COURSE SYLLABUS

Lecture Posted: M 6:00 pm
Course Dates: 08/23 - 12/17/10
Course Nos.: 1156 & 1168
Online System: Laulima
https://laulima.hawaii.edu/

Instructor: Quincy Edwards
Office hours: ONL
Office location: ONL
Email: quincy.edwards@hawaii.edu
Web: http://www2.hawaii.edu/~qedwards/

1. *Classmate contact information:*

    Name: _____

    email: _____

    Tel.: _____

2. *Classmate contact information:*

    Name: _____

    email: _____

    Tel.: _____

CONTENTS OF THIS SYLLABUS:

UH 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: junior standing and 300, graduate standing; or consent. **DS**

> *SOC 476L Social Statistics Laboratory (1):* Required lab for computer applications for analysis of sociological data. CR/NC only. Co-requisite: 476.

INTRODUCTION

Sociology is the study of human social behavior. Compared to some of the physical sciences, it is a relatively young science. Nevertheless, the systematic understanding of our own behavior is valuable to us as individuals, as groups, and as nations.

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 that statistics are 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), only instead of using standard forensic tools you use numbers, data, and formulae. The use of statistics allows researchers to uncover hidden relationships between variables which can lead to new and exciting knowledge.

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.

The course requires a considerable amount of work and time. 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. I offer generous discussion hours. If you need help, contact me.

Because the Extension schedule is somewhat concentrated and the learning process is a cumulative one, it is imperative that students do not fall behind and, to this end, the following practices will be adopted:

1. Each homework assignment will be graded and individual feedback provided. Thereafter, homework assignments may be resubmitted for an improved grade.

2. After term examinations, each student will be provided with an individual grading sheet that explains any deduction of points. Students are encouraged to meet with me independently to discuss their progress.

3. If you would like an appointment to meet with me on campus, arrangements can be made via email.

4. You may also communicate by means of the suggestion form included at the end of the syllabus. Make a suggestion, voice a complaint, or just remind me of something….

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

This course provides an introduction to statistical theories and techniques appropriate for answering sociological questions through the analysis of quantitative data. Statistics require numerical calculations, some by hand, some using a calculator or a 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.

By the end of the course, you will be able to select an appropriate analysis technique for a given situation, perform the analysis, and correctly interpret any results. 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.

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!

LEARNING OBJECTIVES
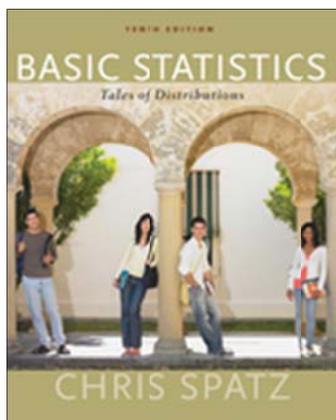
The overall goals for this course are threefold:

1. To learn statistical concepts sufficiently well to be able to apply them to new circumstances.
2. To develop the 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. To gain some insight into the underlying statistical methods employed by sociologists 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.

COURSE REQUIREMENTS

Textbook:

Spatz, Chris. 2010. *Basic Statistics: Tales of Distributions.* 10th ed. Wadsworth Publishing Inc.

Title:	Basic Statistics: Tales of Distributions (includes PASW 18.0, Student Version).
Paperback:	512 pages
Publisher:	Wadsworth Publishing Inc. (January 25, 2010)
Bundle ISBN:	1111649057
UH Bookstore:	$109.55 (New)
	$83.30 (Used)
Component ISBN	*Component Description*
0495909688	Basic Statistics: Tales of Distribution
0840034016	PASW 18.0 Statistics, Student Version

Online system:

Laulima is the University of Hawai'i course management system. Links to the discussion board and other salient features will be provided thereon.

Optional materials

An inexpensive pocket calculator with a square root ($\sqrt{}$) key; and a summation key (Σ) is desirable. A statistical or scientific calculator is NOT required.

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. However, this course will come easily to anyone who keeps up with the assignments and gets help when needed.

COURSE DESIGN

1. *Bi-weekly quizzes (8)*

   Eight short quizzes will be administered during the course. Each of these quizzes will relate to current assignments, and may include multiple choice, true/false, matching, yes/no, fill-in-the blank, numeric response question types. Please note that late assignments will not be accepted by the Laulima system.

   > **WARNING:** Do NOT miss a quiz! There are no makeup quizzes.

2. *Assignments*

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

   Assignment solution sets will be provided after assignments are returned; therefore, *under no circumstances* can an assignment be accepted late. See Schedule of Assignments and Examinations for due dates.

   However, once an assignment has been graded and returned, you have the opportunity to resubmit your assignment in order to earn up to a full score. It is important to understand and learn from mistakes. In resubmitting assignments, in plain English, explain what portion of the exercise you did not initially understand and how you arrived at your new answer.

   In most cases, the solution set will provide enough clarification for you. The assignments are learning opportunities. Make full use of each and every assignment.

