDown Browser with Monitor.** This system creates a secure testing environment by preventing access to other websites, applications, and files during the exam.

Both exams must be taken on a **laptop or desktop computer with a functioning webcam.** Tablets and cell phones are not compatible with Respondus and may not be

used. Students are responsible for ensuring they have access to an appropriate device and a stable internet connection before the exam.

Using Respondus allows all students to be assessed under the same conditions and helps ensure that exam results accurately reflect individual learning and understanding. It also protects the value of your work and the credibility of course assessments.

Respondus does not record your screen or use your webcam unless explicitly stated for a specific exam.

You must have a **webcam turned on** when you take the exams. The webcam can be the type that's built into your computer or one that plugs in with a USB cable.

Watch this brief video to get a basic understanding of LockDown Browser and the webcam feature.

https://www.respondus.com/products/lockdown-browser/student-movie.shtml

Download and install LockDown Browser from this link:

https://download.respondus.com/lockdown/download.php?id=472413933

Once Installed

- Start LockDown Browser
- Log into to Canvas
- Navigate to the exam

Note: You won't be able to access an exam that requires LockDown Browser with a standard web browser. If this is tried, an error message will indicate that the test requires the use of LockDown Browser. Simply start LockDown Browser and navigate back to the exam to continue.

When taking an online exam, follow these guidelines:

- Select a location where you are comfortable having a video recording taken of yourself and your workspace environment. This area should be free of distractions and interruptions.
- You must you a computer to take the exam (not a tablet or cell phone)

- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach
- Before starting the test, know how much time is available for it, and also that you've allotted sufficient time to complete it
- Clear your desk or workspace of all external materials not permitted - books, papers, other devices
- Remain at your computer for the duration of the test
- If the computer, Wi-Fi, or location is different than what was used previously with the "Webcam Check" and "System & Network Check" in LockDown Browser, run the checks again prior to the exam
- To produce a good webcam video, do the following:
    - Avoid wearing baseball caps or hats with brims
    - Ensure your computer or device is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or other surface where the device (or you) are likely to move
    - If using a built-in webcam, avoid readjusting the tilt of the screen after the webcam setup is complete
    - Take the exam in a well-lit room, but avoid backlighting (such as sitting with your back to a window)
- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.

SPSS Program for Data Analysis

In the second half of the semester, you will be introduced to **SPSS (Statistical Package for the Social Sciences),** a widely used software program that political scientists rely on to analyze data. SPSS is designed to be accessible and user-friendly and does not require advanced computer or programming skills.

Using a series of high-quality data sets—the same types of data used by professional researchers—you will learn core data-analysis skills that are common in contemporary political science research. These skills will be valuable beyond this course. You may even choose to continue working with these data in an independent study, an Honors Undergraduate Thesis, or future research projects.

You will be able to access SPSS through computer labs on the main UCF campus or remotely via UCF Apps, so there is no need to purchase any software. Detailed instructions for accessing and using SPSS will be provided later in the semester, after the midterm exam. UCF Apps works on most laptop and tablet operating systems.

Course Assessment and Grading Procedure

Quizzes

Quizzes will be given on the material covered in the first part of the course (Modules 1 to 5). They will be based on the material covered in the narrated lectures and consist a mixture of T/F and multiple choice questions.

These quizzes will usually contain 10 to 15 questions, and you will have **45 minutes** to complete each quiz.

Quizzes **do not** require the Respondus LockDown Browser.

Written Assignments

Short written assignments will also be given on the material covered in the first part of the course (Modules 1 to 5). They are designed to show that you have reflected upon the material and that you can apply it.

Written assignments are **not** timed.

Written assignments **do not** require the Respondus LockDown Browser.

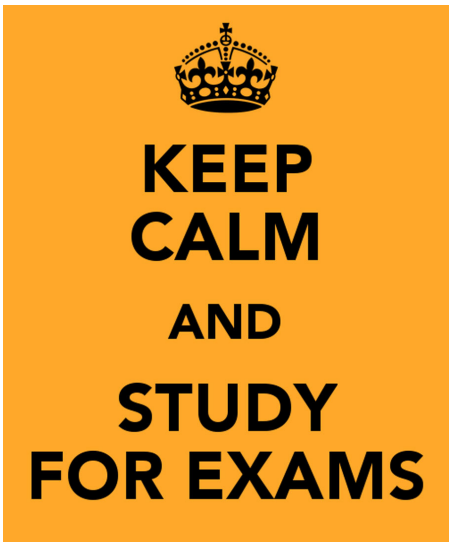
SPSS Assignments

These assignments will give you hands-on practice in analyzing and interpreting data once we begin using SPSS (Modules 6-11).

