

**SOCIOLOGY 476: Social Statistics**  
University of Hawai'i at Mānoa, Summer 2017

**COURSE SYLLABUS**

**CLASS INFORMATION**

Lecture Posted:	M 6:00 pm	Instructor:	Quincy Edwards, PhD, MSc.
Course Dates:	06/05 - 08/11/2017	Office Hours:	By appointment.
Course No.:	0000 (W)	Telephone:	(808) 226-1711
Laulima:	<a href="https://laulima.hawaii.edu/">https://laulima.hawaii.edu/</a>	Email:	<a href="mailto:quincy.edwards@hawaii.edu">quincy.edwards@hawaii.edu</a>

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## UHM CATALOG COURSE DESCRIPTION

**SOC 476 SOCIAL STATISTICS (3).** Common statistical procedures emphasizing univariate and bivariate description; some attention to multivariate techniques and statistical inference, within context of research procedures. Pre: SOC 300, graduate standing, or consent. **DS W**

**SOC 476L SOCIAL STATISTICS LABORATORY (1).** Required lab for computer applications for analysis of sociological data. CR/NC only. Co-requisite: SOC 476.

*Focus Designation* SOC 476 has a Writing Intensive (W or WI) Focus Designation requiring students to do a substantial amount of writing — a minimum of 4,000 words (approximately 16 pages).

## INTRODUCTION

The globalized workspace demands a new type of worker with a new set of skills: the ability to understand, use, and integrate knowledge, technology, and methods as well as collaborate with persons from dissimilar cultural backgrounds with diverse disciplinary training. By studying human behavior, the systematic understanding of our own behavior is valuable to us as individuals, as groups, and as nations. An ability to integrate conflicting views concerning complex problems and the way in which we meet these challenges will reshape the economic, political, and social policies of the 21<sup>st</sup> century.

In the *Sociological Imagination*, C. Wright Mills defines the relationship of the individual to the larger society. Similarly, the *Statistical Imagination* calls for viewing data in a number of larger contexts — essentially proportional thinking, visualizing a part to a whole.

A course in statistics is often the source of much fear and loathing among college students. Many students believe statistics to be incomprehensible and downright mind-numbing. This is unfortunate because, given the opportunity, statistics can be both exciting and intellectually challenging. Statistical analysis may be likened to a crime scene investigation (CSI), but instead of using standard forensic tools, we use numbers, data, and formulae. Statistics allow researchers to uncover hidden relationships between variables which can lead to new and knowledge.

This course provides an introduction to statistical theories and techniques appropriate for answering questions through the analysis of quantitative data. Statistics require numerical calculations, some by hand, some by computer. However, the focus of the course will be on the concepts and information conveyed by numbers — not on calculations *per se*. The course provides an introduction to both descriptive and inferential statistics, the various techniques available to analyze data, and the specialized software used to carry out statistical analysis.

## INSTRUCTOR'S ADVICE TO STUDENTS

This syllabus is different from many others. It is longer than some, more detailed than most. But most importantly, it is designed to help you successfully pass the course. **Please keep this syllabus for reference during the course.**

In the following pages, there are many suggestions to you but the most crucial one is this: Get help as soon as you think you need it. Do not create an insurmountable "catch-up" problem for yourself.

Because the course is somewhat concentrated and the learning process is a cumulative one, it is imperative that students do not fall behind and, to this end, please note the following:

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- ✓ Each assignment will be graded and individual feedback provided.
- ✓ After each assessment (e.g., assignment, examination, quiz), every student will be provided with an individual grading sheet that explains any deduction of points.
- ✓ The Lualima gradebook is updated weekly and always available, thus allowing students to monitor their own grades.
- ✓ Most importantly, take ownership of your education in this class by completing all reading and writing assignments on time and participating in all discussions. Students who make the requisite investment of time and effort in this foundation course will be amply rewarded in their future advanced coursework.
- ✓ Finally, I would emphasize that the combined credit of course and laboratory is four-credits which requires participation at a higher level than you may be accustomed to, so be prepared to work hard. If you are not committed to learning and fulfilling all the course requirements, it may be advisable to postpone taking the course at this time.

