



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

COLLEGE OF ARTS & SCIENCES

STUDY ABROAD OFFICE

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UNC STUDY ABROAD OFFICE PROPOSAL COVER SHEET

FACULTY INFORMATION:

Professor of Record	Viji Sathy	Department	Psychology
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Teaching Assistant	TBD	Department	Psychology
Email		Telephone	

PROPOSED STUDY ABROAD PROGRAM INFORMATION:

Program Title	UNC Psychology and Spanish Study Abroad
Program Location (City, Country)	San Jose, Costa Rica
Program Dates	Six weeks from May 26 to July 7, 2016

COURSE INFORMATION:

Course Name	Psychology 210: Statistical Principles of Psychological Research
Credits	3
Credit Type	UNC graded

Course Name	SPAN 203: Intermediate Spanish I or SPAN 204: Intermediate Spanish II
Credits	3
Credit Type	TREQ



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August 17, 2015

Administrative Board of the College of Arts & Sciences
Office of General Education
CB # 3510
300 Steele Building
UNC-CH

Dear Colleagues:

UNC PSYCHOLOGY/SPANISH COSTA RICA
UNC SCIENCE STUDY ABROAD IN COSTA RICA

The Study Abroad Office, in conjunction with the Departments of Psychology and Romance Studies, writes to submit this proposal for a summer program in San Jose, Costa Rica. If approved, the program will start in the summer of 2016. This proposal was developed during this year by: Dr. Viji Sathy (Senior Lecturer in Department of Psychology), and Mr. Rodney Vargas (UNC-Chapel Hill, Office of Study Abroad). As part of this process, Mr. Vargas conducted a site visit to Costa Rica in July 2015 to make the initial logistical arrangements for this program.

Partner Institution: University of Costa Rica

The University of Costa Rica (UCR) will be the main partner institution for this program, which is the university that our Office is already partnering with for several years for the Spanish for the Professions Minor Study Abroad Program. The UCR has a rich and accomplished history since it was established as University of Santo Tomas in 1843. Its vision aims to teach and find ways to benefit the Costa Rican peoples and the Central American Region through research and critical thinking. Its main guiding principles include academic freedom, respect for cultural and ethnic diversity, respect for people and for freedom of speech, academic excellence and a commitment to the environment.

UCR is a leading national and international institution in the Latin American region and is the top ranked university in Central America. This year, UCR was ranked again among

the Top 500 universities in the world (#481 by Quacquarelli SL) and in Latin America (#21 by Quacquarelli SL). The University carries out joint activities with faculty members and researchers from many universities, agencies and international cooperation institutions around the world. The Office of International Affairs and External Cooperation (OAICE), the Psychology Department at UCR have fully endorsed and agreed to work with UNC-Chapel Hill in this study abroad program.

Additional information about the University of Costa Rica can be found at:

www.ucr.ac.cr

Rationale for the program

UNC-CH's 2016 reaccreditation from the Southern Association of Colleges and Schools (SACS) requires a Quality Enhancement Plan (QEP) as one of two major self-study documents. The QEP is a proposal for a 5-year implementation of new initiatives addressing a well-defined and focused topic that makes measureable improvement of student learning and is aligned with the University's mission and strategic priorities. The planning team for UNC-CH's QEP is finalizing and writing up the plan over the next few months. One of the major aspects of our QEP at Carolina will be to increase the number of study abroad opportunities for students in the natural science division of the College.

It is a known fact that students who declare STEM majors are less likely to study abroad. However, the Study Abroad Office has had great success with science study abroad opportunities that last no more than 6 weeks. These programs are UNC-CH faculty-led and offer a UNC-CH science course in a foreign classroom. Students enrolled in the program also register for a language or a cultural class designed by peer colleagues in the foreign country. Chemistry and Biology have had several successful programs. We are hoping to add what we believe will be the first science study abroad program for the Psychology Department. Since the implementation of the QEP begins in May of 2016, we hope to have some new programs ready to go for summer 2016. Dr. Viji Sathy has expressed interest in a program with Psychology 210.

Psychology 210 is a great course to take to Costa Rica for several reasons. The course is in high demand. In the fall and spring terms it has over 500 students enrolled in all sections. It is not restricted to majors and counts as a general education requirement quantitative intensive (QI) course. Outside of maximum enrollment, there are few barriers to enrolling in the class, as the only prerequisite is Psychology 101. Lastly, many of the Psychology students desire to study abroad, many have interest in becoming more proficient in Spanish, and this program allows them a summer in a homestay with a host family, ensuring they are immersed in the language and culture.

The proposed science program in Costa Rica has been discussed with the Chairs of the Departments of Psychology and Neuroscience and of Romance Studies, Dr. Donald T. Lysle and Dr. Federico Luisetti, respectively and they fully support the implementation of the proposed program.

Program Structure and Content

Each summer, the UNC-CH faculty member will teach the Psychology course while serving as resident director of the program. There will also be a Teaching Assistant from UNC to help in the class meetings with group work, lead recitation, assist with grading assignments and provide instructional support after the Psychology class hours. The Spanish language course will be taught by the UCR Department of Languages.

During the mornings, the Psychology Program will be run in parallel with the Biology Program, with students mixing during the afternoon in the Spanish language classes according to their level.

The courses are approved and listed in the Undergraduate Bulletin: PSYC 210: Statistical Principles of Psychological Research, and SPAN 203: Intermediate Spanish I or SPAN 204: Intermediate Spanish II. Description of the content, grading structure and overall course requirements are indicated in the syllabi attached as **Appendix 1** to this proposal.

