PSY 10B – Statistics Winter 2024 Monday/Wednesdays 9:30am-10:45am OR 11:00am-12:15pm Location: ILP 2101

Introductions

Instructor

Welcome! I am Dr. Albada, your instructor for PSY10B. My PhD is from the University of Florida, with an emphasis on adult development and aging, methods and statistics. I have been teaching statistics for over 20 years. The course is a mixture of lectures, which include participation and activities, pre-recorded Stats Glass videos, and hands-on lab sections. The course will provide you with all the resources that you need to do well, while simultaneously challenging you to understand statistics in a way that is applicable to psychological data. Lectures will begin the first week of class, on Monday, January 8th. I look forward to meeting you!



Dr. Nicole Albada (she/her) nicole.albada@psych.ucsb.edu

Teaching Assistants

There are 10 Teaching Assistants (TAs) for the course. Their roles are to teach the lab sections, where you will learn how to analyze data like we do as psychological researchers, using a statistical software called R. The TAs are here to help ensure that you understand the material for your weekly Assignments, and to grade those Assignments. All TAs are here to help you succeed! Lab Sections will begin Week 2; there is no Lab Section Week 1.

Course Community

There are two Lecture times for this course. You are registered for either Monday/Wednesday Lecture starting at 9:30am OR 11am. The same material will be covered across the two Lecture times. Even so, because of the classroom space and Group Activities, please try to attend your registered Lecture. You MUST go to your registered Lab section (see details below about permanently switching your lab section times, if needed). Learning with the same group of people throughout the quarter will build a sense of community in the course. My goal for you is to feel comfortable and welcomed so that you have a successful learning experience. This means that we will need to be respectful in our interactions and appreciative of our diverse learning community. If you feel uncomfortable in our course community at any time, reach out to me or your TAs to discuss your concerns. Creating a sense of community in our course may also require flexibility. Flexibility is already built into the course policies. There will be an open line of communication about any modifications to the course as the quarter progresses.

Course Overview

PSY 10B is one of the last courses that students must take before they can enter a PBS (Psychological & Brain Sciences) major. I recognize that this puts pressure on you to do well in this course so that you can meet the pre-major GPA requirement. You will have a number of resources to help you succeed, including in-person interactive lectures, videos of statistical hand calculations, in-person lab sections with your TA,

office hours, formula sheets, etc. The course is also designed for "life happens" situations (e.g., you can retake a Quiz, miss an Assignment, etc.; see details below for each requirement) There are many ways to earn points in the course towards your overall grade; use all of them!

The course moves quickly through what you would have learned in the pre-requisites to this class. I presume that you have some basic understanding of math (i.e., MATH 34A or 3A), statistics (i.e., PSTAT 5A or equivalent), and research methods (PSY 10A). This means that there is a lot of material covered in the earlier part of the course and it is covered quickly because it is likely to be review. Once we get to week four, much of the information is probably new, which makes it a bit more challenging.

Learning Objectives and Outcomes

Course Learning Objectives

The goal of this course is to review foundational statistical concepts of descriptive statistics, probability, and sampling distributions, and introduce you to some of the major concepts and inferential statistical techniques *used in psychological research* to test hypotheses. The emphasis is on what we do and how we use statistics in psychology; thus, there is an applied focus to the course. This means that although you will learn some "recipe-type" math (i.e., plugging in numbers to equations), the emphasis will be placed on conceptual understanding so that you learn to apply statistics to psychological datasets appropriately. As a result, you will also be more comfortable with interpreting and reading statistical information in empirical papers as you move on to upper division courses and your own research endeavors.

In addition to learning these fundamental concepts, you will also be introduced to a computer software package called R that is used to conduct statistical analyses. This means that even though you are expected to learn the math behind a statistical test in this course, the emphasis is really on understanding how to interpret what the numbers are telling you about the data that you have, not on the calculation, per se. Using R will give you a sense of how we, in psychology, go about analyzing and interpreting data.

Program Learning Outcomes

The Department of Psychological & Brain Sciences' (PBS) <u>Program Learning Outcomes (PLOs)</u> reflect the knowledge, skills, and values that students are expected to acquire upon completion of their BS degrees. In particular, this course promotes acquisition of:

- PLO #2 which includes "understanding data analysis and interpretation", and
- PLO #3 which includes the "development and demonstration of critical thinking skills."