It is true that statistics is challenging. Keep in mind that learning statistics is analogous to learning a new language — it takes time to become comfortable with new concepts and terminology. Above all, do not become discouraged or give up!

Most importantly, take ownership of your education in this class by completing all reading and writing assignments on time and participating in all discussions.

### COURSE OBJECTIVES

The goals of this course are for students, using both theoretical and practical applications, to:

1. Learn statistical concepts sufficiently well to be able to apply them to new circumstances.
2. Improve their ability to evaluate the comprehensiveness and adequacy of published statistical analyses. Students should be able to make inferences about a population based on a random sample.
3. Gain insight into the underlying statistical methods employed by social scientists in their research and should foster the ability to constructively criticize the methods used in any social science study.

The textbook offers specific learning objectives at the end of each chapter. I encourage you to study them as part of your preparation for examinations.

To accomplish such goals, this course will utilize a combination of lecture, class discussions, computer exercises, and problem sets. Lectures will focus on specific analysis techniques and methods whereas discussions will focus on issues raised in the reading assignments, problem sets, and computer exercises.

### STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to:

1. Select an appropriate analysis technique for a given situation.
2. Perform the specified analysis.
3. Correctly interpret the results.

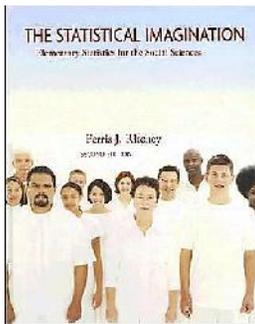
## COURSE MATERIALS

### LAULIMA: UH'S COLLABORATION AND LEARNING ENVIRONMENT

[Laulima](#) is the University of Hawai'i's Collaboration and Learning Environment (CLE). Announcements, assignment instructions, submission of assignments, links to the discussion board, and other salient features will be provided thereon.

### REQUIRED TEXTBOOK

Ritchey, Ferris J. 2008. *The Statistical Imagination: Elementary Statistics for the Social Sciences*. 2nd ed. Boston: McGraw-Hill.



Title: *The Statistical Imagination*

Edition: 2 (January 26, 2007)

Hardcover: 672 pages

Publisher: McGraw-Hill Education

ISBN-10: 007294304-1

ISBN-13: 978-007294304-7

[Amazon](#) | [Barnes & Noble](#) | [Valore Books](#)

### REQUIRED SOFTWARE

Statistical software is a specialized computer program for analysis in statistics and econometrics. SAS<sup>®</sup> (Statistical Analysis System) University Edition was developed by the SAS<sup>®</sup> Institute for use in statistics and quantitative methods classes in a variety of areas, including the social sciences.



[SAS<sup>®</sup> University Edition software](#) is generously made available free of charge to students courtesy of the SAS<sup>®</sup> Institute.

### OPTIONAL MATERIALS



Microsoft Excel<sup>®</sup> may be available free of charge to University of Hawai'i students via [Office 365 Education](#)<sup>®</sup>.

Alternatively, an inexpensive pocket calculator with a square root ( $\sqrt{\quad}$ ) key and a summation key ( $\Sigma$ ) is desirable.

### ACCESSIBILITY STATEMENT

Beginning with [Laulima](#), the University of Hawai'i's Collaboration and Learning Environment (CLE), this course is committed to ensuring that all learning materials and technologies employed are accessible to everyone. As part of course development and its continued improvement, careful consideration is given to several different assistive technologies — screen readers, screen magnification software, and speech recognition software — to ensure the best experience possible for all students. If you have any questions or suggestions regarding the accessibility to software or websites used, please contact me, as I continually endeavor to improve this course for all students.