Following is a brief description of the courses to be offered:

PSYC 210: Statistical Principles of Psychological Research (Dr. Viji Sathy as instructor in summer 2016)

PSYC 210 studies statistical principles in psychological research and this is a 3-graded credit UNC-CH course. Classes will be held every morning from M-TH with recitation on Fridays. As part of the program, students will be adapting a survey that is typically conducted with UNC-CH students in Psychology 210 for use with Costa Rican students. Students will learn about issues pertinent to translation and cross-cultural survey adaptations. The survey that will be adapted contains data pertaining to a number of psychological constructs: personality (e.g. extraversion, conscientiousness), learning (mindset, grit, etc.) as well as behavioral items (number of hours per week studying, volunteering, etc.). Students will analyze the data collected in Costa Rica and make comparisons to data that will be collected in the U.S. during the Spring 2016 semester. Students will present their findings to peers in the last week of class.

SPAN 203: Intermediate Spanish I (taught by UCR Language Center)

This 3-TREQ credit course is directed at students with a basic knowledge of Spanish Language who would like to increase rapidly and efficiently their competence to communicate in Spanish, both in the linguistics and the cultural aspects in all four skills: oral and written expression, oral and written comprehension.

SPAN 204: Intermediate Spanish II (UCR Foreign Language Center)

This 3-TREQ credit course is directed at those students that have taken more than two semesters of Spanish. This course is directed at students with an intermediate knowledge of Spanish Language who would like to increase rapidly and efficiently their competence

to communicate in Spanish, both in the linguistics and the cultural aspects in all four skills: oral and written expression, oral and written comprehension.

Program Activities and Guest Lectures

As part of the academic activities during the Spanish Language course, the University of Costa Rica Language Center will provide lectures about the history, culture, and contemporary society in Costa Rica. These series of lectures will provide our students some basic understanding of the social and historical context of their study site. Please see Schedule in **Appendix I**.

The program will take full advantage of its location in Costa Rica by inviting guest lecturers from UCR (TBD). Some ideas include the following but are not limited to:

- 1) A topic pertinent to mental health and methodology for conducting survey research or work on translating scales/inventories
- 2) A guest lecture on the public health care system in Costa Rica
- 3) Interaction (including social) with UCR students (ideally those studying for Biology and/or Psychology), to include UNC students conducting one-on-one interviews with their counterparts regarding UCR students' academic curriculum, challenges, career goals and opportunities
- 4) Volunteering with local NGOs in coordination with the UCR Volunteer Programs Office

All activities and guest lectures will incur required student assignments, such as essays and class presentations, through which students will offer analysis and reflection on the information and experience gained.

Program Dates, Requirements, Availability, and Size

It is expected that this six-week program will be offered every summer starting in 2016. The minimum GPA will be 2.75. Students must have at least sophomore status. The maximum number of students who can be accepted in the program is 20. The prerequisite for the PSYC 210 is PSYC 101. The completion of two semesters of Spanish is also required. This program shall be made available to all UNC system students, with priority given to UNC-CH students.

Student Accommodation and Resources

As it does with our current Spanish for the Medical Professions Program, the UCR Office of International Affairs and External Cooperation (OAICE) will coordinate the logistics of the program and will serve as the link between the UNC-Chapel Hill program and the UCR community. At the UCR campus students will have access to several libraries, cafeterias, museums, Eduroam Wi-Fi for internet services and ATMs. To complete their course assignments while abroad, students can do everything through the internet-- they will do online homework through textbook web portals and they can use UNC libraries

remotely by logging in with their onyen to gather primary literature.

Students have the opportunity to experience Spanish language and culture through daily interaction with Costa Rican families through home stays, a key component of the program. These homestays are located in the neighborhoods near the UCR campus in San Pedro. The host families will provide breakfast, dinner and laundry services. The Costa Rica Language Academy (CRLA), also located near the UCR campus in San Pedro and with significant experience in hosting international students, will be the institution organizing the onsite orientation and doing the selection and arrangements for homestays. The CRLA also will serve as a resource through which students may book optional excursions not included in the official program. In the city of San Pedro, students will find plenty of options for shopping malls, restaurants, banks, clinics and entertainment. The capital city of San Jose is just minutes away by public bus and it offers not only additional options for shopping and dining but it is also home for the major cultural sites in Costa Rica: the Teatro Nacional and the Museo Nacional for the visual and performing arts.

Program Marketing

Several marketing strategies will be used to recruit students for this program, including the usual ones coordinated by the Study Abroad Office and the Psychology Department. For example, the PSYC 101 instructors can send out announcements to their students in the Fall term (~450 students). We can also request that the Psychology Club and Psi Chi email their members about the course. It can also be advertised in the research methods course (~250 students). As usual, the program will be promoted in the Psychology accounts in Facebook, Instagram, and Twitter, which reach many other students within and outside the major. Academic Advising will also be asked to promote this program on their social media accounts.

Safety and Security in Costa Rica

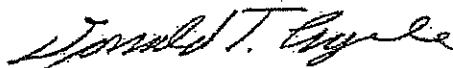
Costa Rica is a developing country with a strong democratic tradition. However, incidents of opportunistic crime are increasing specially around the tourist areas, and U.S. citizens are frequent victims. These dangers can be minimized by simple common sense, awareness and precautions such as keeping valuables out of sight, traveling in groups and avoiding certain areas after dark, not carrying a lot of cash and leaving the passport in a safe place. There are no major epidemics or health risks either in Costa Rica.