These PLOs will be met by having students: (i) complete iClicker Questions, Group Insight Activities and individual Assignments that aim to demonstrate thinking critically about statistical concepts and how to conduct statistical calculations and interpret statistical results; (ii) engage with statistical software in Lab, and become competent in interpreting statistical outputs and writing up results in APA style; and (iii) by answering multiple choice quiz questions that encourage critical thinking and application.

Communication with the Instructor and TAs

There are about 250 students registered for the course across the two sessions, and we want to make sure that we can get information to you and answer questions and concerns efficiently. Below are the ways for you to receive information about the course on a weekly basis from me, and ways for you to get in touch with us.

Weekly Overview Announcement

First thing on Monday I will post a message on *Canvas* to let you know what to expect for the coming week. It will briefly talk about the concepts that we will be covering that week in Lecture and Lab, remind you of any upcoming deadlines, etc. Please read the announcement each week before coming to Lecture and/or Lab sessions and before reaching out to us via individual email. Make sure that your questions are answered there first.

Office Hours

Your instructor and each TA will hold two hours of office hours every week. The purpose of the office hours is for us to answer questions that you might have about the course material, Activities and Assignments, R coding, Quizzes, etc.; basically, anything. The schedule for these office hours and the Zoom links is posted on *Canvas*.

Email

Most of your questions will probably be answered in Lecture and/or Lab or via office hours. However, there may be instances in which you want to discuss something personally with myself or with a TA. **Please email us via** *Canvas*. For personal questions, you can email any of us. If you are going to email a TA, *email the TA whose Lab Section you are registered for*. This will help us to manage and evenly distribute emails across the TAs, and it will help you get to know your TA, and they will get to know you!

Teaching and Learning Strategies

Lectures

Lectures will be two days per week for 75 minutes each day. Every effort should be made to attend the Lecture time that you are registered for due to space-related issues and to develop rapport with your peers during group work. Lecture material will focus on understanding *what* particular statistics tell us about data, *how* psychologists use statistics, and *why* we use particular statistical analyses given different types of data. Although formulas are shown in lecture to provide context, very little time is spent learning how to insert numbers into statistical formulas because each major topic in the course will have an associated Stats Glass video (see details below). The lecture material lays the foundation for Lab sections and is directly related to the Assignments each week. Lectures will be interactive and include *two types of Participation* points: answering iClicker questions and completing Group Insight Activities. Lecture slides will be made available on *Canvas* at the beginning of each week. Even so, take extra notes because there are usually additional concepts and examples discussed in lecture that are not available on the posted slides. Lectures will not be recorded.

Stats Glass

This course will require you to hand calculate statistics most weeks, and covering this in Lecture takes up a lot of class time. Thus, Dr. Albada has created a series of pre-recorded videos using the Learning Glass

platform - or what we call "Stats Glass" videos. The videos provide step-by-step instructions for how to hand calculate statistics. The videos will be posted to *Canvas* at the beginning of each week, and should be watched prior to attending the Lecture on Mondays.

Lab Section

The primary purpose of the lab is to show you how to conduct statistical analyses with computer software (R), how to interpret the outputs from these analyses, and to write up the results in APA style. You will not gain an in-depth knowledge of R in this course, but will instead 'get your feet wet' so that you have a sense of how R works and how researchers use statistical software to analyze and interpret their data. *Attendance will be taken*. The material is the same in all sections: Dr. Albada prepares it and a TA will teach it to you. Even so, you must *attend the section that you are registered for.* The lab sections are held in a computer lab and thus there are only a specific number of computers to seat a specific number of students. *If you need to switch to a different lab section, it is your responsibility to find someone to switch with you -* refer to the Switching Lab Section forum on *Canvas*. Lab sections are not recorded.

Course Resources

Course Website

All information pertaining to and required for this course will be made available on <u>Canvas</u>. This will include the syllabus, course announcements, Lecture and Lab slides, Stats Glass videos, formula sheets, quizzes, etc., and your grades. Links to outside resources, like iClickers and gradescope will also be available via <u>Canvas</u>.