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Below is the list of technologies used throughout this course along with a web link to the respective accessibility statement:

[Adobe Acrobat Reader®](#)

[Laulima](#)

[SAS® University Edition](#)

[Firefox® ESR](#)

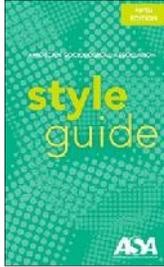
[Microsoft Office®](#)

[Youtube.com](#)

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## OPTIONAL TEXTBOOK

American Sociological Association. 2014. *American Sociological Association Style Guide*. 5th. ed. Washington, DC: American Sociological Association



Title: American Sociological Association Style Guide

Edition: 5 (September 26, 2014)

Spiral bound: 136 pages

Publisher: American Sociological Association

ISBN-10: 091276421X | ISBN-13: 978-0912764214

[Amazon](#) | [ASA](#) | [Barnes & Noble](#) | [iTunes](#)

## TECHNICAL REQUIREMENTS

To participate in this course, students should verify that they satisfy all minimum [technical requirements](#) before class begins.

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## UH USERNAME AND PASSWORD

Your UH Username is your electronic key to gaining access to the university's online services. UH Username [activation and verification](#) may be done online.

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## HARDWARE

Full access to Laulima is available via most desktop or notebook computers. Limited access is possible through smart phones, tablets and other mobile devices.

NOTE: *Do not use mobile technologies to submit graded work.*

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## INTERNET CONNECTION

Broadband is recommended. A wired connection is strongly advised when taking a quiz or submitting an assignment.

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## WEB BROWSER

[Information Technology Services](#) (ITS) recommends [Firefox ESR](#) (Extended Support Release) for use with Laulima. Currently, Internet Explorer and Microsoft Edge do not interact well with Laulima and are not recommended for submitting assignments or taking tests.

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## PLUG-INS

Some websites and content require additional software programs ("plug-ins") for your web browser that enable it to display documents and multimedia.

Examples: [Adobe Acrobat Reader DC](#), [Adobe Flash Player](#), and [Apple Quicktime for Windows](#).

## TECHNICAL SKILLS REQUIRED FOR AN ONLINE COURSE

As part of your online experience, you are expected to utilize a variety of technology mediums as part of your curriculum. Success in this online course requires the following minimum proficiencies — namely, an ability to:

- ✓ Create, edit and upload word processing documents.
- ✓ Communicate via email including sending attachments.
- ✓ Use Lulima to participate in discussions, upload assignments, and take tests.
- ✓ Locate, download, and install software applications and plug-ins.
- ✓ Navigate the World Wide Web using a web browser.

## COURSE DESIGN

The overall grading structure of the course will consist of class discussions, problem sets, tests, and a research project.

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## DISCUSSIONS/REFLECTIONS

Class discussions are based on students' thoughtful reflections on their own role in the learning process. Within an academic context, reflections are opportunities for students to reconsider their own learning from a fresh perspective in order to identify and evaluate which approaches have been most effective.

Student reflections are to be supported by specific examples and show the development of thought. For example, write a one half- to one full-page summary of (a) insights derived about the statistical procedures and (b) skills required for organizing and completing the procedures. Do not simply report the statistics such as "I learned how to do a *t*-test in this assignment." Rather, discuss how this assignment furthered your statistical imagination, the strengths and weaknesses of statistical procedures, and any "aha" moments you experienced while meeting the challenge of completing the assignment.

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## PROBLEM SETS

Problem sets provide previews and "practice" for tests. They are designed to encourage students to keep up with course material and thereby learn and do well in the course.

When working through problems, students are encouraged to collaborate with one another. Working together often serves as a means of accelerating student learning while reducing stress. However, collaboration does not sanction plagiarism. Students are entirely responsible for their own answers.

Solutions will be provided after problems are graded. Once a problem set has been graded and returned, students have the opportunity to resubmit their work for an improved score. It is important to understand and learn from mistakes.

Problem sets are learning opportunities. Make full use of each and every problem set.

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## TESTS

Five tests will be administered over the course of the semester and directly reflect lecture and textbook content.