SPSS assignments are **not** timed.

SPSS assignments **do not** require the Respondus LockDown Browser.

Exams



Midterm exam

The midterm exam is available in Canvas from **Wednesday March 4th to Sunday, March 8th (midnight).** Once you open the exam, you will have 2 hours to complete it.

The exam will include the following components: 15 multiple-choice questions, 15 true/false questions and 10 short-response questions. It will cover all material covered in Modules 1 through 5.

A detailed Midterm Exam Study Guide will be provided approximately two weeks before the exam to help you prepare, which will also include sample short-response questions to give you an idea what might come up.

Final Exam

The final exam is available in Canvas from **Friday, May 1st to Tuesday, May 5th (midnight)**. Once you open the exam, you will have 3 hours to complete it.

The exam will consist of data analysis and interpretation questions similar to what you will have completed in Modules 6-11. However, you will **not** need access to SPSS for the exam

The exam will also cover material about the building blocks of the scientific method, e.g., identifying types of variables, writing hypotheses, knowing levels of measurement that were covered in from Modules 1-5.

A detailed Final Exam Study Guide will be provided approximately two weeks before the exam to help you prepare, which which will also include questions to give you an idea what might come up.

Use of Respondus LockDown Browser & Monitor for Exams

As noted previously, you must use Respondus LockDown Browser and Monitor for the two exams. A desktop or laptop computer is required with a functioning webcam.

These exams must be treated as closed-note, meaning no notes, cell phones, other computers/tablets etc., or other assistance are allowed. Follow all on-screen instructions from the LockDown Browser before beginning the exam.

During the exams:

- Keep your entire face visible in the webcam frame at all times.
- Keep your eyes directed toward your monitor.
- Keep your hands on the keyboard and mouse.

Failure to follow these guidelines may result in exam penalties or an academic integrity violation.

Grades

Your final grade will be weighted as follows:

- *Quizzes/Written Assignments (Modules 1-5): 15%*
- *SPSS data analysis exercises (Modules 6-10): 20%*
- *Midterm Exam: 30%*
- *Final Exam: 35%*

These are the only criteria for which a grade can be earned for our class.

There is no extra credit offered.

Grading Scale

Your overall course grade earned corresponds to the following grade boundaries:

A, 94%+

A-, 90-93.9%

B, 80-89.9%

C, 70-79.9%

D, 60-69.9%

F, Below 60%.

Grades for all assignments and exams will be posted in Canvas. Students are responsible for reviewing their grades and ensuring that posted scores are accurate. While every effort is made to grade carefully and consistently, occasional errors can occur (such as arithmetic mistakes, missing points, or misunderstandings of a response).

If you believe there is an error, you must request a grade review **within one week** of the grade being posted. This provides sufficient time to identify and address any issues. Requests submitted after this one-week window will not be considered, as this policy helps keep the course on schedule and ensures fairness for all students.

Requests to adjust or "bump" final course grades will be considered **only** when a student's final average falls **exactly on the borderline** between letter grades (e.g., 93.9%, 89.9%, 79.9%, 69.9%). Even in these cases, rounding up is **not automatic**. Decisions will be based on the student's overall performance and engagement throughout the semester.

Grade grievance policies are outlined under the UCF Golden Rule.

Policies for Course Grade

Make-up Exams

Given that you have some flexibility when to take both the midterm and final exams, and that exams are taken online, a make-up exam will only be given in exceptional circumstance. These include:

- Students representing the university in an authorized event or activity (for example, student-athletes), original documentation required
- Attending a professional conference, original documentation required
- Attending a job interview, original documentation required
- Personal illness or emergency (you can inform me of this using discreet language without going into specifics), original documentation required

- Serious illness or death within the *immediate* family

Vacations, and other non-emergency reasons for being out of town for missing an exam are not eligible reasons for a make-up exam being granted.

Generally, notification should be given to me at least 24 hours before the exam, or as soon as possible if it is not possible to communicate that to me. As noted above, original and verifiable documentation will be requested and required to be eligible for a make-up an exam.

Make-up exams cannot be given prior to the date that an exam is available.

