

## Psychological and Quantitative Foundations (PSQF) 6243 Section 0002 and 0EXW: Intermediate Statistical Methods Fall 2025

Instructor and Department Information:	<b>Professor Lesa Hoffman (she/her—you can call me Lesa)</b> Educational Measurement and Statistics Program <i>PSQF Dept Office: South 361 Lindquist Center; DEO: Dr. Martin Kivlighan</i>
Instructor Contact Information:	Email: <a href="mailto:Lesahoffman@Ulowa.edu">Lesahoffman@Ulowa.edu</a> ( <i>preferred mode of contact</i> ) Office: 356 South Lindquist Center ( <i>usually unattended</i> )
Course Location and Time:	166 North Lindquist Center (LC) or via zoom Tuesdays and Thursdays 2:00–3:15 PM
Instructor Office Hours:	Mondays 12:00–1:30 PM and Wednesdays 3:00–4:30 PM via zoom in a group format or individually by appointment
Zoom Link for Class and Instructor Office Hours:	<a href="https://uiowa.zoom.us/my/lesahoffmaniowa">https://uiowa.zoom.us/my/lesahoffmaniowa</a> Meeting ID: 5044356512; Mobile Access: +13126266799 ( <i>please use your real name as your account name to be admitted</i> )
Graduate Teaching Assistants' Contact Information and Office Hours:	<b>Hillary Douglas</b> (she/her) PhD candidate in Sociology and Criminology Email: <a href="mailto:Hillary-Douglas@Ulowa.edu">Hillary-Douglas@Ulowa.edu</a> Office hours in a group format Tuesdays 3:30–5:00 PM via zoom and Thursdays 9:00–10:30 AM in North Hall 420 or via zoom: <a href="https://uiowa.zoom.us/j/95352558559">https://uiowa.zoom.us/j/95352558559</a>  <b>Michael Heeran</b> (he/him) PhD student in Educational Measurement and Statistics in PSQF Email: <a href="mailto:Michael-Heeren@Ulowa.edu">Michael-Heeren@Ulowa.edu</a> Office hours in group format Tuesdays and Fridays 9:00–10:30 AM in N476 LC or via zoom: <a href="https://uiowa.zoom.us/j/2601028831">https://uiowa.zoom.us/j/2601028831</a>
Summary of Office Hours:	Monday: Lesa 12:00–1:30 on zoom Tuesday: Michael 9:00–10:30 hybrid N476 and Hillary 3:30–5:00 on zoom Wednesday: Lesa 3:00–4:30 on zoom Thursday: Hillary 9:00–10:30 hybrid North Hall 420 Friday: Michael 9:00–10:30 hybrid N476

### Schedule of Topics and Events:

**This course will meet synchronously in person and on zoom.** The planned schedule of topics and events given here may need to be adjusted throughout the course. The **course website** will always have the **most current schedule of events and due dates**: <https://www.lesahoffman.com/PSQF6243/index.html>

## Course Objectives, Prerequisites, and Materials:

This course will focus on the analysis of univariate outcomes using the **general linear model (GLM)**; i.e., regression, analysis of variance, analysis of covariance). **The course objective is for participants to be able to complete all the necessary steps in a GLM analysis:** describing the variables of interest and their associations; creating predictor variables and building models to evaluate their unique effects; and interpreting and presenting empirical findings. Prior to enrolling, participants should be familiar with univariate descriptive statistics, measures of bivariate association, and null hypothesis significance testing.

Class time will be devoted primarily to lectures, examples, and reviews, the materials for which will be available for download at the course website. Readings and other resources have been suggested for each unit and may be updated later. Synchronous attendance (in person or via zoom) is strongly encouraged but is not required, and you do not need to notify the instructor of a single class absence. [Video recordings of each class will be made available on YouTube](#) so that closed captioning will be provided, and supplemental videos for specific topics (e.g., software demos) may be added as well. Auditors and visitors are always welcome to attend class. No required class sessions will be held outside the regular class time given above (i.e., no additional midterm or final exam sessions). However, because the course will have an applied focus requiring the use of statistical software, participants are encouraged to attend group-based office hours (first-come, first-served), in which multiple participants can receive assistance on course activities and content. Finally, the instructor will provide announcements and reminders via email, with larger changes also announced through ICON. Student emails will be answered within 1–2 business days barring unforeseen circumstances.

## Course Requirements:

Participants can earn **up to 100 total points** by completing course work as follows. Up to **79 points** can be earned from submitting **homework assignments** (HW; 5 planned initially) through a custom online system—these will be graded for accuracy. Up to **21 points** may be earned from submitting **formative assessments** (FA; 7 planned initially) through ICON; these will be graded for effort only—incorrect answers will not be penalized. Participants may earn up to **1 point of extra credit** for completing homework 0; there may be other opportunities to earn extra credit at the instructor's discretion. Finally, revisions to the planned course schedule and/or content may result in fewer homework assignments and formative assessments (and thus fewer total points) at the instructor's discretion. If that happens, this syllabus will be updated to reflect the new point totals.