3. *Examinations*

Two term examinations and a final examination will be administered over the course of the semester. Exams will directly reflect lecture and textbook content. Every student is required to take the final examination at the specified date and time.

All examinations are open book. However, do not think this is a free pass. If you have not been diligent in studying the coursework, the open book will be of minor benefit. Learning "on the fly" during an examination is not a strategy for success.

> **WARNING**: Do NOT miss an exam! All must be taken when scheduled. This online course allows you the freedom to self-direct your work within extended timeframes; as a result, there will be no makeup exams.

METHOD OF EVALUATION: Assignments, Examinations and the Course Grading Criteria

Grading Policy:

The overall grading structure of the course will consist of:

Bi-weekly quizzes (8)...................................20%
Homework assignments from textbook (16) 20%
Term exams (2 x 20%) 40%
Final exam 20%

Course 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-

EXTRA CREDIT PROJECT

Following the two term examinations, should any students feel the need to raise their grades, they may write an optional paper (5-8 pages) for extra credit. This will provide an opportunity for them to attain an overall higher course grade.

GENERAL INSTRUCTIONS FOR PREPARING ASSIGNMENTS

Quality and clarity of content presented are grading criteria. All answers must be given in context and neatness counts. Written assignments are to be typed in 10-point Arial or 11-point Times New Roman fonts, double-spaced, with all margins set at one inch and no additional spacing between paragraphs. The grade for a paper will be based on:

1. **Presentation quality is a grading criterion**
    Neatness counts. All answers must be legible and given in context. Demonstrate each step of the problem, theoretically and mathematically.

2. **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.

3. **Think and foster the *statistical imagination***
   At the end of each assignment, give a ½-page to one full-page summary of:

   (a) Insights derived about the statistical procedures.

   (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.

Presentation Style

   (a) Grammar (e.g., sentence structure, noun-verb agreement, consistent verb tense)

   (b) Spelling and punctuation

   (c) Correct citation (e.g., APA, Chicago, or MLA style). Each citation must be the result of an in-text reference with page number.

   (d) Except for the title page, all pages are to be numbered consecutively at the top right-hand margin.

Organization

   (a) Structure and format

   (b) Logical sequencing and continuity of ideas

   (c) Clarity of expression

   (d) Conciseness.

Content

   As indicated by specific paper assignment.

   NOTE: Citation Guides and Style Manuals are available at:
   http://library.manoa.hawaii.edu/research/tools/writing.html#style

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 Liliʻuokalani Center for	*Tel.:*	*(808) 956-7511*
Student Services 013		*or (808) 956-7612 (Voice/Text)*
2600 Campus Road,	*Fax:*	*(808) 956-8093*
Honolulu, HI 96822	*Email:*	*kokua@hawaii.edu*
Hours: Monday-Friday, 7:45am-4:30pm	*Website:*	*http://www.hawaii.edu/kokua/*

The KOKUA Program — *Kahi O Ka Uluʻana* ("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.

SCHEDULE OF ASSIGNMENTS AND EXAMINATIONS (FALL 2010)

✓	ASSIGNMENT	CHAPTER	WEEK NO.	DATE
☐	Orientation	-	1	08/23/10
☐	Chapter 1	Introduction	2	08/30/10
☐	Chapter 2	Exploring Data: Frequency Distributions and Graphs	3	09/06/10
☐	Chapter 3	Exploring Data: Central Tendency	4	09/13/10
☐	Chapter 4	Exploring Data: Variability	5	09/20/10
☐	Chapter 5	Other Descriptive Statistics	6	09/27/10
☐	Chapter 6	Correlation and Regression	7	10/04/10
☐	**EXAMINATION #1**			10/11/10
☐	Chapter 7	Theoretical Distributions Including the Normal Distribution	8	10/11/10
☐	Chapter 8	Samples, Sampling Distributions, and Confidence Intervals	9	10/18/10
☐	Chapter 9	Hypothesis Testing and Effect Size: One-Sample Designs	10	10/25/10
☐	Chapter 10	Hypothesis Testing, Effect Size, and Confidence Intervals: Two-Sample Designs	11	11/01/10
☐	Chapter 11	Analysis of Variance: One-Way Classification	12	11/08/10
☐	**EXAMINATION #2**			11/15/10
☐	Chapter 12	Analysis of Variance: One-Factor Repeated Measures	13	11/15/10
☐	Chapter 13	Analysis of Variance: Factorial Design	14	11/22/10
☐	Chapter 14	Chi Square Tests	15	11/29/10
☐	Chapter 15	More Nonparametric Tests	16	12/06/10
☐	Chapter 16	Choosing Tests and Writing Interpretations		
☐	**FINAL EXAMINATION RESEARCH PAPER** DUE BEFORE 12 NOON ON **12/17/10**			

ADHERENCE TO ALL DEADLINES IS IMPERATIVE. EXTENSIONS WILL NOT BE GIVEN.