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## RESEARCH PROJECT

This written assignment will culminate in a 14- to 18-page research paper based on cumulative research conducted throughout the course, concomitantly demonstrating student's knowledge and awareness of the research process:

- PART 1. Specify the research question.
- PART 2. Review the scientific literature.
- PART 3. Propose a theory and state hypotheses.
- PART 4. Select a research design.
- PART 5. Collect data.
- PART 6. Analyze data and draw conclusions.
- PART 7. Disseminate results.

Once a topic has been approved by the instructor, it may not be changed without the instructor's written approval.

After students' initial submissions of an assignment, the instructor will provide individual written feedback allowing an opportunity for each of them to revise and resubmit their assignments to earn improved grades. This frequentative interaction affords students the benefit of constructive criticism to improve the quality of their writing.

*Warning* Do not miss a discussion, practicum, or quiz! All must be taken or submitted when scheduled. This online course allows you the freedom to self-direct your work within extended timeframes; as a result, there are no makeup posts, assignments, or exams.

**Adherence to all deadlines is imperative. Extensions will not be given.**

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## METHOD OF EVALUATION

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### GRADING STRUCTURE

The overall grading structure of the course consists of:

Discussions/Reflections .....	10%
Problem Sets .....	20%
Tests .....	30%
Research Project .....	40%

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### GRADING CRITERIA

This course employs a criterion grading system. Therefore, theoretically, everyone in the class could earn an "A". This helps to prevent students from being penalized in the event one or two students do exceptionally well. To assure a specific grade, consider the following scale:

94-100% = A	87-89% = B+	77-79% = C+	67-69% = D+
90-93% = A-	83-86% = B	73-76% = C	63-66% = D
	80-82% = B-	70-72% = C-	60-62% = D-

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## INCOMPLETE POLICY

According to the [University of Hawai'i at Mānoa Catalog](#) section on [Credits and Grades](#), an Incomplete grade may be given only in exceptional circumstances at the instructor's discretion.

*A grade of I is given to a student who has not completed a small but important part of a semester's work if the instructor believes that the incomplete was caused by conditions beyond the student's control. Each student receiving a grade of I should consult his or her instructor promptly to determine the steps to be taken and the deadline to complete the course work for changing the grade of I to a final grade.*

The incomplete policy for this course requires that the student has completed at least 70% of the course with a passing grade and that an exceptional circumstance (e.g., medical issue) exists. In such an event, student should email me stating the reason for their request. Thenceforth, we will decide upon a course of action.

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## ATTENDANCE POLICY

This is an online asynchronous course. Your active participation constitutes your attendance. While attendance is not explicitly used in the calculation of your overall course grade, I am required to report excessive absences — or in this case, non-participation — to your academic dean. The matter is then left to the dean's discretion.

Having explained the attendance policy, please know that research has shown — and my experience confirms — that absenteeism is correlated with lower grades. This is especially true of this course as the knowledge is cumulative with each step building on the previous step. Inconsistent attendance creates insurmountable “catch-up” problems for students. In other words, absenteeism is counter-productive to your academic objectives and strongly discouraged.

## WEEKLY DISCUSSIONS

Asynchronous open class discussions form a significant part of this online course. As students share ideas, perspectives, and experiences with their classmates, they will find this collective interaction will enhance and support learning objectives.

Discussions begin Monday at 12:00 pm (HST) and end the following Monday at 12:00 pm (HST).

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## REQUIREMENTS

One initial post and two responses are to be made during each discussion:

INITIAL POSTS should be a minimum of two paragraphs each and are students' comments based on the discussion topic. These are to be posted early in the session to ensure that a dynamic discussion ensues within the course community of learners.

TWO PEER RESPONSES should be a minimum of one paragraph each and are students' replies to their classmates' postings.

ADDITIONAL POSTS/RESPONSES addressing the discussion topic are to be supported with examples, citations, references, etc., and made at timely intervals throughout the session.