The US State Department offers additional specific information on Costa Rica at the following web site:

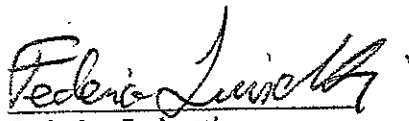
<http://travel.state.gov/content/passports/english/country/costa-rica.html>

We hope this proposal has given a clear representation of the summer study abroad program that we wish to offer in 2016 and every year thereafter. We are happy to provide any further information that you may need to evaluate this proposal.

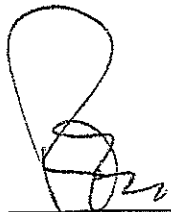
Sincerely,



Donald T. Lysle
Chair, Psychology and Neuroscience



Federico Luisetti
Chair, Romance Studies



Robert Miles,
Associate Dean for Study Abroad and International Exchanges

Psychology 210, Section 002
STATISTICAL PRINCIPLES OF PSYCHOLOGICAL RESEARCH SYLLABUS¹
Summer 2016
<https://sakai.unc.edu/portal/site/210summer2016>

Instructor: Viji Sathy



Teaching Assistant: Noah Greifer



Undergraduate Learning Assistants (Peer Mentors): See course site

COURSE DESCRIPTION

Psychology 210 introduces some of the statistical methods and techniques underlying psychological research. We focus on descriptive and inferential statistical techniques, and the manner by which they may be employed to design psychological experiments and analyze behavioral data. Not only does statistics offer a core background for understanding how psychologists investigate human behavior, it is a useful tool for navigating research claims and data you may encounter in your everyday life.

As part of the program, you will learn about issues pertinent to translation and cross-cultural survey adaptations. In this course we will analyze data collected in Spring 2016 pertaining to a number of psychological constructs: personality (e.g. extraversion, conscientiousness), learning (mindset, grit, etc.) as well as behavioral items (number of hours per week studying, volunteering, etc.). We will propose translations of a number of measures on the survey and you will present your findings to peers in the last week of class.

MEETING TIMES

We will meet daily. Recitations will begin the first week of classes. Additional recitation session information is available on the course site (see Resources > Your stats coaches...)

PREREQUISITES

Psyc 101 is a prerequisite to this course. Although the course does not emphasize mathematics, knowledge of the basics of algebra (the ideas of equations and manipulation of variables) and geometry (plotting points on a plane, the equation of a line) are necessary; if you feel ill-prepared in any of those areas, a quick review might be useful (Appendix A of your textbook, particularly A.8 and A.9 is a good review).

COURSE WEBSITE

Please see the Sakai site for course information, required materials and grades. You will use Sakai to access required materials and complete assignments and online quizzes.

¹ Although changes are not anticipated, the instructor reserves the right to make changes to the syllabus or schedule including project due dates and test dates. These changes will be announced as early as possible."

COURSE SCHEDULE

The schedule for this term can be found at <http://tinyurl.com/210summerschedule>. The schedule contains topics for discussion by date, information about reading/videos required for class meetings, deadlines for graded work, as well as links to supplemental notes and practice problems.

CONTACTING US

Besides the many times to meet us live (recitation sections, class, and office hours) throughout the week the TA (and students!) will be available to answer questions online. In this course we will use Piazza for correspondence about course material (sign up here: piazza.com/unc/summer2016/psyc210). If your question pertains to a private matter it can be sent to: psyc210@unc.edu.

Piazza should be used for any purpose including administrative questions (when class will meet, recitation times/locations, missed assignments, etc.), concept questions (questions related to the subject of the course, quiz questions, etc.), and technological questions (polleverywhere, SPSS, Java, etc.). If you know the answer to a question, please post it! When Piazza is used well, you can get prompt helpful feedback from both peers and instructors. From Monday-Thursday, if you send a question through Piazza you should expect a response within 24 hours. From Friday-Sunday and on holidays you should expect a response within 48 hours. Please note if the question is particularly complex, you might be directed to a recitation or office hour session.

If you send in a question and do not get a response in the specified time, please email me at: viji.sathy@unc.edu.

Office hours and locations can be found on the course site under Resources > Your stats coaches. Your TAs and I will host office hours weekly and we will offer additional hours near exam times.

The TA will be available for office hours each week. The room for their office hours can accommodate many students, so please use this as a time to request review of topics or simply as a "study hall" as you work through assignments or quizzes.

Dr. Sathy will be available for office hours through the Sign-up tool in Sakai. Please use this as an opportunity to introduce yourself! If you have questions that you feel will exceed the allotted appointment time, feel free to reserve more than one appointment

In these boxes you'll find comments collected from students in the prior term. They were asked to provide advice, and here is a sampling with an emphasis on most frequently occurring themes.

Just stay on top of things. Keep up with the course schedule and you'll be fine!
p.s. Go to office hours and recitation!

Not only did I learn what I expected from a statistics course, but I learned that staying on top of the work and dedicated to the work will keep you going longer and stronger than otherwise. STAY ON TOP OF THE WORK & YOU'LL DO GREAT!

WHAT YOU WILL NEED:

- A commitment to succeed in the course by 1) preparing for class, 2) actively participating in class, 3) practicing concepts after class (see section for how to do well in this course)
- Laptop: We'll be using online resources, collecting and analyzing data, conducting research, completing assignments and online quizzes. You will need to bring your laptop to class. You will be asked to put your laptop away when it is not in use.
- Cell Phone or Laptop for Polleverywhere: We will be using an online polling site in class. Please plan to use either your cell phone or laptop to submit responses. Instructions for registering for polleverywhere can be found on Sakai.
- Calculator: You will be asked to use a non-graphing calculator in this class. Please bring a calculator to class meetings. The calculator should be able to do basic functions, such as taking a square root and simple arithmetic functions.
- Access to SPSS. We will be using SPSS in class and for assignments. SPSS is a very user-friendly statistical software package. My intention is to give you the opportunity to experience statistical computing as it is done in the field, and to give you some experience that will be useful for future coursework and the work force. A temporary license to SPSS can be purchased for \$40 through <http://www.onthehub.com/spss/>. SPSS can be accessed without a license through virtual lab or the Odum Institute on campus (see Resources > SPSS > Accessing SPSS).