"After Hours" Policy for Submission of Work

Please note the following policy for late submission of assignments and quizzes:

- Work submitted ***after the midnight deadline up to 9.00am the following day*** is considered late, but will fall in the automatic grace period for submission of work and still receive full credit.
- Work submitted ***after 9.00am the following day after a deadline up to midnight*** is considered late but can still be submitted but will only receive half-credit
- *No late work will be accepted for credit after this.*
- *This policy does **not** apply to the midterm or final exam.*

Even with an after hours submission policy, some students occasionally still want longer to complete an assignment. **Such extensions will not be granted unless they genuinely are unexpected or extenuating circumstances beyond the control of the students**. The following would **not** be grounds for a additional time to complete an assignment:

- *"My computer is broken...."*
- *"My computer was stolen...."*
- *"My computer magically deleted my homework from the hard drive. I do not understand it myself...."*
- *"The internet is broken...."*
- *"Canvas was down, for me specifically..."*
- *"I could not find the assignment...."*

- *"I was on holiday..."*
- *"It was my birthday so I thought you would give me an extension..."*
- *"I didn't understand the assignment..."*
- *“I misread the deadline and thought it was next week....”*
- *““I didn’t think the assignment would take that long...."*
- *“I started it on time, but then other assignments took priority....”*
- *“I thought I submitted it, but apparently I only thought about submitting it....”*
- *“I didn’t check Canvas that day....”*
- *“I thought the deadline was flexible.”*

The above are all **actual excuses** I have received! Many, as you can see, are computer-related, which are the “dog ate my homework” excuses of the technology age and are not acceptable. It's your responsibility to plan ahead and avoid procrastination.

Incomplete Grades

Grades of **“Incomplete” (I)** are awarded only in **rare and exceptional circumstances.** To be eligible, a student must have **completed the vast majority of the coursework** and must experience **documented emergency circumstances** that prevent completion of remaining assignments during the final weeks of the semester.

Please note that degrees **cannot be certified** while an incomplete appears on a degree audit. Any “I” grade that is not resolved by the **institutional deadline** will automatically convert to an **“F.”** Until resolved, an incomplete grade is considered **unsatisfactory** for program-of-study purposes.

Incomplete grades are **not counted as completed courses** and may affect **financial aid eligibility.** Students receiving financial assistance are strongly encouraged to consult with the **Financial Aid Office** to determine how an incomplete grade may impact their aid.

Artificial Intelligence (AI) Use Policy

Students may use generative AI tools (such as ChatGPT) for learning and study purposes, including the creation of study guides, outlines, practice questions, summaries of course readings, and exam review materials. When used in this way, AI should support your understanding of course concepts rather than replace your own engagement with the material.

However, AI tools may not be used to complete graded assignments. When you submit work for this course, it is expected that the ideas, analysis, and writing are your own. All assignments are designed to assess your individual reasoning, critical thinking, and communication skills. For this reason, **the use of generative artificial intelligence (AI) tools to produce, revise, or substantially shape assignment content is not permitted in this course.** Work that is produced by, heavily influenced by, or derived from generative AI will be treated as a violation of academic integrity, in accordance with the policies outlined above.

Students who violate this policy may face serious consequences, including a zero on the assignment, failure of the course, and/or referral to the Office of Student Conduct. Before using AI, you should consider whether any short-term benefit is worth the potential academic and disciplinary consequences.

More importantly, college coursework is intended to help you develop strong skills in writing, analysis, and critical thinking—skills that are essential for success both professionally and as an informed citizen. Writing is not simply about producing an answer; it is a process through which you learn to think clearly, evaluate evidence, and communicate ideas effectively. When that work is delegated to a machine, those learning opportunities are lost.

Disability Access & Accommodations

The University of Central Florida is committed to providing equal access to all students with disabilities (ADHD, learning disabilities, Autism, chronic medical conditions, physical disabilities, etc.). To receive consideration for reasonable disability-related course accommodations, disabled students must contact Student Accessibility Services (SAS) and complete the steps required for SAS to review accommodation requests. More information can be found on the UCF Student Accessibility Services website under the Start Here tab or by contacting SAS directly (Ferrell Commons 185; sas@ucf.edu; Phone - 407-823-2371).

Approved accommodations are shared with course instructors via the SAS Course Accessibility Letter. Implementing certain accommodations may require discussion about specific considerations of the course design, course learning objectives, and the individual academic and course challenges experienced by the student. While students with disabilities or chronic health needs are also encouraged to discuss any course concerns with professors in addition to contacting SAS, professors are not required to facilitate disability-related adjustments to the course unless the professor has received a Course Accessibility Letter from SAS that outlines approved accommodations.