## Policy on Accepting Late Work and Grades of Incomplete:

Participants may submit work at any point during the semester to be counted towards their grade. However, to encourage participants to keep up with the class, **late homework assignments will incur a 3-point penalty, and late formative assessments will incur a 1-point penalty (overall, not per day)**. Extensions will be granted as needed for extenuating circumstances (e.g., conferences, comprehensive exams, family obligations) if requested at least **two weeks in advance** of the due date. A final grade of "incomplete" will only be given in dire circumstances and entirely at the instructor's discretion. **All work must be submitted by 11:59 PM on Wednesday, December 17, 2025, to be included in the course grade.**

## Final grades will be determined by the *percentage* earned out of the total possible points:

>96% = A+, 93–96% = A, 90–92% = A–, 87–89% = B+, 83–86% = B, 80–82% = B–, 77–79% = C+, 73–76% = C, 70–72% = C– (**PASS**), 67–69% = D+, 63–66% = D, 60–62% = D–, <60% = F

## Course Software

Participants will need to have access to statistical software—**STATA or R+RStudio**—that can estimate the models presented. Each of these programs are freely available to course participants in multiple ways:

- You can connect to the [U Iowa Virtual Desktop](#) (connect to the [U Iowa VPN](#) first) for free

- You can connect to the [U Iowa Research Remote Desktop](#) (connect to the [U Iowa VPN](#) first) for free
- You can [install R software](#) for free on your local machine, along with the free [graphical RStudio interface](#) that makes R easier to use (install Rstudio second after R software)
- You could also pay \$48 to install a [6-month student copy of STATA](#) on your local machine

### Course Textbook:

(D & H below): Darlington, R. B., & Hayes, A. F. (2016). [Regression analysis and linear models: Concepts, applications, and implementation](#). Guilford. Available from [U Iowa library as an e-book](#) (for multiple users at the same time).

### Other Course Readings (all available in [ICON](#) under "Files"):

- Anderson, S. F. (2020). Misinterpreting  $p$ : The discrepancy between  $p$  values and the probability the null hypothesis is true, the influence of multiple testing, and implications for the replication crisis. *Psychological Methods*, 25(5), 596–609. <https://psycnet.apa.org/doi/10.1037/met0000248>
- Belzak, W. C. M., & Bauer, D. J. (2019). Interaction effects may actually be nonlinear effects in disguise: A review of the problem and potential solutions. *Addictive Behaviors*, 94, 99–108. <https://doi.org/10.1016/j.addbeh.2018.09.018>
- Certo, S. T., Busenbark, J. R., Kalm, M., & LePine, J. A. (2020). Divided we fall: How ratios undermine research in strategic management. *Organizational Research Methods*, 23(2), 211–237. <https://doi.org/10.1177/1094428118773455>
- Cohen, J. (1994). The earth is round ( $p < .05$ ). *American Psychologist*, 49(12), 997–1003. <https://psycnet.apa.org/doi/10.1037/0003-066X.49.12.997>
- Correll, J., Mellinger, C., McClelland, G. H., & Judd, C. M. (2020). Avoid Cohen's 'small', 'medium', and 'large' for power analysis. *Trends in Cognitive Sciences*, 24(3), 200–207. <https://doi.org/10.1016/j.tics.2019.12.009>
- Finsaas, M. G., & Goldstein, B. L. (2021). Do simple slopes follow-up tests lead us astray? Advancements in the visualization and reporting of interactions. *Psychological Methods*, 26(1), 38–60. <https://doi.org/10.1037/met0000266>
- Hoffman, L. (2015 chapter 2). *Longitudinal analysis: Modeling within-person fluctuation and change*. Routledge / Taylor & Francis. <https://psycnet.apa.org/record/2015-01073-000>. Also available for free at the [University of Iowa library in electronic form](#).
- Johfre, S. S., & Freese, J. (2021). Reconsidering the reference category. *Sociological Methodology*, 51(2), 235–269. <https://doi.org/10.1177/0081175020982632>
- Lakens, D. (2013). Calculating and reporting effect sizes to facilitate cumulative science: A practical primer for  $t$ -tests and ANOVAs. *Frontiers in Psychology*, article 863. <https://doi.org/10.3389/fpsyg.2013.00863>
- Rodgers, J. L. (2019). Degrees of freedom at the start of the second 100 years: A pedagogical treatise. *Advances in Methods and Practices in Psychological Science*, 2(4), 396–405. <https://psycnet.apa.org/record/2019-78567-005>
- Westfall, J., & Yarkoni, T. (2016). Statistically controlling for confounding constructs is harder than you think. *PLOS ONE* 11(3), e0152719. <https://doi.org/10.1371/journal.pone.0152719>
- Williams, M. N., Grajales, C. A. G., & Kurkiewicz, D. (2013). Assumptions of multiple regression: Correcting two misconceptions. *Practical Assessment, Research, and Evaluation*, 18, Article 11. <https://files.eric.ed.gov/fulltext/EJ1015680.pdf>