IMPORTANT REGISTRATION AND WITHDRAWAL DEADLINE INFORMATION

08/30/2010   Last day to drop classes (No "W" on transcript).
09/01/2010   Last day to register/add courses. Last day for 100% tuition refund.
09/13/2010   Last day to receive 50% tuition refund.
10/22/2010   Last day to withdraw from class ("W" on transcript).

COURSE CALENDAR (Fall 2010)

August 2010	Sun	Mon	Tue	Wed	Thu	Fri	Sat
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23 1st Class Meeting	24	25	26	27	28
	29	30	31				

September 2010	Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3	4
	5	6 LABOR DAY	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30		

October 2010

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1	2
	3	4	5	6	7	8	9
	10	11 **Exam #1**	12	13	14	15	16
	17	18	19	20	21	22	23
	24 / 31	25	26	27	28	29	30

November 2010

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2 **GENERAL ELECTION DAY**	3	4	5	6
	7	8	9	10	11 **VETERANS DAY**	12	13
	14	15 **Exam #2**	16	17	18	19	20
	21	22	23	24	25 **THANKS-GIVING**	26 **HOLIDAY**	27
	28	29	30				

December	Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3	4
	5	6	7	8	9	10	11
	12	13 *Final Exams*	14 *Final Exams*	15 *Final Exams*	16 *Final Exams*	17 **Final Exam Research Paper Due**	18 END OF FALL SEMESTER

Disclaimer: If circumstances change, the instructor reserves the right to alter, modify, amend, or otherwise change the syllabus. No changes are anticipated at this time, but if changes do become necessary, students will be notified in writing.

IMPORTANT NOTE CONCERNING STUDENT CONDUCT

Students are required to abide by the University of Hawai'i at Mānoa Student Conduct Code. Note that "the University of Hawai'i at Mānoa exists for the pursuit of knowledge through teaching, learning, and research conducted in an atmosphere of physical and intellectual freedom. Moreover, members of the UH academic community are committed to engage in teaching, learning, research, and community service and to assist one another in the creation and maintenance of an environment which supports these activities. It is therefore the policy of the University that members of the academic community may not violate the rights of one another nor disrupt the basic activities of the institution (as provided in section 1-4, chapter 1 of the Board of Regents' Bylaws and Policies [Part D]). Students who are disruptive are, consequently, subject to a variety of academically related penalties which may include reprimand, probation, restitution, suspension or expulsion." (http://www.manoa.hawaii.edu/students/conduct/).

Furthermore, recognize that the code prohibits all forms of scholastic dishonesty, including cheating, plagiarism, and falsification or misrepresentation of experimental data. The code covers all written and oral examinations, term papers, creative works, assigned computer related work, and any other academic work done at the University of Hawai'i. Any violation of the student code will be reported.

Any further questions regarding the Conduct Code should be addressed to the Office of the Dean of Students, Bachman Annex 10, phone V/TT (808) 956-3290.

Revised Student Conduct Code (July 2009)

There is a change in the Student Conduct Code that has been adopted by the Board of Regents. The new Student Conduct Code became effective in July 2009. It comes in two parts. The revised system-wide part is available at: http://www.hawaii.edu/apis/ep/e7/e7208.pdf.

The Mānoa part is available at:
http://studentaffairs.manoa.hawaii.edu/downloads/conduct_code/UHM_Student_Conduct_Code.pdf

"The following are examples of the types of behavior that conflict with the community standards that the UH values and expects of students. Engaging in, or attempting to engage in any of these behaviors subjects a student to the disciplinary process and sanctions on each campus:

1. Acts of dishonesty, including but not limited to the following:
    a. Cheating, plagiarism, or other forms of academic dishonesty.
    b. Furnishing false information to any UH official, faculty member, or office.
    c. Forgery, alteration, or misuse of any UH document, record, or form of identification.

    The term 'cheating' includes, but is not limited to:
    (i)   The use of any unauthorized assistance in taking quizzes, tests, or examinations;
    (ii) The use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
    (iii) The acquisition, without permission, of tests or other academic material belonging to a member of the UH faculty, staff or student
    (iv) 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:
    (i)   The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement.
    (ii) The unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials."

[E7.208 UNIVERSITY OF HAWAII SYSTEMWIDE STUDENT CONDUCT CODE, July 2009]

ONLINE eCAFE EVALUATION PROCESS

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 by logging in to http://www.hawaii.edu/ecafe/.

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 will be accessible at http://www.hawaii.edu/ecafe/.

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

STUDENT SUGGESTION AND QUESTION FORM

This form may be completed at any time during the course and sent to me electronically or deposited in my mailbox at Saunders 247.

I HAVE THE FOLLOWING SUGGESTION/QUESTION:

PLEASE ANSWER ME (CHECK ONE):

☐   In class (if time permits).

☐   Through my email at: _____

☐   No answer is required.

NAME (optional): _____