SOC362/SOC 364 Social Research and Statistics II (Online)
University of Northern Colorado
Spring 2015

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Course Description: To become an informed consumer and creator of information, particularly scientific information, requires that you have a clear understanding of the methods by which “social facts” are made obvious. More specifically, this course makes explicit the manner in which research ideas are taken from the conceptual stage (framing a specific question) to the empirical stage (obtaining information to answer the question). To accomplish this goal we will examine the:

1. different ways in which to ask questions,
2. ways in which researchers answer questions, and
3. relationship between the social world and social research.

This course is designed as a complement to 361. In the first course, concentration is on the basic forms of scientific thought and on the languages of science. In the second, attention is given to the use of statistics in sociology.

OBJECTIVES AND LEARNING OUTCOMES
By the end of the semester, students will be able to:

- define and apply core concepts in social science research methods.
- examine, discuss, and critique human behavior and social structure from a sociological perspective with appropriate in social science research methods.
- apply rigorous research techniques in a project with real world implications.
- to develop effective communications of sociology through both written work using in social science research methods.

I. REQUIREMENTS

There are two basic requirements in this course. (A) The first is to incorporate some basic knowledge of the distinctive perspective and epistemology of sociology, and the modes of language and discourse used in sociological activity. In other words, the course is designed to introduce students into the way in which sociological investigations are initiated, analyzed, and ultimately disseminated. (B) Secondly, students are asked to begin to shift from a primarily consumer orientation to sociological knowledge to more of a creator orientation. Specifically, students are asked to think critically about what is currently being done in sociological research and to do some integrating and creating of material on their own. These requirements will be realized in three tests (2 midterms and a final) and a series of lab papers. The tests will be worth 75% of the final grade (25% each). The tests will be comprised of data analysis problems that require using SPSS to arrive at the solution. The sum of the lab papers will amount to 25% of
the course grade (6.25% each).

II. COURSE ORGANIZATION

The course consisted of three required components: lectures and labs. Both lectures and Lab Assignments and Unit Exams are mandatory and required.

A. LECTURES

During the lecture component of this course, students will learn the application of and reasons behind the use of statistical techniques in the practice of sociology. Students will be introduced to the different ways in which numerical concepts can be used to describe data, as well as, the appropriate statistical techniques associated with each manner of application. Also, an effort will be made to assess the limitations of statistical technologies; and how and where the illegitimate use of statistical concepts can manipulate, confuse and fraud consumers of the research act. It is my opinion that one of the goals of a liberal arts education, perhaps the primary goal, is to provide students with the necessary tools for making informed decisions in the democratic process. I firmly believe that having the ability to critically analyze statistical results is absolutely necessary in an information based society. I also believe that the knowledge gained with the successful completion of this course is the most marketable skill an undergraduate sociology major gains during their undergraduate career. No matter what field of employment you enter, your ability to design, analyze and interpret research findings will set you apart from your fellow workers.

The material covered in the course is complex, and by nature cumulative. This means that in order for you the student to grasp the full range of ideas covered in class, it is essential that you do not fall behind in your reading or course work. This statement is not intended as a threat, rather as a word to the wise from someone who remembers how intimidating statistics can be to the introductory student. It is highly recommended that students form study groups to facilitate the learning process; and that students initiate and maintain contact with the teaching assistants to insure that they are making adequate progress in the course.

Lectures will not be taped sessions, which is different than last semester. There will be several Power Points. The instructor instead will be available twice a week for group lecture sessions that will not be mandatory but highly suggested attendance.

B. LABS

Labs are centered around the creation of 600-1000 word typed papers which include computer printouts, graphs etc. which augment the topics of analysis. During the labs we will hold discussions on the current assignment, the next lab assignment, and the computer analyses for each. The Lab sessions are a chance for you to get your hands dirty. Over the course of the semester, students will learn to use the SPSS computer package. This program is a powerful data analysis software package found on the hard
drives of the Remote PC or students can use their license from last semester. Even if you are already fluent in some other statistical software, for consistency sake, please utilize the SPSS program for all of the assigned lab reports.

**Required Text:**


**Recommended:**

I would also recommend getting your hands on a couple of standard beginning statistics texts. These are a great source of practice test questions, as well as, an additional reference.

**Graded Components:** The course requirements are constructed to achieve the following three things:

1. ensure that each student acquires a base of knowledge concerning sociological research methodology,
2. ensure an ongoing two-way communication process between student and instructor concerning course material,
3. since everyone learns in different ways, provide a variety of opportunities for students to demonstrate their progress.