R Statistical Software

We will be using a computer software package called R to run statistical analyses. *R* is already installed on all computers in the Lab rooms that we will be using. However, some students also like to install R on their own personal computers (in case they want to continue working on Assignments after lab section). To run R on your personal computer, you will need to download two programs:

- **R** itself, which you can find <u>here</u>. If you're a Mac user you'll also need to install a program called XQuartz, which you can find <u>here</u>.
- R-studio, which you can find here.
- CRAN mirror, choose Oregeon State University

<u>Please download these two programs before the first lab section if you intend on bringing your own laptop to conduct R analyses</u>. It is not required to have your own computer. If you're having trouble downloading them, here are some handy tutorials for <u>Windows</u> and <u>Mac</u> users. If for any reason you are unable to install these programs on your computer, ask your TA for assistance.

gradescope

Assignments will be posted on *Canvas*, but it will be submitted and graded via gradescope. Using gradescope ensures that all TAs are providing the same detailed feedback on your Assignments. It also provides students with the opportunity to ask for a regrade request. The link to gradescope will be available on *Canvas* each week, but you can also go directly to the gradescope website to submit your work, view your grade, and the feedback. *You will be sent an email with a link to the course's gradescope account. If you do not receive the link use this code: 6G66W4. <u>You must use the email</u>*

<u>address associated with your Canvas account otherwise your grades posted for Assignments in gradescope will not link correctly.</u>

Calculator

A *basic calculator* will be needed.

Optional Textbook

The optional textbook associated with this course is: Gravetter, F., & Wallnau, L. (2016). *Statistics for the Behavioral Sciences* (10th Edition). Boston, MA: Cengage.

This specific textbook is optional because I believe that between the Lectures, Stats Glass videos, and Lab sections, you will be able to understand the course material. Thus, I recommend using the textbook as a reference tool for when you do not understand something we have already covered (associated chapters are in the Course Schedule). Actually, any statistics textbook should help you to understand the material (e.g., one from a previous statistics or research methods class). Be careful relying on internet sources or other AI writing-assistance technologies (e.g., Chat GPT) to help you clarify concepts, as they can sometimes be incorrect.

Course Requirements

Assignments

Assignments will be *posted every Monday*. The Assignments are designed to give you additional practice with the concepts covered in Lecture via open-ended conceptual questions and practice with hand calculations (Part I). The Assignments will also help you link the Lab material to course content by having you analyze some data in R and write an APA style paragraph about that interpretation of results (Part II). An <u>Assignment will be due each week beginning in Week 2 on Friday by 11:59pm</u>. Assignments count 50% towards the overall grade in the course.

<u>Flexibility</u>: There will be 9 Assignments total but only 8 will count towards your overall Assignment grade in the course. The lowest Assignment grade will be dropped. Further, the recommended deadline for Assignments is Friday by 11:59pm. However, there is a little wiggle room: the final deadline, after which no additional assignments will be accepted, is Saturday by noon. It is in your best interest, however, to complete the assignment on Friday (preferably in the lab section).

Assignments are in-depth and always take students longer than they think to complete. To help you manage your time, the Assignments are divided into two parts. Part I can be completed after watching the Stats Glass videos and attending the Lectures, so you should work on it throughout the first part of the week, ideally finishing it before Lab. The information for Part II will be covered in the Lab. You will have time in Lab to work through Part II and to ask TAs questions. Thus, by the end of Lab, you should be able to complete and submit your Assignment. Even so, you are given additional time to complete and submit it.

Assignments are submitted via gradescope, which is a grading application that will enable us to give you detailed feedback. Submitting Assignments via gradescope will be reviewed in the first Lab section, if you have not used it before. You should receive an email from your instructor asking you to register for gradescope: you MUST use your email address associated with your Canvas account. Do not wait until

the last minute to attempt to do and/or submit your Assignments: internet problems are likely to arise and, *gradescope*, requires a few steps prior to submission (that could take a minute or two).

Assignments will be *graded by Wednesdays 8am each week*, and you will have until *Friday at noon to request a regrade*, per the course policy below. Dr. Albada will complete all re-grade requests.