## Academic Misconduct:

As a reminder, the University of Iowa College of Education has a [formal policy on academic misconduct](#), which all students in this course are expected to follow. While students can work with each other to understand the course content, all homework assignments must ultimately be completed individually using the student-specific dataset provided for each assignment. Please consult the instructor if you have questions.

**The use of ChatGPT or any other Artificial Intelligence (AI) should not be needed (or helpful)**, as the course materials will provide examples of all software code needed to complete homework assignments. Similarly, the use of AI in completing formative assessments (FAs) will defeat their purpose, as these structured reviews are designed to help participants recognize remaining sources of confusion or inexperience (and FA points will be given regardless, so long as there is some effort made in trying to answer each question). Any uncredited use of AI will be treated as academic misconduct. Acceptable uses of AI are limited to grammatical and proof-reading advice (and should be credited when applicable).

## Respect for Each Other:

The instructor wants ALL participants to feel welcome and encouraged to actively participate in this course. **There is no such thing as a “stupid” question (or answer).** All course participants—enrolled students and auditing visitors—should always feel welcome to ask whatever questions will be helpful in helping them understand the course content. **Questions or comments are welcome at any point:** during class (aloud or using the zoom chat window), in office hours, over email, or in individual appointments with the instructor (available by request). Students with special needs are encouraged to contact the instructor for a confidential discussion of their individual considerations for academic accommodation.

**All participants are welcome to attend class via zoom instead of in person for any reason at any time. If you are seriously ill, please DO NOT attend class in person!** Similarly, if the instructor has been exposed to illness or the weather prohibits safe travel to class, the course will move to a temporary zoom-only format to protect all course participants.

**When using zoom, please provide the name you wish for us to call you inside your zoom account** (i.e., so that it appears on your window while in use). Student use of cameras and microphones while on zoom is also encouraged but not required (out of respect for your privacy and/or limited internet). Please note that class video recordings posted on YouTube will NOT include any video from course participants—only the class audio and screen share from the instructor will be captured. Participants who do not wish for their audio to be captured can use the zoom chat window (which also allows for private direct messages to the instructor), even while attending in person.

The University of Iowa is committed to **making the class environment a respectful and inclusive space** for people of all gender, sexual, racial, religious, and other identities. Toward this goal, students are invited to optionally share the names and pronouns they would like their instructors to use to address them. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories. For more information, contact the [Office of Civil Rights Compliance](#). Additional university guidelines about classroom behavior and other student resources [are provided here](#) and student complaint procedures [are provided here](#).

## Respect for The Rest of Your World:

The instructor realizes that this course is not your only obligation in your work or your life. While class attendance in real time is not mandatory, it is strongly encouraged because frequent review of the material will be your best strategy for success in this course. However, if work or life events may compromise your ability to succeed, please contact the instructor for a confidential discussion so that we can work together to make a plan for your success. **Please do not wait until you are too far behind to try to catch up!**

**Planned Schedule of Events for Weeks 1–6:**

<b>Week Number</b>	<b>Weekday and Date</b>	<b>Topics</b>	<b>Readings and Resources for Each Topic</b>
1	M 8/25	<b>NO OFFICE HOURS; NO HOMEWORK (HW) OR FORMATIVE ASSESSMENT (FA) DUE</b>	
	T 8/26	Lecture 0: Introduction to this Course	
	R 8/28	Lecture 0, continued Lecture 1 and Example 1: Univariate Data Description	D & H ch. 1
2	M 9/1	<b>NO OFFICE HOURS NOTHING DUE TODAY</b>	
	T 9/2	Lecture 1, continued  Lecture 2 and Example 2: GLMs with Single-Slope Predictors	D & H ch. 2, ch. 5.1 Power Tables Cohen (1994) Correll et al. (2020)
	R 9/4	<b>HW0 (online, for 1 point of extra credit over the syllabus) DUE BY 11:59 PM</b> Lecture 2 and Example 2, continued	Video: Intro to Online Homework
3	M 9/8	<b>FA1 (Quiz in ICON) DUE BY 11:59 PM</b>	
	T 9/9	Discussion of FA1 Lecture 2 and Example 2, continued	
	R 9/11	<b>MEET ON ZOOM ONLY</b> Lecture 2 and Example 2, continued	
4	M 9/15	<b>HW1 (online, based on Example 1) DUE BY 11:59 PM</b>	Handout: Steps for Doing Homework Handout: Intro to the U Iowa Virtual Desktop Video: Intro to Virtual Desktop Videos: Intro to Stata and Rstudio/R
	T 9/16	Lecture 2 and Example 2, continued	
	R 9/18	Lecture 2 and Example 2, continued	
5	M 9/22	<b>FA2 (Quiz in ICON) DUE BY 11:59 PM</b>	
	T 9/23	Discussion of FA2 Lecture 2 and Example 2, continued	
	R 9/25	Lecture 3 and Example 3: GLMs with Multiple-Slope Predictors	D & H ch. 4, ch. 9–12 Johfre & Freese (2021) Rodgers (2019)
6	M 9/29	<b>FA3 (Quiz in ICON) DUE BY 11:59 PM</b>	
	T 9/30	Discussion of FA3 Lecture 3 and Example 3, continued	
	R 10/2	Lecture 3 and Example 3, continued	