Academic Integrity

Students should familiarize themselves with UCF's Code of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

1. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assessment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.
2. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.
3. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.
4. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without

authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct and Academic Integrity, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designated on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at Let's Be Clear and UCF Cares.

For more information on access and community engagement, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – ONAC – Office of Nondiscrimination & Accommodations Compliance & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – Student Accessibility Services & sas@ucf.edu
- Access and Community Engagement (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu
- The Ombuds Office is a safe place to discuss concerns.

Deployed Active-Duty Military Students

Students who are deployed active-duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make arrangements.

Campus Safety

At UCF's Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.
- Every UCF Classroom has an Emergency Procedure Guide posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online here.
- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video here to learn more.

    - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.
    - **DENY**. When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your phone is silenced, but do not turn it off.
    - **DEFEND**. When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the UCF Alert system. All UCF students, faculty, and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your contact information is up to date.

Reporting an Incident or Issue

If you believe you have experienced discrimination by any faculty or staff member, contact the Office of Nondiscrimination & Accommodations Compliance via the ONAC website or at 407-823-1336. You can also choose to report using the UCF Integrity Line either anonymously or as yourself at 1-855-877-6049 or by using the online form. UCF cares about you and takes every report seriously. For more information see the Reporting an Incident or Issue Webpage.

Financial Aid Accountability

All instructors are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Disclaimer

I reserve the right to modify, add to, or amend this syllabus as necessary. Any changes will be communicated to students in advance.

Class Schedule

Note: All work due dates are midnight

Module 1: The Scientific Method & the Study of Politics

Work due

January 14th: Written Assignment - Putting the "Science" in Political Science. *This assignment will be used to document student academic engagement for financial aid purposes.*

January 18th: Quiz - Why is Political Science a Science?

January 21st: Quiz - A Brief History of Political Science/Characteristics of the Scientific Method

January 25th: Written Assignment on topics covered in Module 1

Module 2: Conceptualizing and Measuring Political Phenomena

Work due

January 28th: Quiz - Conceptualization, Operationalization & Measurement

February 1st: Written Assignment - The Political Compass - A Valid & Reliable Measure of Ideology?

February 4th: Written Assignment on topics covered in Module 2

Module 3: Approaches to Data Collection and Types of Data in Political Science Research

Work due

February 8th: Quiz - Levels of Measurement

February 11th: Quiz - Units of Analysis and Approaches to Data Collection

Module 4: Types of Variables & Causality in Political Science Research

Work due

February 15th: Quiz - Variables, Variation & Explanation

February 18th: Written Assignment on topics covered in Module 4

Module 5: Hypotheses & Hypothesis Testing in Political Science Research

Work due

February 22nd: Quiz - Hypotheses & Hypothesis Testing

February 25th: Written Assignment on topics covered in Module 5

Midterm Exam

The exam can be taken any time between **Sunday, March 1st and Sunday, March 8th (midnight)**. Once you open the exam you will have **2 hours** to complete it.

*The exam must be taken in the **Respondus LockDown browser with a webcam turned on.***

Refer to the midterm exam guidelines for details on format, topics and sample questions. These will be available approximately two weeks prior to the midterm exam.

Module 6: Introduction to SPSS

Work due

March 15th: SPSS Assignment - Introduction to SPSS

Spring Break

Module 7: Descriptive Statistics

Work due

March 29th: SPSS Assignment - Descriptive Statistics, Part I

April 1st: SPSS Assignment - Descriptive Statistics, Part II

Module 8: Bivariate Analysis

Work due

April 5th: SPSS Assignment - Bivariate Analysis, Part I

April 8th: SPSS Assignment - Bivariate Analysis, Part II

Module 9: Statistical Significance & Measures of Association

Work due

April 12th: SPSS Assignment - Statistical Significance & Measures of Association, Part I

April 15th: SPSS Assignment - Statistical Significance & Measures of Association, Part II

Module 10: Controlling for a Third Variable

Work due

April 19th: SPSS Assignment - Controlling for a Third Variable, Part 1

April 22nd: SPSS Assignment - Controlling for a Third Variable, Part II

Module 11: Scatterplots, Correlation and Regression Analysis

Work due

April 26th: SPSS Assignment - Scatterplots, Correlation & Regression Analysis

Final Exam

The final exam can be taken any time between **Wednesday, April 29th and Tuesday, May 5th (midnight**). Once you open the exam you will have **3 hours** to complete it.

*The exam must be taken in the **Respondus LockDown browser with a webcam turned on.***

Refer to final exam guidelines for details on format, topics and sample questions. These will be available approximately two weeks prior to the final exam.