The following are the regulations regarding Assignments. There are *no exceptions* to these rules and they apply to everyone:

- → All Assignments will be submitted through *gradescope*. *No exceptions*. The link to *gradescope* will be posted on *Canvas* for each Assignment.
- → Assignments must be submitted **as a pdf file to** *gradescope*. Details regarding how to convert your Assignments to pdf are provided on the course website.
- → In gradescope you must clearly identify (it will prompt you to do so) which question is answered on which page of your submitted assignment. If you do not make this identification, the TAs grading the assignments will see a blank page for that particular question. Gradescope walks you through this process at submission; do not skip it. Assignments questions that do not have questions linked with pages will not be graded from Week 3 onward.
- → To receive full credit, make sure to *show all of your work* for computational problems (even easy computations). The calculation answers can be typed or handwritten and then pasted into the document as a photo prior to submission. Answers without showing your work or those that we cannot easily read will *receive partial credit*.
- → To receive full credit, make sure to *fully explain all conceptual answers*. These *answers must be typed*, for ease of reading. This means justifying your answers (i.e., giving the why) and not just regurgitating definitions to answer a question. Answers without explanation or those that are not typed out will *receive partial credit*.
- → Interpretations of R outputs are to be completed in APA style. The Instructor and TAs will review how to do this in Lectures and Lab sections. Points will be deducted for not using correct APA style.
- → Regrades will be allowed with the following caveats: (i) regrade requests must occur through gradescope; (ii) they have to occur by Friday at noon; and (iii) you need to clearly indicate which question and/or part of question you want regraded and why you believe that you may have incorrectly lost points on the assignment. Dr. Albada completes all regrade requests.
- → *No late Assignments* will be accepted. *No exceptions*.
- → *Emailed versions of Assignments will not be accepted.* They must be submitted via *gradescope*, as a pdf, with pages correctly identified.
- → Assignments must be your own work. Assignments generated by AI writing-assistance technologies, any internet sources, or copied from other students will be considered plagiarized, and will automatically receive a zero grade for that Assignment. If academic dishonesty is found again on any other Assignment, the student will receive a zero for the course and be reported to the academic board.

Ouizzes

There will be three open-book, open-note, mandatory quizzes; one about every three weeks. Quizzes will be online and consist of multiple-choice questions. It will emphasize concepts, application, calculations,

and interpretations of statistical results. A formula sheet will be provided to help you with the calculations on the Quizzes. The quizzes will not test your knowledge of statistical software (i.e., how to write the code in R), but they *will* test your ability to correctly interpret and write up statistical results in APA-style. Each Quiz will focus on new material encountered during each section of the course. They are timed and details about the format, number and type of questions, and the timing allotted for the quiz will be announced on *Canvas*. *You must take all the quizzes*. The Quizzes are worth 40% of your total grade in the course.

<u>Flexibility</u>: You will have the opportunity at the end of the course, during finals week, to retake the quiz that you earned your lowest grade on. It will not be the exact same quiz because random questions are used on the quiz, but it will cover the same material. Thus, if you missed a quiz and your lowest grade is zero, you can retake that quiz (but cannot retake another one). If you took all quizzes and your lowest grade is a 75, you can retake the quiz for a higher grade.

Additional Ouiz Policies

- → Make-Up or Rescheduled Quiz Policy. Make-up quizzes are not given for a missed quiz because you have the opportunity to retake a quiz to replace your lowest grade (e.g., a zero) at the end of the quarter. However, if you have extenuating circumstances and miss more than one quiz, you must contact Dr. Albada or a TA immediately, prior to, or within one day, of the missed second quiz. A legitimate written medical excuse or other verifiable documentation must be provided before a make-up Quiz will be allowed. Dr. Albada reserves the right to determine what constitutes a legitimate, verifiable excuse. Make-up quizzes are rarely given, and only in extenuating circumstances. They may take an alternative form (e.g., short answer and essay).
- → Querying Specific Quiz Questions. Item analyses are provided with the quiz that lets the instructor know if a question was confusing for the students in the class as a whole. It is these item analyses (i.e., statistics!) that Dr. Albada will use to evaluate students' understanding of questions, and whether any changes to questions are necessary. Changes to a quiz grade will never be made for an individual student.

Participation

To help keep you engaged with the course material, your overall Participation in the course will be assessed weekly in two ways: Group Insight Activities from Lectures and Attendance at Lab Section. These two ways are your Participation points in the course, and count 10% towards your overall course grade (5% for each type of Participation).