Each requirement yields a maximum number of points contributing to the total number of points possible, which are translated into a final grade as noted on the scale below. This is known as a mastery system of evaluation whose purpose is to allow each student to determine his/her own level of performance based on your own expectations. In other words - the grade you receive in the class is based on what you have learned, rather than on how you compare to other students in the class.

The purpose of constructing the course and its requirements in this fashion is to encourage a "hands-on" approach to learning research methods that allows you to actively deal with the ideas, issues, and problems inherent in the discipline of sociology. These skills are applicable in any arena you might find yourself - running a business, working for a business, and in graduate school. Additionally, this course structure compels you to have a stake in the class since it depends on cooperative learning among students, as well as the expertise, dedication, and interest of the instructor.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>2 Midterms (lecture &amp; lab)</td>
<td>200</td>
</tr>
<tr>
<td>Final Exam (lecture &amp; lab)</td>
<td>100</td>
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<tr>
<td>4 Written Lab Assignments</td>
<td>100</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>400</strong></td>
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**Grade Scale**

A: 360-400  B: 320-359  C: 280-319  D: 240-279  F: 239 or less
CLASS EXPECTATIONS

Attendance
Learning is an interactive process. The success or failure of any class depends on the efforts of both the instructor and class participants. Therefore, I strongly encourage thoughtful preparation (on my part as well as yours), regular attendance online, and active participation. This will provide students with the skills and knowledge necessary for successful completion of the course. The instructor will have live office hours on Tuesdays to cover any material that students are having difficulty understanding.

Late Assignments
I do not accept late assignments, research reports, or labs for full credit in this course. If your assignments, research reports, or labs are late, then I will deduct 50% off the final grade. In this case, the highest grade that you can earn is 50% on late assignments, research reports, or labs. I do not except late exams unless you have a documented University Approved Excused Absence. You have at least a 48-hour window to complete lecture and lab exams. Please plan accordingly.

Blackboard
The class will utilize the university provided online learning management, Blackboard. The syllabus, rubrics, lectures, homework assignments’ guidelines, supplemental readings, grades, online discussions, and class calendar can be accessed at this site. You can access Blackboard by typing https://unco.blackboard.com/webapps/login/ into your web browser. Then type in your Bear username and password and choose the course, SOC-362(001) Spring 2015, Social Research and Statistics II to access this course’s Blackboard Page.

Blackboard has information about how to make sure your computer is compatible for the course, so go to the blackboard home page for this information (http://www.unco.edu/blackboard). If you have difficulties or questions about the technology, please call the helpline shown below. Students are responsible for making sure that their computers are compatible with the Blackboard system. I recommend that each student who is not taking the course on UNC campus computers contact our helpline before class begins, to discuss compatibility with a technician. Please make sure yours is compatible, because computer crashes, etc. will not be an acceptable reason for late or missed work. The helpline number is (970) 351-4357.

You should have Microsoft Word, or Word-convertible WordPerfect, in order to upload projects that I can download and open. If you don't have MS Word, be sure to save anything you send with either an .rtf or .doc file extension, as some other programs will download this way. Please don't use Microsoft Works for word processing as it will not open on my computer (this program comes with new PCs as a free program), and don’t upload documents that have been saved in any of the Web formats either. Our UNC computers now have MS 2007 installed, so I can open Microsoft Word 2007, as well as earlier versions of Word.

PowerPoint is required. If you have MS Office but are not sure about PowerPoint, check your program files.

Use of SPSS, a statistical package from IBM, is required for this course. You may be fluent in some other statistical software, but for consistency sake, please utilize the SPSS program for all of the assigned lab reports. The SPSS program is a powerful statistical software package. The software will be new to most students and learning a new software is a challenge. Students should expect to spend time practicing how to use this software package, especially in the beginning of the course.
Be patient with yourself and expect a steep learning curve.

SPSS can be found at many terminals around campus (CAND 2170, CAND 2295, CAND 1170, Ross 2261, Michener Library, McKee computer lab). To access SPSS off-campus, you have two other choices. You can use the campus remote PC lab, and the instructor gives complete instructions to use remote SPSS. However, in previous semesters, students had a difficult time using the remote lab. Students who did not follow the provided instructions or had poor internet connections, often lost their homework and exam files permanently. Therefore, under course materials, the instructor provides information on how to purchase a student version of SPSS. I highly suggest students purchase the student version of SPSS. It can be downloaded to a PC or MAC, and you will not have to worry about losing work due to not saving work properly or problems with internet connections.

