Tell me and I forget; teach me and I remember; involve me and I learn!
—Benjamin Franklin

SOCIAL STATISTICS

Dr. Marcie Goodman **Sociology 3112**
Phone: (801) 581-3712 **Spring 2013**
Office: BehS 310 **Thurs 6:00—8:00 pm**
Office hours: Before & after class **Sandy 122**

COURSE CONTENT

Regardless of one's chosen career, college level professionals are constantly presented with statistical information. Whenever those who are not knowledgeable in statistics come across any statistically based information, they have to either unquestionably accept what others have concluded from it or find someone to interpret it for them. Either way, one runs the risk of being deceived or even outright lied to because of such a critical information gap. Such ignorance can be potentially costly to both the individual and their career. *Sociology 3112* will seek to help students in the social sciences become acquainted with and understand basic statistics in the most straightforward and least threatening ways possible.

COURSE GOAL

Each student will be able to understand and manipulate basic statistical information on an undergraduate level.
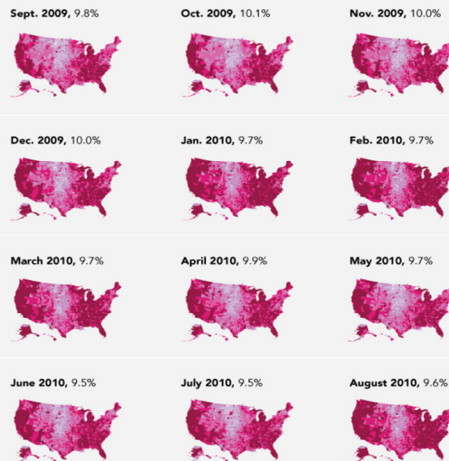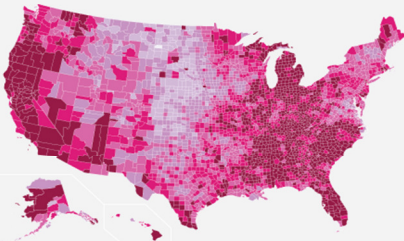
COURSE REQUIREMENTS

Most upper-level, undergraduate courses in the social sciences require students to demonstrate mastery of material through successful completion of examinations, assignments, labs, and class attendance and participation. For *SOC 3112,* **30%** of the course grade will be generated from the completion of *Chapter Exercises* in the core text. Another **30%** of the grade will come from *weekly quizzes* on the chapter material assigned. **30%** more of the grade will be earned through completing assignments in *STATLAB Online.* The remaining **10%** of the course grade will reflect class attendance/participation (notations are made of the level of responses during discussions). The purpose of this type of system is to assure maximum results through an ongoing effort by students to stay abreast of course materials, particularly the assigned readings. Success will be

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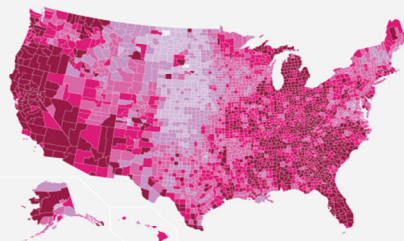**UNEMPLOYMENT,** *August 2009 to September 2010*

The national unemployment rate in August 2009 was 9.7%. Over the past year, there have been some fluctuations month-to-month, but in September 2010, the national rate was just slightly lower at 9.6%.

UNEMPLOYMENT RATE (%)
0   2   4   6   8   10+

August 2009, 9.7% National Unemployment Rate

Sept. 2009, 9.8% **Oct. 2009,** 10.1% **Nov. 2009,** 10.0%

Dec. 2009, 10.0% **Jan. 2010,** 9.7% **Feb. 2010,** 9.7%

March 2010, 9.7% **April 2010,** 9.9% **May 2010,** 9.7%

June 2010, 9.5% **July 2010,** 9.5% **August 2010,** 9.6%

September 2010, 9.6% National Unemployment Rate

Source: Bureau of Labor Statistics – By: FlowingData, http://flowingdata.com

greatly impacted by familiarity with information *before each class period,* with students coming prepared to participate in class discussions.

REQUIRED TEXTS   (Please buy the *BUNDLE!*)

Frankfort-Nachmias, Chava & Anna Leon-Guerrero. 2011. *Statistics for a Diverse Society* (6th Ed). SAGE.
Francis, Gregory & Ian Neath. 2012. *STATLAB Online.* SAGE.

SPECIAL ACCOMODATIONS

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services. Please discuss any concerns with the professor as soon as possible (www.hr.utah.edu/oeo/aca/guide/faculty/).