Posts and responses should be thorough and insightful. One or two short paragraphs will suffice, but merely posting “I agree,” or similar, will be inadequate and unacceptable. Participation means being prepared, expressing readings-based opinions, listening carefully to what others are saying, asking thoughtful questions, and making use of course activities and assignments.

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The following rubric will be used to assess the quality of students' initial postings and responses:

<i>CRITERIA</i>	<i>UNACCEPTABLE</i>	<i>ACCEPTABLE</i>
<i>Participation</i>	No posts, or late in session.	Initial post <i>by mid-week</i> and two (2) or more peer responses by weekend.
<i>Length of posts</i>	Post is less than three (3) sentences.	Post is three (3) to five (5) sentences long.
<i>Demonstrates understanding of readings and outside references</i>	Posts/responses show little evidence that readings were completed or understood. Ideas are not clearly expressed. Arguments are not backed up with citations. Postings are mostly personal opinions/feelings.	Posts/responses display understanding of required readings and underlying concepts with correct use of terminology and citations. Extends the learning of the community by integrating other resources to support important points. Well-edited quotations are cited appropriately.
<i>Follow-up postings</i>	Posts no follow-up responses to others' posts.	Demonstrates analysis of others' posts. Extends meaningful discussion by building on previous posts.
<i>Content</i>	Post does not demonstrate one or more of the characteristics of a helpful recommendation. Posts information that is off-topic, incorrect, or irrelevant to discussion.	Demonstrates analysis of others' posts. Extends meaningful discussion by posting factually correct, specific, measurable, reflective, and substantive contribution. Advances discussion.
<i>Clarity, spelling, and mechanics</i>	Posts long, unorganized or inappropriate content. Posts contain incomplete sentences that are grammatically incorrect and contain spelling errors.	Contributes to discussion with clear, concise comments. Responses are free of grammatical, spelling, or punctuation errors. The style of writing facilitates communication.
<i>Complete Post</i>	Post does not address <i>all parts</i> of the assignment	Addresses all parts of the assignment and all instructions are followed.

**GENERAL INSTRUCTIONS FOR PREPARING ASSIGNMENTS**

Quality and clarity of content presented are grading criteria. All written assignments are to be typed in 11-point Arial or 12-point Times New Roman fonts, double-spaced, with one-inch all-around margins and cited sources. The grade for a paper will be based on the following:

**PRESENTATION QUALITY IS A GRADING CRITERION**

Neatness counts. All work must be legible and given within context. Demonstrate each step of the problem, theoretically and mathematically.

**DO NOT SKIP THE STEPS**

For hypothesis tests, use the six steps of statistical inference (unless otherwise noted in the assignment). For confidence intervals, present the five steps in computing them.

## FILE FORMAT

- Microsoft Word, Open Document Format, or Rich Text Format are required. Apple Pages files are not acceptable. Do not place an electronic copyright on your paper or restrict the file to Read Only.

## CLASS POLICIES

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### EMAIL

Students are expected to check their UH email account daily. In addition to weekly class announcements, students may need to be contacted individually.

When emailing the instructor, please observe the following:

- In the subject line, clearly state the course number and, briefly, the issue being addressed.
- Begin the email with an appropriate salutation and end with a valediction.

### NETIQUETTE

Netiquette or "net etiquette" refers to an ethical code of conduct for behaving properly over computer networks or *cyberspace*. Good netiquette demonstrates professionalism and courtesy by exhibiting the same professional respect in the online class as expected in a face-to-face classroom or workplace. As such, any incivility or *argumentum ad hominem*<sup>1</sup> will not be tolerated.

With respect to discussion board posts, basic netiquette:

- ✓ Uses good grammar and spelling, and avoids using chat acronyms and text shorthand.
- ✓ Makes posts concise, on topic, and within the scope of the course material.
- ✓ Avoids profanity and slang.
- ✓ Maintains a positive tone.
- ✓ Is open-minded and sensitive to others' cultural and linguistic backgrounds, as well as different political and religious beliefs, etc.

### STUDENT CONDUCT

Students are required to abide by the University of Hawai'i at Mānoa [Student Conduct Code](#) (2016).