I learned how to be a better student watching the videos before class and coming prepared for the quizzes made a definite difference in my learning experience in this class. I never really felt lost with the material because I was always prepared.

I learned that hard work trumps talent any day. Statistics doesn't have to be a foreign subject. I learned that SPSS is my friend and can be very valuable at times.

Keep up with the material and go to recitation. You'll be fine! ☺

WHAT IS RECOMMENDED:

- Videos/Screencasts: In this course, you will have access to videos for each topic. The course schedule indicates which topics you should be familiar with *prior to* coming to class. You have the choice of using either the videos or textbook (information below) to prepare. Data from previous semesters indicate that most students watch the videos, but some prefer the textbook. You will be quizzed on the material in class.
- Optional Textbook: Privitera, G. J. (2012). *Statistics for the Behavioral Sciences*. Thousand Oaks, CA: Sage Publications. You are not required to purchase the textbook. Copies of the textbook will be available for borrowing on a temporary basis from me. If you choose to buy the book, you may purchase either the textbook or ebook. Most introductory statistics books will suffice, but for consistency, I use the notation and language in this textbook.
- Topic Notes: I will post skeletal notes on each topic we will discuss on Sakai (Resources > Topic Notes). The notes often contain practice problems that you will see in videos. You may find it helpful to view the notes as you watch videos in addition to printing and bringing the notes to class (or bringing your laptop to access them).
- See Sakai for additional online resources in this course. There are many non-graded practice opportunities online to assist you in your learning.

Keep up with the videos. It will save you life in this class.

KEEP UP WITH THE VIDEOS!! Don't just play them while doing something else. Take notes and pay attention while watching them. All the resources provided seem overwhelming at first, but use them. They're there for a reason.

Watch every video and use every extra resource that is given to you. Study hard and have fun!

COURSE REQUIREMENTS

- **Exams (Exam 1: 20%, Exam 2: 20%, Final Exam: 35%):** Your exams will be administered in the large class meeting. The final exam will be cumulative. The final exam will replace an Exam 1 or 2 grade if it is higher than that grade (the replacement will only be made for one exam and not both). If you miss either Exam 1 or 2 for any reason, you will receive a 0 for that exam and the final exam will replace that missed exam. **No make-up exams will be given.** The final exam can only replace one exam, so in the event that both exam 1 and 2 are missed, you will receive a 0 for 20% of your grade and the final will be worth 55% of your grade.
- **Quizzes (5%):** Throughout the semester there will be short quizzes to help you better understand concepts in this course. You will find these quizzes on Sakai. Although you will be allowed to use your books and notes during the quizzes, I recommend that you attempt them without any guidance first and then consult additional resources when necessary. You may also work with peers or ask TAs or peer mentors for guidance on quiz questions. Quizzes cannot be made up, and will be automatically taken down after the deadline (see Sakai for more details about quizzes). **It will be your responsibility to ensure that Sakai records a grade in the grade center after you have completed each quiz.**
- **Assignments (10%):** Assignments will be posted to Sakai, and submitted in Sakai (unless otherwise stated). **It is your responsibility to ensure that that your completed assignment is submitted prior to the deadline. It is also your responsibility to make sure what you have uploaded is the correct document.** You are encouraged to work together on your assignments, but be sure that you understand the material and your write-ups must be independent. If you submit an assignment after the deadline, there is an automatic 1-point deduction (assignments are worth 4 points each). Additionally, there is a 1-point deduction for each day it is late.
- **Data Analysis Project (5%):** In this course, you will learn about survey translation and adaptation. You will adapt a survey that has been administered in the U.S. and you will collect, analyze data and report findings to peers. Details will be provided on Sakai.
- **Professionalism (5%):** In the first couple of class meetings we will work together as a group to determine what constitutes professional behavior. It will include but not be limited to: attendance and participation in class, group work, and digital etiquette. Learning statistics is a cumulative process that requires patience, persistence and focus. It may be difficult to catch up if you miss class, do not keep up with the readings/videos, actively participate and turn work in regularly. Your full and active participation is required to succeed.
[INSERT results of class discussion here after classes begin.]
- **Recitation (+2%):** Recitations provide an opportunity to work in a smaller setting on assignments and complete additional practice. You can earn extra credit in the course by participating in recitation. To earn the maximum bonus, you must be present at 90% of recitations for the full time. Partial extra credit is available, and will be outlined on Sakai.

Keep up with the work, you will be grateful when finals come around and you're prepared.

Watch the videos! Take notes on videos and pay attention in class. Go to class! And go to recitation! It is super helpful. Good luck!

If you pay attention and do your work, you will do well in here and love it!

Keep up with the videos! As much as you don't want to, it will save you so much time in the long run. I PROMISE!

Watch the videos and go to recitations. You can't be told that enough. It is crucial to your success. Have fun!

It's really important to do all the work and do it well. While it doesn't seem like the assignments and quizzes make up a huge portion of the course, understanding them makes the exams much easier.

I've learned that statistics matters, both to psychology and to the world at large. This course has been very hands-on, and I enjoyed being able to work with real data.

Watch the videos, come to class, go to recitation. Difficult content but possible to do very well! Believe in yourself!