System Requirements to consider before purchasing the software online:

**Window Requirements:**
**Operating system:** Microsoft Windows XP (Professional, 32-bit) or Vista® (32-bit or 64-bit), Windows 7 (32 or 64-bit) or Windows 8
**Hardware:**
- Intel® or AMD x86 processor running at 1GHz or higher
- Memory: 1GB RAM or more recommended
- Minimum free drive space: 800MB***
- DVD drive
- Super VGA (800x600) or higher-resolution monitor
- Web browser: Internet Explorer 7 or 8

**Mac Requirements:**
**Operating system:** * Apple® Mac 10.7 (LION) or 10.8 (Mountain Lion)
**Hardware:**
- Intel processor (32 and 64 bit)
- Memory: 1GB RAM or more recommended
- Minimum free drive space: 800MB***
- DVD drive
- Super VGA (800x600) or higher-resolution monitor
- Web browser: Mozilla® Firefox® 2.x and 3.x

*** Installing Help in all languages requires 1.1-2.3 GB free drive

*Please Note: I am not responsible for making sure your computer is technologically compatible with Blackboard. It is your responsibility to practice using Blackboard, and submitting papers/assignments before the due date to make sure your technology is compatible. Should you encounter problems, DO NOT contact the me. For help, contact technical.support@unco.edu or call 970-351-4357.*

**Email**
Please check your university email frequently in this class. I regularly communicate by email each week and make announcements about upcoming material, assignments, and grading procedures. Furthermore, I check my email throughout the day during the weekdays (Monday – Friday). If you need to discuss any questions or concerns about the class, please email me if you cannot visit me during office hours. I will return your email within 24 hours, unless it is the weekend. Please allow for a 48-hour response on the weekend.
**Academic Honesty**
A significant portion of your grade in this course comes from material created outside of class (e.g., lab reports, at home lab exams). **In lab, students are encouraged to work with one another especially in generating analyses using SPSS.** This does not, however, mean that students can turn in lab reports that are not of their own creation. Each student is expected to write up the out of class assignments individually. **Copying of another student’s work is dishonest and will result in a zero for both students involved.** During exams, **students are expected to do their own work. Please do not discuss the exam with anyone while the exam is open.**

**Classroom Environment**
In order for learning to occur, we must exist in an environment where all of us feel safe and respected. Please keep in mind the following expectations of this classroom learning environment:

The University defines harassment as any behavior -whether from teachers, staff or peers (other students) - that makes an individual so uncomfortable that they cannot learn. Thus, insults, sexual advances, slurs directed against a racial, ethnic, religious, sexual, gender, or any other group, whispered comments, disruptive behavior and disrespectful language are all recognized as contaminating the learning environment and **WILL NOT BE TOLERATED.** Please check [http://www.unco.edu/dos/communityStandards/student_code_conduct/index.html](http://www.unco.edu/dos/communityStandards/student_code_conduct/index.html) for more details.

**If you feel your learning environment is being spoiled, please inform me IMMEDIATELY, in person or anonymously.**

**Discussion Forum Conduct:** In this course, you are expected to use appropriate netiquette behavior; you can see a list of netiquette behavior under the “Resources” tab in Blackboard. Here is a short list of netiquette behaviors to keep in mind as you prepare your discussion forums and blog posts and replies:

1. Read and edit everything you post online
2. Do not use abbreviations like OMG, LOL or TTFN
3. Please do not use ALL CAPS in your posts; this is perceived as shouting online
4. If someone writes something offensive (to you or others) in an online discussion or blog, do not start a war of words; tell the instructor, and she will mediate the situation.
5. Cite other people’s ideas and work; do not take credit for others’ work.

**Students with Other Needs**
If you have other academic, evaluation, or testing needs please discuss them with me ASAP. In addition, Disability Services for Students (DSS) provides assistance to currently enrolled students with documented disabilities including physical, psychological, and those with Attention Deficit Hyperactivity Disorders (ADHD), traumatic head injuries, learning disabilities (LD) and other health concerns. All contacts with DSS personnel are held in strictest confidence and information is released only with the student’s permission. Students with disabilities should contact the appropriate coordinator to initiate receipt of services. It is the responsibility of the student to provide updated documentation regarding his/her disability from the diagnosing professional before services can be provided.