(i) Group Insight Activities. During some of the Lectures there will be Group Insight Activities. These activities are designed to engage students more deeply in particular course concepts being covered each week. These Activities will be either on the Monday or Wednesday Lecture, depending on the week, and sometimes the material will be based on new information being presented and sometimes it will review previously learned information. The activities are group work and thus must be submitted by the group during Lecture. Your group is determined by the table that you will be sitting at. Group Insight Activities begin in Week 2. They are not graded for correctness but for completeness. Directions for how these activities will be completed, will be discussed in class. They are marked as completed (1 point) or not (0 points). They must be completed in Lecture with your group to earn the full points. Attempts to submit include your name on the Group Insight Activity, even though you were not in class during the activity, will

result in a zero group for that activity. Group Insight Activities are *due by Wednesday at 11:59pm*, the week that they are completed in lecture. Group Insight Activities count 5% towards your overall course grade.

<u>Flexibility</u>: Group Insight Activities are designed to be completed during the lecture, with your group. However, to provide flexibility and recognizing that sometimes students will miss the lecture, you can complete the Group Insight Activity on your own, even if you did not attend the lecture, but it can only earn a maximum of .5 points. Group Insight Activities are due on Wednesdays by 11:59pm.

(ii) Lab Attendance. Doing well in this course is difficult without attending Lab sections. Thus, attendance will be taken. Slides will be posted for Lab sections so you will be able to complete the associated lab-related work on your Assignment (Part II), even if you are not there. However, you can only earn the attendance point if you are present. Each Lab is worth 1 attendance point. Lab attendance counts 5% towards your overall course grade.

<u>Flexibility</u>: There are 9 lab sessions throughout the quarter; only 8 of them will count towards your attendance grade in the course.

Plagiarism Declaration

All students must submit a Plagiarism Declaration. This declaration can be found on *Canvas*. The declaration must be signed and *submitted* before your first Assignment is due, on *January 19th by 11:59pm*. Your final grade in the class will not be submitted until a Plagiarism Declaration has been submitted.

Details about what constitutes plagiarism are briefly discussed below in the Academic Misconduct Policy. We will also spend some time discussing what plagiarism is and how to avoid it in the first lab section. Thus, students will not be able to say that 'they did not know' they were plagiarizing. Note that using Assignments, Quiz questions, etc. or any other material from a previous quarter in which you or someone else took PSY10B is considered plagiarism. Answering any questions in this class with the use of AI writing assistive technologies is also considered plagiarism. The penalties for plagiarizing in this course are as follows:

- → If plagiarism is *suspected* on any written work, the student will be required to meet with Dr. Albada and their TA. During this conversation both the student suspected of plagiarizing and Dr. Albada and/or the TA should present evidence for their case. Another TA will be present to witness the conversation.
- → If, based on this conversation, plagiarism is determined to have occurred the student will *receive a* 0 on that particular written assignment; *no exceptions*.
- → If the student is suspected of plagiarizing again in the course, they will *receive a 0 in the course* and be *reported to the Office of Student Conduct*. No exceptions.

Course Grading

Your grade for the course will be based on your performance on Assignments, Quizzes, Lecture Participation, and Lab Attendance as shown in the table below. Details can be found above in the description of each section.

Course Requirements	% of Course	
	Grade	
Assignments	50%	
Quizzes	40%	
Participation:		
Group Insight Activities	5%	
Lab Attendance	5%	

Grade forgiveness (or what I call the 'life happens' policy) is built into every Course Requirement. There are also many different ways that you can earn points in the course. Take advantage of all of them!

This course <u>does not</u> use the Psychological & Brain Sciences Equalization of Grading Policy. This means that your final grade will be based solely on points earned in the course requirements, and is not affected by how other students do in the course. There is <u>not</u> a cap on how many students can receive each letter grade and grades are not curved. No extra credit is given.

Extra Credit

Extra credit will not be offered in this course because of the built-in grade flexibility.

Pass/No Pass Grades

This course cannot be taken as Pass/No Pass.

Grading Scale

Below is the grading scale used in this course, although Dr. Albada reserves the right to change the final grading scale based on the distribution of class scores (though this is unlikely and has never been done before). *Grades are rounded up based at the .50 criteria for two decimal places.* For example, if you earned an 89.50, you will have earned an A- in the course. If you earned an 89.45, you will have earned a B+ in the course. These are the rounding procedures; *no exceptions*.