**Planned Schedule of Events for Weeks 7–13:**

<b>Week Number</b>	<b>Weekday and Date</b>	<b>Topics</b>	<b>Readings and Resources for Each Topic</b>
7	M 10/6	<b>HW2 (online, based on Example 2) DUE BY 11:59 PM</b>	
	T 10/7	Lecture 3 and Example 3, continued	
	R 10/9	Lecture 3 and Example 3, continued	
8	M 10/13	<b>FA4 (Quiz in ICON) DUE BY 11:59 PM</b>	
	T 10/14	Discussion of FA4 Lecture 4 and Example 4a: GLMs with Multiple Predictors	D & H ch. 3, ch. 5.3, ch. 8 Lakens (2013) Williams et al. (2013)
	R 10/16	Lecture 4 and Example 4a, continued	
9	M 10/20	<b>NO LESA OFFICE HOURS THIS WEEK NOTHING DUE TODAY</b>	
	T 10/21	<b>TA OFFICE HOURS IN CLASS INSTEAD</b>	
	R 10/23	<b>TA OFFICE HOURS IN CLASS INSTEAD</b>	
10	M 10/27	<b>HW3 (online, based on Example 3 first two models) DUE BY 11:59 PM</b>	
	T 10/28	Lecture 4 and Example 4a, continued	
	R 10/30	Example 4b: Review and Multiple-Predictor GLM	
11	M 11/3	<b>NOTHING DUE TODAY</b>	
	T 11/4	Example 4b, continued	
	R 11/6	Example 4b, continued	
12	M 11/10	<b>FA5 (Quiz in ICON) DUE BY 11:59 PM</b>	
	T 11/11	Discussion of FA5 Lecture 5 and Example 5: GLMs with Interactions Interaction Examples	D & H ch. 13–14 Hoffman (2015 ch. 2) Belzak & Bauer (2019) Finsaas & Goldstein (2021) Certo et al. (2020)
	R 11/13	Lecture 5 and Example 5, continued	
13	M 11/17	<b>HW4 (online, based on Example 4b)</b>	
	T 11/18	Lecture 5 and Example 5, continued	
	R 11/20	<b>NO CLASS</b>	

**Planned Schedule of Events for Weeks 14–17:**

<b>Week Number</b>	<b>Weekday and Date</b>	<b>Topics</b>	<b>Readings and Resources for Each Topic</b>
14	M 11/24	<b>NO OFFICE HOURS; NOTHING DUE TODAY</b>	
	T 11/25	<b>NO CLASS OR OFFICE HOURS THIS WEEK</b>	
	R 11/27	<b>NO CLASS OR OFFICE HOURS THIS WEEK</b>	
15	M 12/1	<b>FA6 (Quiz in ICON) DUE BY 11:59 PM</b>	
	T 12/2	Discussion of FA6 Lecture 5 and Example 5, continued	
	R 12/4	Lecture 5 and Example 5, continued	
16	M 12/8	<b>FA7 (Quiz in ICON) DUE BY 11:59 PM</b>	
	T 12/9	Discussion of FA7 Lecture 5 and Example 5, continued	
	R 12/11	Lecture 6: Caveats and Next Steps	D & H ch. 16–17 Anderson (2020) Westfall & Yarkoni (2016)
17	M 12/15	<b>LESA OFFICE HOURS 12:00–1:30 PM</b>	
	T 12/16	<b>NO CLASS; LESA OFFICE HOURS 12:30–2:30 PM</b>	
	W 12/17	<b>LESA OFFICE HOURS 3:00–4:30 PM</b> <b>HW5 (online, based on Example 5 first two models)</b> <b>DUE BY 11:59 PM</b> <b>ALL OUTSTANDING WORK MUST BE COMPLETED BY 11:59 PM</b>	
	R 12/18	<b>NO CLASS OR OFFICE HOURS</b>	