

SOCIOLOGY 476/L: Social Statistics
University of Hawai'i at Mānoa, Summer 2016

COURSE SYLLABUS

Lecture Posted: M 6:00 pm	Instructor: Quincy Edwards, PhD, MSc
Course Dates: 06/06-08/12/2016	Office hours: TBA
Course No.: 97157/8 (DS, WI)	Office location: Saunders Hall 247
Online System: Laulima	Email: quincy.edwards@hawaii.edu
https://laulima.hawaii.edu/	Web: http://www2.hawaii.edu/~qedwards/

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| 1. <i>Classmate contact information:</i> | 2. <i>Classmate contact information:</i> |
| Name: _____ | Name: _____ |
| email: _____ | email: _____ |
| Tel.: _____ | Tel.: _____ |
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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. **WI, DS**

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

NOTE: This course has been approved as writing-intensive (WI) and you will receive a WI credit upon successful completion of the course requirements.

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 21st 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), 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.

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 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.

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. If you are seriously in need of help, make an appointment to meet with me.

Because this 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, the following practices will be adopted:

1. Each assignment will be graded and individual feedback will be provided.
2. Students are encouraged to contact me to discuss their progress.
3. Also, students may communicate with me to make a suggestion, bring about a complaint, or just remind me of something....

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, a combination of lectures, readings, discussions, and writings will be employed. Lectures and readings will focus on the introduction of new material; discussions and writings will assist in comprehension of the material.

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.

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.

COLLABORATION AND LEARNING ENVIRONMENT (CLE)

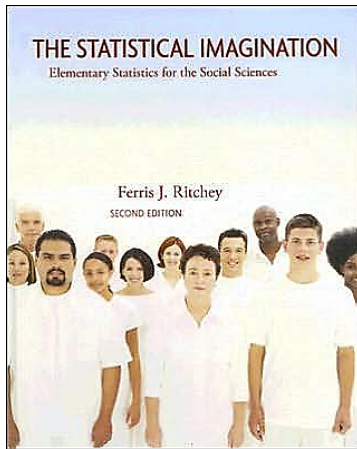
Laulima is the University of Hawai'i's Collaboration and Learning Environment (CLE). Announcements, assignment instructions, submission of assignments, links to the discussion board, and other salient features will be provided thereon. Students are expected to logon to LAULIMA daily.

REQUIRED COURSE MATERIALS

1. An active UHM email account that is checked daily as there will be times when you may need to be contacted individually or as a class.
2. A reliable computer with internet access. (ITS labs are available throughout campus with generous hours of operation.)

REQUIRED TEXTBOOK

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



Title: The Statistical Imagination

Hardcover: 672 pages

Publisher: McGraw-Hill Education
Sciences/Languages; 2nd Edition (January 26, 2007)

ISBN-10: 007294304-1

ISBN-13: 978-007294304-7

Product Dimensions: 9.4 x 7.5 x 1.2 inches

Shipping Weight: 2.5 pounds

List price: \$250.43

UHM Bookstore: TBA

Amazon.com: Used, starting at \$12.00;
Rent semester, \$11.94

REQUIRED SOFTWARE



SAS® software will be made available once the course is in session.

OPTIONAL MATERIALS

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

ATTENDANCE POLICY

Your active participation constitutes your attendance. While attendance is not explicitly used in calculating 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

The overall grading structure of the course will consist of class discussions and participation (5%), homework assignments from the textbook (20%), tests (40%), and a final project (35%).

1. Class Discussions and Participation

Class discussions are based on students' thoughtful reflections on reading assignments and other relevant topics. Readings are to be completed *prior* to the start of class. You are expected to contribute to class discussions using academic arguments. Completion of class readings will help you do this.

Regular, timely, and meaningful participation is a key factor in final grades and these will be determined by class attendance along with participation in all discussions, quizzes, and activities.

2. Reading and Homework Assignments

Assignments 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 preparing homework assignments, 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.

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

3. Practicums (476L)

The practicums are designed to teach the techniques and skills of social science research. Students will need these in order to develop the competency essential for writing their Final Project. The practicums and online resources are learning opportunities. Make full use of each and every one.

4. Tests

Five tests will be administered over the course of the semester. These will directly reflect lecture and textbook content. All students required to take the tests at the specified date and time.

5. Final Project

This written assignment will culminate in a 14- to 16-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 the data.
- PART 6. Analyze the data and draw conclusions.
- PART 7. Disseminate the results.

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

WARNING: Do NOT miss a discussion, practicum, or test! All must be taken or submitted when scheduled. This online course allows students the freedom to self-direct their work within extended timeframes; as a result, there will be no makeup postings or exams.

For success in this course, adherence to all deadlines is imperative. Therefore, extensions will not be given.

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

Grading Policy

The overall grading structure of the course consists of:

Discussions and participation	5%
Homework assignments	20%
Tests	40%
Final project	<u>35%</u>
Total	<u>100%</u>

PLEASE NOTE: The Mānoa Writing Program requires that "Students must adequately complete all writing assignments to pass the course with a D grade or better. Students who do not complete all writing assignments will get a D- or an F and will not earn WI Focus credit."