GRADING CRITERIA

A—An *excellent* work in all or nearly all aspects of the assignment. The student exemplifies originality of ideas,
    superior depth of thought, and extensive grasp of topics as well as technical superiority.
B—A competent work with a lapse here or there. Ideas are clear and properly expressed; the writing is technically
    solid. The assignment is effective in meeting all criteria but does not rise to sustained distinction.
C—An adequate work, but not good. Student ideas tend to be oversimplified, reductionistic, and lack sufficient
    explanation or exploration. Problems may also exist with grammar, logic, or ability to express thoughts in a
    manner reflective of a junior level class.
D—A minimal effort by the student—the work is marred by problems with almost all aspects of the assignment—not
    considered a competent performance.
E—A failing mark, generally reserved for assignments which are not submitted or miss the target on virtually every
    area of the project.
+/- —Plus or minus may be given in addition to each of the grade levels when deemed appropriate by the professor.

CHAPTER EXERCISES

At the conclusion of each of the **14** chapters in the text, the authors include a set of *exercises* designed to aid in understanding and applying the information. Students will complete the ***even-numbered questions ONLY for each exercise*** and submit those the week the chapter is assigned. In this way, students come to class prepared to participate fully in the discussion of the material. At the end of the term, the lowest **4** grades will be dropped, and **10** grades will be averaged for a final score reflecting **30%** of the course grade. Please ***type*** all responses on an 8 ½" by 11" sheet of white paper with name at the top. Please do NOT type questions.

WEEKLY QUIZZES

At the end of each weekly class, students will take a brief ***quiz*** designed to test their knowledge of the most important aspects of the material under discussion that night. At the end of the term, the lowest **3** grades will be dropped, and **10** grades will be averaged for a final score, reflecting **30%** of the course grade. All testing material will be provided by the professor. **Please bring an *automatic lead pencil* to take the test, and a *red pen* to grade after the test is completed.**

STATLAB ONLINE

A portion of social statistics typically includes *hands-on involvement* with data and information in the form of ***labs***. Rather that require night students to stay after classes each week, ***STATLAB Online*** is provided so that students may work at their own opportunity and pace throughout the week. *STATLAB* is an online laboratory for introductory statistics, where students participate in behavioral experiments, and gather and analyze their own data using the statistical techniques taught in the course. By working with their own data, *STATLAB* provides a new way for students to appreciate the relevance of statistical analyses for understanding human behavior. **12** statistical topics are available (about one per week). At the end of the term, the lowest **2** grades will be dropped, and **10** grades will be averaged for a final score reflecting **30%** of the course grade. ***PLEASE REMEMBER ASSIGNMENTS MUST BE SUBMITTED THROUGHOUT SEMESTER—DO NOT WAIT UNTIL THE END OF TERM TO COMPLETE THE LAB WORK OR SEVERE PENALTIES WILL BE AFFIXED.***

CLASS PARTICIPATION

Active participation is expected in SOC 3112, and **10%** of the course grade is generated from this effort. The course will be conducted in a *Socratic format* with emphasis on student contributions to encourage analysis, critical thinking, preparation, and long-term learning. Students should be prepared to discuss the subject scheduled each day on the calendar. Cards will be marked for responses, based on the quality of comments offered: **+ (plus),** √ **(check),** or **0 (zero)**—roughly representing the grades of *A, B* and *E.* Excused absences such as illness or work *may* receive *up to* ½ points, while those *not excused* will be marked as zero, without possibility of make-up (unless specific arrangements are agreed upon with the professor in advance).

CLASS CALENDAR

10 Jan   Introduction to statistics; presentation of syllabus; introduction of STATLAB Online

17 Jan   The what and why of statistics
                    Frankfort—Chpt 1

24 Jan   Organization of information: frequency distributions;
        Graphic presentation
                    Frankfort—Chpts 2 & 3

31 Jan   Measures of central tendency
                    Frankfort—Chpt 4

7 Feb   Measures of variabillity
                    Frankfort—Chpt 5

14 Feb   The normal distribution-------------------------**LABS 1 THRU 4 MUST BE SUBMITTED BY NOW**
                    Frankfort—Chpt 6

21 Feb   Sampling and sampling distributions
                    Frankfort—Chpt 7

28 Feb   Estimation
                    Frankfort—Chpt 8

7 Mar   Testing hypotheses
                    Frankfort—Chpt 9

11--15 Mar   # SPRING BREAK!   NO CLASS!

21 Mar   Relationship between two variables—cross tabulation
                    Frankfort—Chpt 10------------------- LABS 5 THRU 8 MUST BE SUBMITTED BY NOW

28 Mar   The chi-square test
                    Frankfort—Chpt 11

4 Apr   Measures of association for nominal and ordinal variables
                    Frankfort—Chpt 12

11 Apr   Regression & correlation
                    Frankfort—Chpt 13

18 Apr   Analysis of variance---------------------------- **LABS 9 THRU 12 MUST BE SUBMITTED BY NOW**
                    Frankfort—Chpt 14