Please check [http://www.unco.edu/dss/aboutDSS.html](http://www.unco.edu/dss/aboutDSS.html) for more details.

Also students need to schedule an appointment with me within the first two weeks of the semester in order to address how best to accommodate their needs.
Course Evaluations
Course evaluations will be available for students to complete during the last 2 weeks of fall term. Course Evaluations are conducted in the classroom.

Complaints and Rebuttals
I will accept typewritten rebuttals up to one week following the return of your scored assignment or exam. A persuasive rebuttal includes a summary of the question or task involved, your response, and a statement about why you think you deserve more credit (1/2 credit) than you were given. Attach the original assignment or quiz to the back of the rebuttal. I encourage you to take advantage of this opportunity to participate in the process of your own evaluation. This is your chance to make a case for yourself. Use it if you think you have just cause. Although I have put a great deal of consideration into both my teaching methods and the structure of the class, they are not perfect for every individual. I value your constructive feedback and use such information to improve. If there is a specific issue regarding the course I encourage you to approach me for discussion. If you are not satisfied with my response you should contact the chair of the Sociology Department (Professor Kyle Nelson). I will periodically ask you to provide anonymous evaluations of my efforts throughout the course. Please give these evaluations your careful consideration - they do make a difference.

Participation: Students will have access to four discussion forums, but participation is voluntary. The first discussion post is the introduction post titled, Introduction, and an Example of Statistics in the Real World. This will provide students 2 extra credit points for participating. Then for each unit, students will have a Let’s Be Clear Discussion Board (worth up to 5 points each), where students can earn extra credit for participation participating. In this discussion thread, students should post questions, comments, and reactions to the appropriate Unit Discussion Board.

All other University Policies and Resources are listed on Blackboard. You are responsible for knowing the policies, and if you need any clarification or further explanation on the policies, please contact the instructor at Sandra.harmon@unco.edu.
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<thead>
<tr>
<th>Units</th>
<th>Unit Topics</th>
<th>Course Materials</th>
<th>Subject to Change: Lecture Assignments (Due Dates listed next to Assignment due before 11:59 pm)</th>
</tr>
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<tbody>
<tr>
<td>Unit 1: Descriptive Statistics and Bivariate Analysis</td>
<td>Unit 1.1 (Week 1): Review of SPSS and Descriptive Statistics</td>
<td>Welcome (Start Here) Course Syllabi (SOC 362 &amp; 364) Salkind Chapters 1-4 and pages 103-105 PowerPoints</td>
<td>Lab Assignments: Lab #1: Descriptive Statistics (Due 1/20) Lab #2: Chi Square- (Due 2/17) Unit 1 Exam-(Due 2/24)</td>
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<tr>
<td>Weeks 1-6</td>
<td>Hypothesis Testing 1.2 (Week 2): Hypothesis Testing and Statistical Significance</td>
<td>Salkind Chapters 7 and 9 PowerPoints</td>
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<td>Unit 1.3 (Week 3-5): Chi-Square and the Elaboration Model</td>
<td>Salkind-Chapter 17 PowerPoints</td>
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<td>Unit 2: T-tests and ANOVA</td>
<td>Unit 2.1(WEEK 6): T-tests</td>
<td>Salkind-Chapter 11 Power Points</td>
<td>Lab #3: One-Way and Two-Way ANOVA (Due 3/24) Unit 2 Exam (Due 4/7)</td>
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<td>Weeks 7-12</td>
<td>Unit 2.2(Weeks 7 &amp; 8): One-Way ANOVA</td>
<td>Salkind-Chapter 13 Power Points</td>
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<td>Unit 2.3(Weeks 9, 11, and 12): Two Way ANOVA</td>
<td>Salkind-Chapter 14 PowerPoints</td>
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<tr>
<td>Week 10 (March 16-20 is Spring Break)</td>
<td>Unit 3.1(Weeks 13): Correlation</td>
<td>Salkind-Chapters 5 &amp; 15 PowerPoints</td>
<td>Lab #4: Correlation and Regression (Due 5/1) Unit 3 Exam #3-Due (5/8)</td>
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<tr>
<td>Unit 3: Correlation and OLS Regression</td>
<td>Unit 3.2(Weeks 14): Regression</td>
<td>Salkind-Chapter 16 PowerPoints</td>
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<tr>
<td>Weeks 13-finals Week</td>
<td>Unit 3.3(Week 15 &amp; 16): Multiple Regression with Dummy Variables</td>
<td>PowerPoints</td>
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