

SOC 3112-01 | Spring 2014

# Introduction to Social Statistics

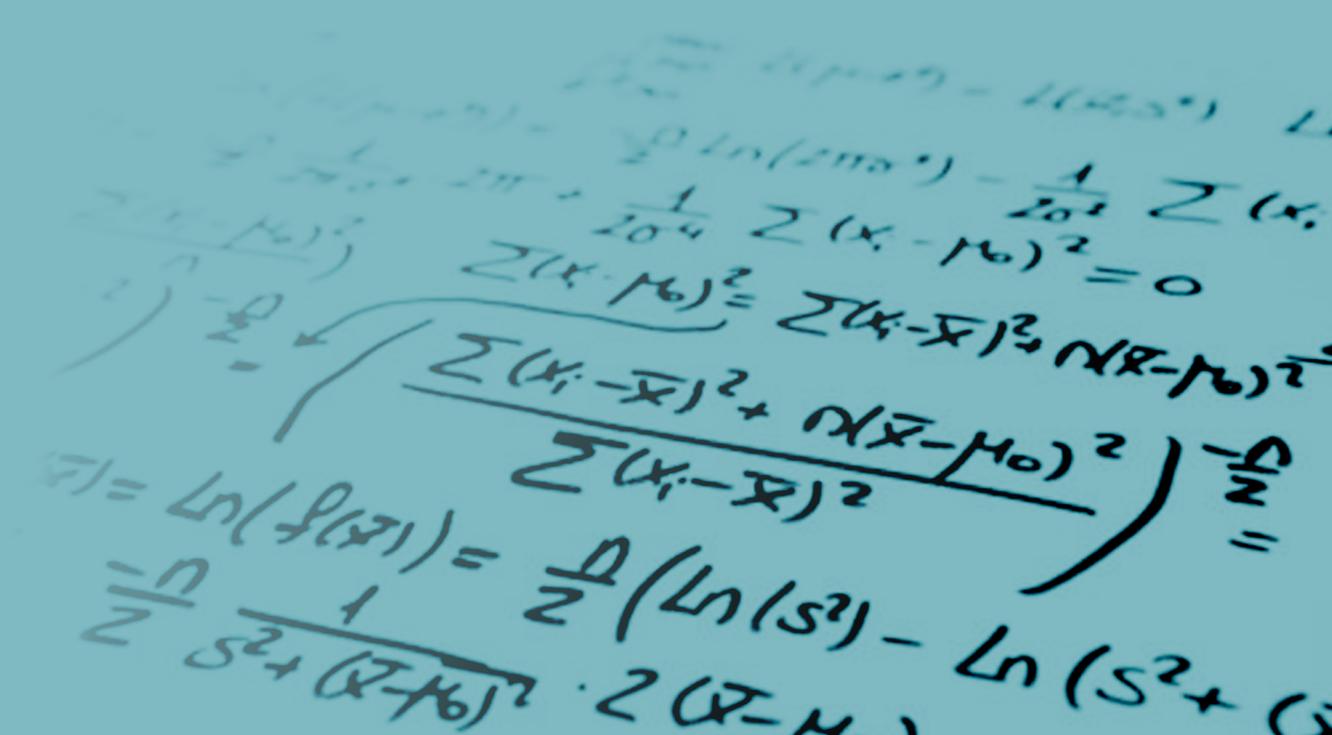
**Days:** Tuesdays and Thursdays

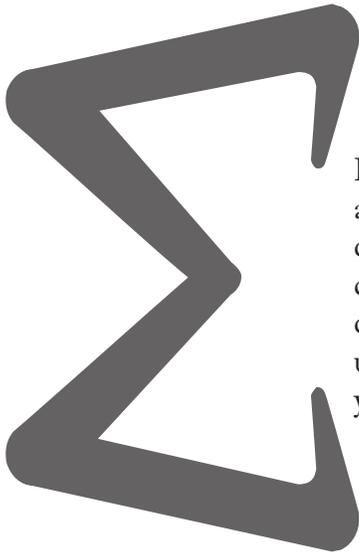
**Time:** 10:45 am to 12:05 pm

**Room:** BEH S 115

**Instructor:** Yvette Young

This course fulfills the Quantitative Reasoning (QB) and  
Quantitative Intensive (QI) requirement of the U of U.