GRADES

Your final grade will be based on a combination of the course requirements and will be weighted as indicated above and converted to a percentage. Because extra credit is offered, your grade will not be rounded (rounding only impacts a few students, but extra credit is available to all). Letter grades will follow the standard scale:

A = 93.00-100.00%	C+ = 77.00-79.99%
A- = 90.00-92.99%	C = 73.00-76.99%
B+ = 87.00-89.99%	C- = 70.00-72.99%
B = 83.00-86.99%	D+ = 67.00-69.99%
B- = 80.00-82.99%	D = 60.00-66.99%
	F = below 60%

If you do all the work and pay attention you'll actually get the material and do well!

HONOR CODE

Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code (<http://honor.unc.edu/>). **You should not read or in other ways use written work that other students have prepared for PSYC 210/215 in completing your assignments, quizzes or exams.** This applies to work done by other students in your own section, in other sections, or from past semesters. Furthermore, you are not to copy or post course materials (notes, videos, etc.) online without the instructor's permission.

Even if you don't get an A in the course, you will still walk away with a wealth of information you didn't have before. This is a hard class, but it is worth it.

ADA STATEMENT

UNC-CH provides accommodations for any student with documented disabilities. If you have a disability and believe you require accommodations, please contact the Department of Disability Services at <http://disabilityservices.unc.edu>. Please contact me early in the semester so we can make any necessary arrangements. In general, I ask that you schedule exams at the same time the class meets. I will upload all of the materials necessary and there is no need for you to make additional arrangements to deliver the exam.

Come to class prepared, go to recitations and watch all of the videos!! If you do this and concentrate in class you will do just fine.

DIGITAL ETIQUETTE

This course will require you to use your laptop and/or cell phone during class time. While I recognize that you are an excellent multi-tasker, research suggests that your peers are not. Please be respectful of your classmates and restrict your use of digital devices to course content. If we see that you or your peers are distracted, we will ask you to put your devices away and you may forfeit your ability to earn participation points that day. There will be times when you have completed your work or answered a poll question, but your peers have not. We ask that you assist your peers when appropriate or use the time to review your notes while you wait. I understand that your devices connect you to your friends and family (a wonderful thing!) but the classroom should be a place apart, however briefly (even if it seems like an eternity to you), from the outside world and distractions. You will learn more if you concentrate on the course while you are here and your classmates will thank you for not impeding their ability to learn.

HOW TO DO WELL IN THIS COURSE

Participation and Class Conduct: **You are expected to attend and come prepared to every class and recitation meeting.** The class time will be used to review concepts, conduct additional practice, and work on assignments. The recitation time will be used to answer any questions you may have, help you with assignments, and to review material through additional practice. The course is designed to optimize learning by requiring active participation, distributed practice, and frequent feedback. Please note:

- Please arrive on time to class. If you must arrive late or leave early, please enter through the back door and sit in the back to minimize disruption to fellow students and the instructor.
- Use of your cell phone and laptop will be restricted to class activities (again to be kind to your classmates!).
- Participate! This may be a large class, but that doesn't mean you can't ask questions or offer answers. We want you to get the most out of the course and that requires active participation from everyone.
- Because the course is cumulative, it will be imperative that you keep up with the course work and submit all work when it is due. Late work is subject to hefty penalties to accrue daily.
- Familiarize yourself with the course site as soon as possible. There are a lot of resources on the site, spend some time browsing it and making use of the resources that will help you best learn.
- If you cannot attend a class or recitation meeting, talk to other students about what you missed. After you get notes from your classmates, see me or your TA if you have specific questions about the material.
- Budget 2-3 hours of time nightly on the course material outside of class. The actual number may vary according to how easily you process the material and may also vary from topic to topic.

If you are feeling at all anxious about this course, stop and take a deep breath for me. There is no such thing as being "bad at math." & If you work and study hard, you'll succeed. p.s. Watch ALL of the videos. Trust me.

Go to class, ask questions, and talk out the conceptual stuff with a friend.

Write down the poll ev questions AND the right answer. Stay focused in class, then you don't have to spend so much time studying for exams!

Statistics is not a monster that is untackelable but a key that can be used to unlock many doors in your future. I cannot stand math, but I like statistics. I never thought I would say that. Study hard and keep on track. It will help you. Learned that the hard way.

This course has truly been carefully designed with our success in mind. you are given opportunities to correct mistakes, which is amazing! I've learned so much more this way. I bombed the first exam, but I did very well on the second and feel confident about the final!

Learned that an enthusiastic group of teachers and students could turn even a large class into a fun, hands-on learning environment. I also learned that statistics isn't so hard if you do the work.

My view changed from thinking statistics was impossible to understand to realizing that statistics is very easy to understand when you look at the reasons statistics is used and how it is carried out.

Use your resources wisely: Your TA and I are willing to give you any additional assistance that you may need, but please be mindful of our time, and make a solid attempt to understand the problem before coming to see us. We hope that all of you take advantage of office hours to talk about the course, the homework, or just chat. Remember, learning statistics is a cumulative process, and if you find yourself getting behind, please let one of us know as soon as possible. We're here to help you learn the material, so use us! Welcome to the course. We hope it will be a great semester for all.

*Dear future student,
Keep an open mind
Sincerely, Someone who did*



SPANISH AS A FOREIGN LANGUAGE – 203 INTERMEDIATE 1

ENGLISH SUMMARY (Detailed Spanish Syllabus below)

Description

This course is directed at students with a basic knowledge of Spanish Language who would like to increase rapidly and efficiently their competence to communicate in Spanish, both in the linguistics and the cultural aspects in all four skills: oral and written expression, oral and written comprehension.