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-

GENERAL INSTRUCTIONS FOR PREPARING WRITTEN 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 11-point Arial or 12-point Times New Roman fonts, double-spaced, with all margins set at one inch. The grade for a paper is based on:

1. Presentation Style

(a) 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.

(b) 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.

(c) Think and foster the *statistical imagination*

At the end of each assignment, give 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.

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

2. Organization

- (a) Structure and format
- (b) Logical sequencing and continuity of ideas
- (c) Clarity of expression
- (d) Conciseness.

3. Content

As indicated by specific paper assignment.

GENERAL INSTRUCTIONS FOR DISCUSSION PARTICIPATION

Open class discussions form a significant part of this course. As students share ideas, perspectives, and experiences with their classmates, they will find this collective interaction will enhance and support learning objectives. Students will be assessed on the quality of their participation and depth of their contributions in class discussions.

The following rubric will be used to assess the quality of students' participation in class discussions.

CRITERIA	UNACCEPTABLE	SATISFACTORY	EXCELLENT
<i>Participation</i>	None	Once during each class.	Twice or more during each class.
<i>Demonstrates understanding of readings and outside references</i>	Shows little evidence that readings were completed or understood. Gives mostly personal opinions/feelings.	Displays understanding of required readings and underlying concepts with correct use of terminology and citations.	Displays 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.
<i>Content</i>	Off-topic, incorrect, or irrelevant to discussion.	Factually correct. Lacks full development of concept or thought.	Factually correct, reflective, and substantive contribution. Advances discussion.
<i>Clarity</i>	Long, unorganized or inappropriate content.	Communicates in friendly, courteous, and helpful manner.	Communicates in friendly, courteous, and helpful manner. Contributes to discussion with clear, concise comments.

CLASS POLICIES

1. The most important rule in class is to respect one another. Any incivility or *argumentum ad hominem*¹ will not be tolerated.
2. All policies and procedures as set forth in the University of Hawai'i at Mānoa Student Conduct Code (<http://www.manoa.hawaii.edu/students/conduct/>) apply to this course.
3. When emailing the instructor, please observe the following:
 - (i) In the subject line, clearly state your course number and section, your full name, and briefly, the issue you are addressing.
 - (ii) Begin your emails with a salutation (an appropriate title and last name) and, at the end, sign your name.

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:

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

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.

IMPORTANT REGISTRATION AND WITHDRAWAL DEADLINE INFORMATION

06/13/2016	Last day to register/add courses. Last day for 100% tuition refund.
06/20/2016	Last day to receive 50% tuition refund.
06/20/2016	Last day to drop classes (No "W" on transcript).
07/15/2016	Last day to withdraw from class ("W" on transcript).

¹ *The person presenting an argument is attacked instead of the argument itself.*

SOCIOLOGY 476/L: Social Statistics
University of Hawai'i at Mānoa, Summer 2016

SCHEDULE OF ASSIGNMENTS AND EXAMINATIONS (SUMMER 2016)

✓	WEEK	POSTED	SOC 476		SOC 476L	PROJECT	DUE
			ASSIGNMENT	HOMEWORK	ASSIGNMENT		
<input type="checkbox"/>	1	06/06/16	Orientation				
<input type="checkbox"/>			Chapter 1	1A: 1, 3, 6	Practicum 1		06/13/16
<i>HOLIDAY — Kamehameha Day 06/11/16</i>							
<input type="checkbox"/>	2	06/13/16	Chapters 2 & 3	2A: 1, 5, 7			06/20/16
<input type="checkbox"/>	3	06/20/16	Chapter 4	4A: 1, 5, 7	Practicum 2		06/27/16
<input type="checkbox"/>			Test (Chapters 1, 2, 3)				
<input type="checkbox"/>	4	06/27/16	Chapters 5 & 6	5A: 1, 3, 7, and 6A: 1, 3, 5, 7		PART 1	07/04/16
<i>HOLIDAY — Independence Day 07/04/16</i>							
<input type="checkbox"/>	5	07/04/16	Chapter 7	7A: 1, 2, 3	Practicum 3		07/11/16
<input type="checkbox"/>			Test (Chapters 4, 5, 6)				
<input type="checkbox"/>	6	07/11/16	Chapters 8 & 9	8A: 1, 2, 4, 7, and 9A: 1, 5, 7		PART 2	07/18/16
<input type="checkbox"/>	7	07/18/16	Chapter 10	10A: 1, 2, 3, 7	Practicum 4	PART 3	07/25/16
<input type="checkbox"/>			Test (Chapters 7, 8, 9)				
<input type="checkbox"/>	8	07/25/16	Chapters 11 & 13	11A: 1, 2, 3, and 13A: 1, 2, 3, 4		PARTS 4, 5, 6	08/01/16
<input type="checkbox"/>	9	08/01/16	Chapters 14 & 15	14A: 1, 2, 3, and 15A: 2, 3, 4	Practicum 5		08/08/16
<input type="checkbox"/>			Test (Chapters 10, 11, 13)				
<input type="checkbox"/>	10	08/08/16	Final Project				08/12/16
<input type="checkbox"/>			Test (Chapters 14 and 15)				
<input type="checkbox"/>	FINAL PROJECT DUE BEFORE 12 NOON ON FRIDAY, AUGUST 12, 2016						

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/T (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.