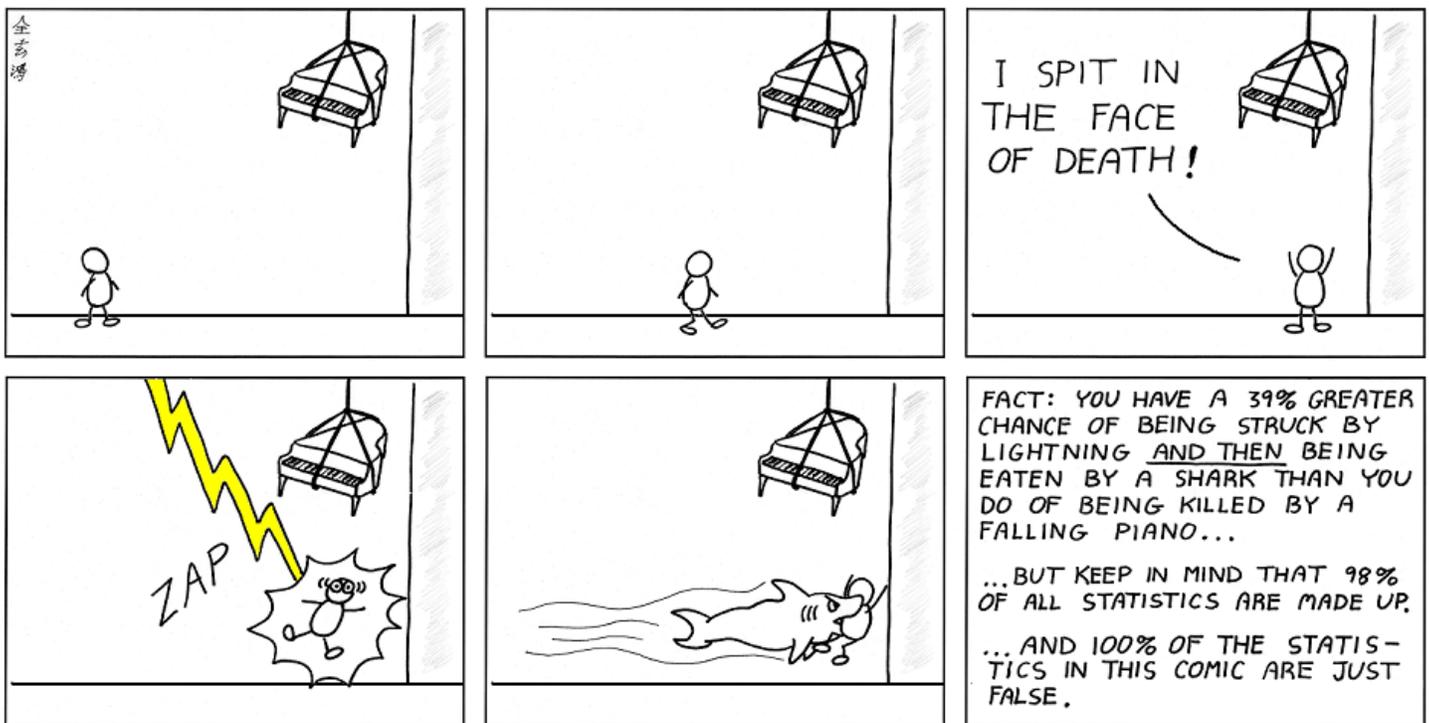




How is it that pollsters are able to predict how the entire country is going to vote in a presidential election after talking to only 1000 people? How can social scientists draw conclusions about a large population after studying only a small sample? This course explores the answers to those questions and more as we take a look at both descriptive and inferential statistics within the context of the social sciences. The ultimate goal of this class is to improve your critical thinking skills and make all of you more discerning consumers of information.