*Choosing to join the University community obligates each student to abide by this code of conduct. By enrolling in the University, students accept the responsibility to become fully acquainted with the University's regulations and to comply with the University's authority. The University expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to respect the rights, privileges, and property of others; and to observe national, state, and local laws and University regulations.*

Furthermore, recognize that the code prohibits all forms of scholastic dishonesty, including but not limited to cheating, plagiarism, and furnishing false information to any UH official, faculty member, or office:

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<sup>1</sup> The person presenting an argument is attacked instead of the argument itself.

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*The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the UH faculty, staff or student (4) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.*

*The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.*

Any further questions regarding the [Student Conduct Code](#) should be addressed to the [Office of Judicial Affairs](#), Queen Lili uokalani Center for Student Services 207, (808) 956-4416.

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### ACADEMIC GRIEVANCE

[Academic Grievance Procedures](#) are designed to ensure that faculty and student(s) at the University of Hawai'i at Mānoa are subject to a policy of consistent and equitable treatment in resolving disputes arising from the academic relationship. Grievances are limited to those issues directly associated and concomitant with the faculty member's responsibilities as a teacher and the student's responsibilities as a learner.

Assistance on matters associated with [Academic Grievance Procedures](#) are available from the [Office of Judicial Affairs](#), Queen Lili uokalani Center for Student Services 207, (808) 956-4416.

### KOKUA FOR STUDENTS WITH DISABILITIES

Any students who feel they may need an accommodation based on the impact of a disability are invited to contact me privately. I will be happy to work with you and the [KOKUA Program](#) (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA may be reached at:

Queen Lili'uokalani Center for Student Services 013 2600 Campus Road, Honolulu, HI 96822 Hours: Monday-Friday, 7:45am-4:30pm	Tel.: (808) 956-7511 or (808) 956-7612 (Voice/Text) Fax: (808) 956-8093 Email: <a href="mailto:kokua@hawaii.edu">kokua@hawaii.edu</a> Web: <a href="http://www.hawaii.edu/kokua/">http://www.hawaii.edu/kokua/</a>
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The [KOKUA Program](#) — *Kahi O Ka Ulu'Ana ("The Place of Growing")* — is the primary campus unit responsible for providing academic access services to students with disabilities toward equal opportunity. Creating equal access is a shared responsibility of students, faculty, KOKUA, and the entire campus community. KOKUA is administratively situated in the Office of Student Equity, Excellence, & Diversity within the Division of Student Affairs.

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**SCHEDULE OF READING ASSIGNMENTS AND EXAMINATIONS**

The college experience teaches students more than what is in the lectures and textbooks. It also teaches the concepts of punctuality, deadlines, and responsibility. Consequently, recognize that submitting an assignment on time is part of the assignment.

*Week Posted Assignment*

1	06/05/2017	Orientation Chapter 1: The Statistical Imagination Problem Set 1
2	06/12/2017	Chapter 2: Organizing Data to Minimize Error Problem Set 2 Chapter 3: Charts and Graphs: A Picture is Worth a Thousand Words Problem Set 3 Research Project 1: Specify the Research Question
3	06/19/2017	Test 1 (Chapters 1, 2, and 3) Chapter 4: Measuring Averages Problem Set 4
4	06/26/2017	Chapter 5: Measuring Dispersion or Spread in a Distribution of Scores Problem Set 5 Chapter 6: Probability Theory and the Normal Probability Distribution Problem Set 6 Research Project 2: Review the Scientific Literature
5	07/03/2017	Test 2 (Chapters 4, 5, and 6) Chapter 7: Using Probability Theory to Produce Sampling Distributions Problem Set 7
6	07/10/2017	Chapter 8: Parameter Estimation Using Confidence Intervals Problem Set 8 Chapter 9: Hypothesis Testing I: The Six Steps to Statistical Inference Problem Set 9 Research Project 3: Propose a Theory and State Hypotheses Research Project 4: Select a Research Design
7	07/17/2017	Test 3 (Chapters 7, 8, and 9) Chapter 10: Hypothesis Testing II: Single-Sample Hypothesis Tests Problem Set 10 Research Project 5: General Social Survey (GSS) Data
8	07/24/2017	Chapter 11: Bivariate Relationships: <i>t</i> -Test for Comparing the Means of Two Groups Problem Set 11 Chapter 13: Nominal Variables: The Chi-Square Distribution Problem Set 13 Research Project 6: Analyze Data and Draw Conclusions