INTENSITY

45 horas

NUMBER OF CREDITS

3 (three)

GENERAL OBJECTIVES

Upon completion, students will be able to:

1. Comprehend, while listening, general information on diverse topics
2. Communicate orally efficiently in daily situations that require cultural and linguistic competency
3. Understand written material on familiar or general topics for the student
4. Communicate orally and in written form general information and opinions on daily events

PRACTICAL CONTENT

Upon completion, the student will be able to produce and comprehend with more advanced structures and within a more general context:

1. Describe in present and past tense of objects, places, people and animals
2. Describe and tell present and past events
3. Describe and tell actions in process or in the past
4. Formulate questions and understand responses
5. Express preferences
6. Expressions for giving commands, instructions and directions
7. Expressions for advise and recommendations
8. Expressions of past actions with projection to the present

GRAMMAR CONTENT

1. Rules according to genre, subject and verb
2. Contrast between perfect future and imperfect past tenses
3. Adverbs (“cuando”, “mientras”, “mientras tanto”, “de repente” y “de pronto”) and other expressions y otras expresiones de tiempo para la narración
4. Past tense (“ESTAR”+ gerundio)
5. Uses of adjectives and verbs
6. Perfect past tense
7. Contrast between the past perfect simple and structured
8. Past perfect of the indicative: forms and uses
9. Imperative: regular and irregular in: “usted”, “tú”, “vos” y “nosotros”
10. Affirmative and negative forms:
 - With reflexive pronouns
 - With direct pronouns
 - With indirect pronouns
 - With direct and indirect pronouns
 - Other verbs: “DOLER”, “MOLESTAR”, “ALEGRAR”, “EMOCIONAR”, “PARECER” + adjective, “DAR” + sustantive, “CAER” bien/mal, “PONER” + adjective, “HACER” falta, “FALTAR”, “SOBRAR”, “QUEDAR”, “SABER”, “COSTAR” and others
11. Preposition verbs
12. Other uses and expressions of “por” and “para”
13. Other prepositions: “ante”, “bajo”, “contra”, “hacia”, “según” and “sobre”
14. Pragmatic Conectors: “pero”, “sino”, “sino que”, “además”, “no obstante”, “en primer lugar...” and “sin embargo”

THEMATIC CONTENT

1. Legends, myths and tales
2. Infancy, breeding and life phases
3. Biographies
4. The health: body parts, accidents and emergencies, illness and its treatment
5. Food: recipes
6. Mass media: radio, television and newspapers
7. Immigration
8. Minority groups
9. Political and Economic Systems

ACTIVITIES

Activities are directed at obtaining knowledge and develop skills needed for communicating in daily common situations.

- a. Oral and written descriptions
- b. Reading comprehension of simple textbooks
- c. Listening skills
- d. Oral presentations
- e. Participation in sociocultural activities to provide a context of the local environment
- f. Participation in educational activities
- g. Structure and conduct an interview

EVALUATION

- Four written exams 40%
- Four oral presentations 20%
- Homework 30%
- Participation 10%

BIBLIOGRAPHY

- Canteli Dominicis, María y Johan J Reynolds. *Repase y Escriba*. John Wiley and Sons, INC. New Cork, 1994.
- McVey Gill, Mary, et. alt. *En Contacto*. Sexta edición. Harcourt Brace Collage Publishers, 1999.
- Miraño López, Julia. *Y, ahora, la gramática*. Edicions Universitat de Barcelona, 1999.
- Terrell, Tracy, et. alt.. *Dos Mundos*. Mc Graw Hill, 1998
- Viquez Ali, Lillyam Rojas y Marta Rojas. *Español 9*. San José .Edit. UCR, 1996
- Zayas- Bazán, Eduardo y Bacon, Susan. *Arriba comunicación y cultura*. Printice Hall, INC, 2001.

SPANISH VERSION

DESCRIPCIÓN

El curso va dirigido a estudiantes con un nivel básico de conocimientos de la lengua española, y que requieran aumentar, en forma rápida y eficiente, su competencia comunicativa en español, tanto lingüística como cultural, en las cuatro destrezas por desarrollar: expresión oral, expresión escrita, comprensión oral y comprensión de lectura.

INTENSIDAD

45 horas

NÚMERO DE CRÉDITOS

3 (tres)

OBJETIVOS GENERALES

Al finalizar el curso, el o la estudiante estará en capacidad de:

1. Comprender, al escuchar, información general sobre temas diversos
2. Expresarse oralmente con eficacia en situaciones comunicativas cotidianas o generales, que requieran cierto grado de competencia lingüística y cultural
3. Comprender material escrito sobre temas familiares para el estudiante o sobre temas generales
4. Comunicar, en forma oral y escrita, información general y opiniones sobre hechos cotidianos

CONTENIDOS FUNCIONALES

Al finalizar el curso, el o la estudiante podrá, con estructuras más elaboradas y en contextos generales, producir y comprender:

1. Descripción en presente y pasado de objetos, lugares, personas y animales
2. Descripción y narración de hechos presentes y pasados
3. Descripciones y narraciones de acciones presentes y pasadas en proceso
4. Formulación de preguntas y comprensión de respuestas
5. Expresiones de gusto y preferencia
6. Expresiones para dar órdenes, instrucciones y direcciones
7. Expresiones de consejos y recomendaciones
8. Expresiones de acciones pasadas con proyección al presente