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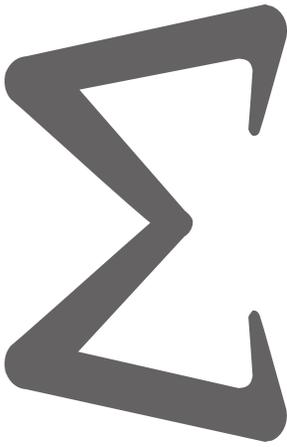
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**Instructor:** Yvette Young, M.S.  
**Teaching Assistant(s):** TBA

**Office:** BEHS 314  
**Office Hours:** Before and after class and by appointment

*\*This syllabus is based on the syllabi of Tom Quinn, Yiqing Yang and Vincent Fu who taught or are teaching the same course.*



## COURSE SUMMARY

This four-credit course fulfills the Quantitative Reasoning (QB) and Quantitative Intensive (QI) requirement of the University of Utah. It is designed for students to gain a basic understanding of common statistics widely applied in the analysis of social science data. Statistics is a set of tools and techniques researchers use to organize, summarize, and communicate information in the attempt to describe and draw conclusions about human conditions as well as the world around us.

Descriptive statistics and inferential statistics are main components of this course. Descriptive statistics will allow you to summarize and describe data. Inferential statistics will allow you to make estimates about a population (i.e. all the students in the U) based on a sample (i.e. 200 or 500 students in the U). The course also covers hypothesis testing and the basics of regression analysis.

## COURSE OBJECTIVES

The student will become an educated consumer of statistical information, capable of applying what is learned in this course to deal with statistical information presented in daily life and in their academic field, as well as of analyzing and discerning the uses and abuses of statistics.

## REQUIRED TEXT

**Frankfort-Nachmias, C. and A. Leon-Guerrero.** 2011. *Social Statistics for a Diverse Society*. Sixth edition. Thousand Oaks, California: Pine Forge Press.

You can also use an earlier edition (i.e. fourth or fifth) of this text if you want to save money or you happen to have one. You can order the text online or get it from the U's campus bookstore.

You can use your personal computer to do the calculations, or you will need a scientific calculator (with square-root function) in your daily study.

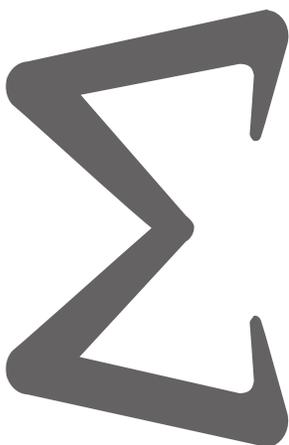
## COURSE REQUIREMENTS AND GRADING

Class attendance is an essential component of success in this course. Because we'll be going over so much material in such a short amount of time, missing even one class could be detrimental to your grade. I do not, under any circumstances, accept late work.

Your final grade will be based on the following:

- Exams 50%
- Homework 15%
- Group quizzes 20%
- Labs 15%

| Grading Scale |         |
|---------------|---------|
| A             | 94-100  |
| A-            | 90-93.9 |
| B+            | 87-89.9 |
| B             | 84-86.9 |
| B-            | 80-83.9 |
| C+            | 77-79.9 |
| C             | 74-76.9 |
| C-            | 70-73.9 |
| D+            | 67-69.9 |
| D             | 64-66.9 |
| D-            | 60-63.9 |
| E             | 0-59.9  |



## **ACADEMIC HONESTY**

Following the Student Code means zero-tolerance for academic misconduct in this course. “Academic misconduct,” according to the University of Utah Student Code, “includes, but is not limited to, cheating, misrepresenting one’s work, inappropriately collaborating, plagiarism, and fabrication or falsification of information. . . . It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.” All instances of academic misconduct will be referred to the Department Chair or the Dean of the College. For detailed definitions and possible academic sanctions please see: <http://www.admin.utah.edu/ppmanual/8/8-10.html>.

## **ACCOMMODATIONS POLICY**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and me to make arrangements for accommodations. Some of the readings, lectures, films, or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience.

**THIS SYLLABUS IS SUBJECT TO CHANGE.** It is the student’s responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in advance through course announcement or Canvas email.