### *Week Posted Assignment*

<b>9</b>	07/31/2017	Test 4 (Chapters 10, 11, and 13) Chapters 14 and 15: Bivariate Correlation and Regression Problem Set 14/15 Research Project 7: Disseminate Results
<b>10</b>	08/07/2017	Test 5 (Chapters 14 and 15) Research Project DUE on 8/11/2017

#### REGISTRATION AND WITHDRAWAL DEADLINE INFORMATION

06/13/2017	Last day to register/add courses. Last day to receive 100% tuition refund.
06/19/2017	Last day to receive 50% tuition refund.
06/19/2017	Last day to drop classes (No "W" on transcript).
07/14/2017	Last day to withdraw from class ("W" on transcript).

#### ELECTRONIC COURSE AND FACULTY EVALUATION (ECAFE) SYSTEM

The Department of Sociology is committed to attaining continual improvement in the quality of its course offerings. For this reason, your assistance is much-needed as you progress with your education. As students (and course consumers), only you are able to tell us about your educational experiences in your classes, and you are encouraged to do so through our evaluation process.

Toward the end of each semester, you will be informed of the time period during which the online [eCAFE system](#) will be available for submission of course evaluations.

To assure the openness of the evaluation process and the availability of submitted information to incoming students, current students, the Department, and other interested parties, the results of the evaluations are available via the [eCAFE system](#).

By participating in this process, you are assuring that UH will continue to improve its course offerings and available resources for students.

#### TITLE IX AND THE OFFICE OF INSTITUTIONAL EQUITY

The [Office of Institutional Equity](#) oversees the University's centralized initiatives for preventing, reporting and responding to sex discrimination, including sexual and gender based harassment, sexual exploitation, sexual assault, domestic violence, dating violence and stalking.

The Department of Sociology recognizes the inherent dignity of all individuals and promotes respect for all people. Sex discrimination and gender-based violence will NOT be tolerated. If you have been the victim of sex discrimination or gender-based violence, we encourage you to report this matter or contact a confidential advocate. As a faculty member, I am interested in promoting a safe and healthy educational environment, and should I learn of any sexual misconduct, I must report the matter to the [Title IX Coordinator](#), who oversees the University's centralized review, investigation, and resolution process for reports of sexual misconduct, and also coordinates the University's compliance with Title IX. Although the [Title IX Coordinator](#) and I cannot guarantee confidentiality, you will still have options about how your case will be handled.

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If you have a concern about sexual discrimination or gender-based violence involving yourself or other students, faculty, or staff, please contact the UH Mānoa [Office of Title IX](#), (808) 956-2299, 2500 Campus Road, Hawai'i Hall 124.

If you wish to remain anonymous or if you would like to receive information and support in a confidential setting, please contact a [confidential resource](#), including:

[Counseling & Student Development Center](#)

(808) 956-7927 | 2600 Campus Road, QLCSS 312

[Lesbian, Gay, Bisexual, Transgender \(LGBT\) Student Services](#)

(808) 956-9250 | 2600 Campus Road, QLCSS 211

[Office of Gender Equity](#)

(808) 956-9977 | 2600 Campus Road, QLCSS 210

[Prevention, Awareness, and Understanding \(PAU\) Violence Program](#)

(808) 956-8059 | 2600 Campus Road, QLCSS 211

[University Health Services Mānoa](#)

(808) 956-8965 | 1710 East-West Road

[Women's Center](#)

(808) 956-8059 | 2600 Campus Road, QLCSS 211

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