CONTENIDOS GRAMATICALES

1. Reglas de concordancia (género y número; sujeto y verbo)
2. Contraste entre pretérito perfecto simple y pretérito imperfecto de indicativo.
3. Adverbios (“cuando”, “mientras”, “mientras tanto”, “de repente” y “de pronto”) y otras expresiones de tiempo para la narración
4. Acciones pasadas en progreso (“ESTAR”+ gerundio)
5. Usos del participio en función adjetiva y en función verbal
6. Pretérito perfecto compuesto de indicativo
7. Contraste entre pretéritos perfectos: simple y compuesto
8. Pluscuamperfecto de indicativo: formación y usos
9. Imperativo: regulares e irregulares en: “usted”, “tú”, “vos” y “nosotros”
10. Forma afirmativa y negativa:

- con pronombres reflexivos
 - con pronombres directos
 - con pronombres indirectos
 - con pronombres directos e indirectos
11. Otros verbos especiales como: “DOLER”, “MOLESTAR”, “ALEGRAR”, “EMOCIONAR”, “PARECER” + adjetivo, “DAR” + sustantivo, “CAER” bien/mal, “PONER” + adjetivo, “HACER” falta, “FALTAR”, “SOBRAR”, “QUEDAR”, “SABER”, “COSTAR” y otros
 12. Verbos con preposición
 13. Otros usos y expresiones de “por” y “para”
 14. Otras preposiciones: “ante”, “bajo”, “contra”, “hacia”, “según” y “sobre”
 15. Conectores pragmáticos: “pero”, “sino”, “sino que”, “además”, “no obstante”, “en primer lugar...” y “sin embargo”

CONTENIDOS TEMÁTICOS

1. Leyendas, mitos y cuentos
2. Infancia, crianza y periodos de la vida
3. Biografías
4. La salud: las partes del cuerpo, accidentes y emergencias, enfermedades y su tratamiento
5. La comida: recetas
6. Los medios de comunicación: radio, televisión y prensa
7. La inmigración
8. Grupos minoritarios
9. Sistemas políticos y económicos

ACTIVIDADES

Las actividades estarán dirigidas a adquirir los conocimientos y a desarrollar las habilidades y destrezas necesarias para comunicarse en situaciones tanto rutinarias como no.

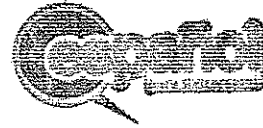
- h. Hacer descripciones, narraciones y exposiciones en forma oral y escrita.
- i. Leer y analizar textos sencillos empleando estrategias discursivas y de lectura.
- j. Escuchar grabaciones (canciones, diálogos, anuncios, mensajes telefónicos, documentales, etc.), para realizar actividades de comprensión auditiva.
- k. Practicar estrategias discursivas orales mediante presentaciones, simulaciones, etc.
- l. Participar en actividades que lo vinculen con el contexto sociocultural en el que está inmerso.
- m. Participar en actividades lúdicas y educativas (trabalenguas, adivinanzas, bingo, etc.).
- n. Estructurar y realizar una entrevista.

EVALUACIÓN

• Cuatro exámenes escritos	40%
• Cuatro presentaciones orales	20%
• Tareas	30%
• Participación	10%

BIBLIOGRAFÍA

- Canteli Dominicis, María y Johan J Reynolds. *Repase y Escriba*. John Wiley and Sons, INC. New York, 1994.
- McVey Gill, Mary, et. alt. *En Contacto*. Sexta edición. Harcourt Brace Collage Publishers, 1999.
- Miraño López, Julia. *Y, ahora, la gramática*. Edicions Universitat de Barcelona, 1999.
- Terrell, Tracy, et. alt. *Dos Mundos*. Mc Graw Hill, 1998
- Viquez Alí, Lillyam Rojas y Marta Rojas. *Español 9*. San José .Edit. UCR, 1996
- Zayas- Bazán, Eduardo y Bacon, Susan. *Arriba comunicación y cultura*. Printice Hall, INC, 2001.



ESPAÑOL PARA EXTRANJEROS – 204 INTERMEDIO 2

DESCRIPCIÓN

El curso va dirigido a estudiantes con un nivel intermedio de conocimientos de la lengua española, y que requieran afianzar e incrementar, en forma rápida y eficiente, su competencia comunicativa en español, tanto lingüística como cultural, en las cuatro destrezas por desarrollar: expresión oral, expresión escrita, comprensión oral y comprensión de lectura.

INTENSIDAD : 45 horas

NÚMERO DE CRÉDITOS: 3 (tres)

OBJETIVOS GENERALES

Al finalizar el curso, el o la estudiante estará en capacidad de:

1. Comprender información general o detallada sobre temas diversos
2. Expresarse eficazmente en forma oral, en situaciones comunicativas no cotidianas que requieran una mayor competencia lingüística y cultural
3. Comprender material escrito sobre temas no cotidianos que requieran una mayor competencia lingüística y cultural
4. Comunicar en forma escrita información y opiniones sobre la mayor parte de temas específicos

CONTENIDOS FUNCIONALES

Al finalizar el curso, el o la estudiante podrá, con estructuras de mayor complejidad y en una variedad de contextos, producir y comprender:

1. Descripción y narración sobre temas tanto concretos como abstractos
2. Formulación rechazo y aceptación de peticiones e invitaciones
3. Expresiones de gusto y preferencia
4. Expresiones de gratitud, disculpa, obligación y consejo
5. Expresiones de sentimiento: alegría, tristeza, admiración y sorpresa
6. Expresiones para hacer peticiones
7. Expresiones para dar opiniones
8. Comparación de diferentes situaciones y temas actuales y culturales
9. Conexión de oraciones para expresarse en párrafos
10. Expresiones de acciones futuras en relación con el momento en que se habla
11. Expresiones de acciones hipotéticas
12. Contraste entre conjeturas desde el presente y el pretérito
13. Expresiones de deseos y sentimientos hacia otras personas