All grades are final. Every effort will be made to ensure that your grade has been calculated correctly. A grade will only be changed if work was incorrectly graded or your points were miscalculated. Psychological & Brain Sciences instructors do not lower grades to allow retakes of courses. Grades are not given, they are earned. There are numerous opportunities to earn points in this class. Use them all to your advantage: every point counts!

Letter	Grade	Letter	Grade
A+	97+	C+	77-79
A	93-96	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
В	83-86	D	63-66
B-	80-82	D-	60-62
		F	0-59

Student Resources					
Are you experiencing	You should reach out to	You can find them			
Challenges as a first-year, first generation, or minority student?	ONDAS Student Center (Opening New Doors to Accelerating Success)	1150 Kerr Hall (805) 893-5009			
Mental health or relationship issues?	Counseling and Psychological Services (<u>CAPS</u>)	CAPS Office (Building 599) (805) 893-4411			
Difficulty with financial aid, loans, or work study?	Office of Financial Aid and Scholarships	SAASB, Room 2103 (805) 893-2432			
Physical health issues?	Student Health Services	Student Health Building (805) 893-3371			
Facing drug or alcohol abuse issues?	Alcohol and Drug Program (ADP)	Student Health Building (805) 893-5013			
Food insecurity? Hunger?	Associated Students Food Bank	University Center (UCen), Room 3167 A (805) 893-2276			
Sexual assault, interpersonal violence, or stalking?	Campus Advocacy Resource & Education (<u>CARE</u>)	Student Resource Building (SRB), Room 1220 (805) 893-4613			

Need for accommodations for learning or mobility disabilities?	Disabled Students Program (<u>DSP</u>)	Student Resource Building (SRB), Room 2120 (805) 893-2688
Need for tutoring, study skills?	Campus Learning Assistance Services (CLAS)	Student Resource Building (SRB), Room 3210 (805) 893-3269
Challenges as a first generation student?	Educational Opportunity Program (EOP)	Student Resource Building (SRB), Room 2210 (805) 893-4785
Challenges as an international student?	Office of International Students and Scholars (OISS)	Student Resource Building (SRB), Room 3130 (805) 893-4785
Challenges as a transfer student?	Transfer Student Center (TSC)	Davidson Library, First Floor (805) 893-2038

Departmental and University Policies

Academic Misconduct Policy

Psychological & Brain Sciences Instructors who have reasonable evidence of academic misconduct both report misconduct to the UCSB Office of Student Conduct. This allows the OJA to conduct an evidentiary hearing that may clear the student or may compellingly establish misconduct. If academic misconduct is established, the OJA, not the Instructor, decides the consequences other than the course grade, which is conferred by the Instructor. Any work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Any act of academic dishonesty, such as *cheating or plagiarism*, will subject a person to Department and University disciplinary action. Cheating includes, but is not limited to, looking at another student's examination, referring to unauthorized notes or other sources of information during an exam, providing or receiving test or exam or paper answers, and having another person take an exam or write a paper for you. Representing the words, ideas, or concepts of another person without appropriate attribution is plagiarism. Whenever another person's written work is used, whether it is a single phrase or longer, quotation marks must be used and sources cited. Paraphrasing another's work, i.e., borrowing the ideas or concepts and putting them into one's "own" words, must also be acknowledged. Thus, submitting work that is similar to another students' work in the class is considered plagiarizing. Submitting your own work for multiple assignments is also a form of plagiarism.

Reproduction of Course Materials

All course materials (class lectures and discussions, handouts, examinations, Web materials) and the intellectual content of the course itself are protected by United States Federal Copyright Law, and the California Civil Code. UC Policy 102.23 expressly prohibits students (and all other persons) from recording lectures or discussions and from distributing or selling lectures notes and all other course materials without the prior written permission of the Instructor. Students are permitted to make notes solely for their own private educational use. Exceptions to accommodate students with disabilities may be granted with appropriate documentation. To be clear, in this class students are forbidden from completing study guides and selling them to any person or organization. This text has been approved by UC General Counsel.

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*** Link here to see the Course Schedule and a Weekly Schedule.**