CONTENIDOS GRAMATICALES

1. Imperativo: formas tú y vos, afirmativas y negativas
2. Contrastes de pretéritos de indicativo: simples y compuestos
3. Futuro simple: formación y usos
4. Condicional simple: formación y usos básicos en indicativo
5. Contraste entre futuro simple y condicional simple
6. Estructuras para indicar condición: usos del “si” condicional con presente de indicativo y de preposición “de” + infinitivo + condicional

7. Usos de las formas no personales del verbo: gerundio, participio e infinitivo
8. Otros verbos con preposición
9. Otros conectores pragmáticos
10. Voz pasiva. Oraciones pasivas con "se"
11. Presente de subjuntivo. Introducción, conjugación de verbos regulares e irregulares, Usos con expresiones impersonales, verbos de deseo, emoción y duda

CONTENIDOS TEMÁTICOS

1. Estados civiles
2. Las vacaciones (planes futuros)
3. Predicciones el horóscopo y pronóstico del tiempo
4. La tecnología
5. La globalización
6. El ambiente y la ecología
7. La educación
8. Celebraciones
9. Costumbres y supersticiones
10. Plantas medicinales y medicina alternativa
11. Creencias populares

ACTIVIDADES

Las actividades estarán dirigidas a adquirir los conocimientos y a desarrollar las habilidades y destrezas necesarias para comunicarse en situaciones diversas.

1. Hacer descripciones, narraciones y exposiciones en forma oral y escrita
2. Leer y analizar textos que requieran mayor competencia lingüística y cultural, empleando estrategias discursivas y de lectura
3. Escuchar grabaciones (canciones, comentarios, noticias, textos literarios, etc.), para realizar actividades de comprensión auditiva
4. Practicar estrategias discursivas orales mediante presentaciones, debates, mesas redondas, etc.
5. Redacción de cartas, anuncios, recetas de cocina, invitaciones y artículos sobre el contenido temático del programa

EVALUACIÓN

• Cuatro exámenes escritos	40%
• Cuatro presentaciones orales	20%
• Tareas	30%
• Participación	10%

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- Canteli Dominicis, María y Johan J Reynolds. Repase y Escriba. John Wiley and Sons, INC. New York, 1994
- McVey Gill, Mary, et. alt. En Contacto. Sexta edición. Harcourt Brace Collage Publishers, 1999.
- Miraño López, Julia. Y, ahora, la gramática. Edicions Universitat de Barcelona, 1999.
- Terrell, Tracy, et. alt.. Dos Mundos. Mc Graw Hill, 1998.
- Viquez Alf, Lillyam Rojas y Marta Rojas. Español 9. San José .Edit. UCR, 1996.
- Zayas- Bazán, Eduardo y Bacon, Susan. Arriba comunicación y cultura. Printice Hall, INC, 2001.

PSYC 210: Statistical Principles of Psychological Research
SPAN 203: Intermediate Spanish I
Summer 2016 Costa Rica

Professor: Dr. Viji Sathy

Location: classrooms at UCR, office hours: after class

MASTER CALENDAR IS SUBJECT TO CHANGE

Día	PSYC 210 M-F 9:00-11:00	SPAN 203 or 204 M-F 13:00-15:00
MAY/JUNE		
Thursday 26	<i>Travel Day from the US</i>	
Friday 27	Onsite orientations at UCR	Onsite orientation continues
Monday 30	Introduction to Statistics	<i>Introduction Talk: Central American Historical Overview</i>
Tuesday 31	Frequency Distributions Graphing Distributions	SPAN 203
Wednesday 1	Central Tendency, Variability, SPSS	SPAN 203
Thursday 2	Variability, z-scores	SPAN 203
Friday 3	Recitation	SPAN 203
MAY/JUNE		
Monday 6	Correlation	SPAN 203
Tuesday 7	Regression	SPAN 203
Wednesday 8	Reg. cont., Exam Practice	<i>Guest Speaker Talk: Costa Rican Contemporary Society & Culture Overview</i>
Thursday 9	EXAM 1	SPAN 203
Friday 10	Recitation	SPAN 203
JUNE		
Monday 13	Probability, Binomial distributions, Hypothesis Testing	SPAN 203
Tuesday 14	Sampling Distributions, Estimation	SPAN 203
Wednesday 15	Power	SPAN 203
Thursday 16	Independent groups t-test and repeated measures t-test t-tests	SPAN 203
Friday 17	Field excursion to rainforest National Park	Talk on Environmental Issues/Actions in Costa Rica
JUNE		
Monday 20	Independent groups t-test and repeated measures t-test t-tests cont.	SPAN 203
Tuesday 21	Choosing the right statistics, Exam 2 practice	SPAN 203
Wednesday 22	EXAM 2	SPAN 203

Thursday 23	Single Factor ANOVA	SPAN 203
Friday 24	Recitation	SPAN 203
JUNE/JULY		
Monday 27	2-Factor ANOVA	SPAN 203
Tuesday 28	Chi-Square Test	SPAN 203
Wednesday 29	Review and Presentations	SPAN 203
Thursday 30	Presentations	SPAN 203
Friday 1	Recitation	SPAN 203
JULY		
Monday 4	Presentations	SPAN 203
Tuesday 5	Class Wrap-Up, Practice Exam	SPAN 203
Wednesday 6	<i>Finals</i>	<i>Finals / Closing Reception in the evening</i>
Thursday 7	Travel Day back to the US	