

SOC 202: Social Statistics
University of Montana

Meeting Day: Tuesdays and Thursdays
Meeting Time: 12:30-1:50 am
Class Location: Gallagher Business Building L11

Professor: Jake Hammond Ph.D.
Email: jacobs.hammond@mso.umt.edu
Office Location: Social Science 305
Office Hours: Wed and Fri from 10:00am-12:00pm or by appointment
(email to schedule, please put SOC 202 in the subject line)

COURSE DESCRIPTION

Much sociological research utilizes surveys, public opinion polls and other sources of quantitative data to document, describe, and explain a variety of social phenomena. Due to heavy reliance on quantitative data, logic and methods, students in the social sciences must acquire an understanding of statistics in order to understand, critique and eventually conduct quantitative social research. More broadly, as a course which fulfills a general education requirement, this course aims to prepare students, regardless of academic major or personal interest, for a career in today's information age. Therefore, while many of you may never conduct a social scientific study utilizing quantitative methods, you will doubtlessly encounter statistical data over the course of your lives. Statistics affect nearly every aspect of our academic and personal lives – from cost of tuition to admissions decisions to the cost of your iPod. Statistics affect us all in a multitude of ways which go unnoticed. This course is designed to introduce you to fundamental terminology, concepts, calculation techniques, interpretation and communication of the descriptive and inferential statistics most commonly encountered in social scientific research.

TEXTBOOK (REQUIRED)

Levin, J, J.A. Fox, and D.R. Forde. *Elementary Statistics in Social Research, Twelfth Edition*. Boston, Pearson Education, Inc.

Note: This is an e-book. You will need to purchase an access code at the bookstore that will allow you to access the book online.

If you would prefer a hard copy of the text, another option is to purchase the 11th edition (same title) from an online seller. Chapter readings are the same in both versions, though the page numbers listed on the course calendar are based on the 12th edition, and will vary slightly from the 11th. As a general rule, our readings divide chapters in half, so if you follow that guideline you shouldn't be far off.

I have also placed a copy of the 11th edition of the text on reserve at the library. This text can be checked out for up to 2 hours at a time, though the book must stay in the library.

REQUIRED MATERIALS

Bring these items to class each day:

Calculator

A calculator that does basic arithmetic functions of addition, subtraction, multiplication, division, and square roots is all that is required. Complex graphing calculators, if one is not practiced in using them, can be confusing for students and hinder their performance. *Cell phone calculators are not acceptable for this course.*

Notebook paper

Pencils! (not pens!)

Textbook. The 12th edition of our text is electronic. Therefore, if you have an electronic device you can access the text on, bring that to class. However, only use it when I expressly ask you to do so (see electronic device policy later in this syllabus).

COURSE GOALS

Students will be able to:

Identify, understand, and distinguish processes in calculations of descriptive statistics and inferential statistics

Understand procedures for the organization and communication of statistical results

Interpret and communicate the meaning of descriptive and inferential statistical results

Understand the role of mathematical probability in applied statistics

Understand the use of statistics in decision making

Appreciate the trans-disciplinary nature of applied statistics

Utilize SPSS statistical software to perform calculations

Moodle Help

You will need to use Moodle to track course activities, access course materials, and to keep tabs on your grade. If you have difficulty accessing the Moodle page for this course or with any of these processes, please email: umonline-help@umontana.edu, or call: 406. 243.4999.

Electronic Devices Policy

Your cell phone must be silenced and stowed out of sight during class time. As noted, our text is an e-copy, so when we are working on solving problems, it is permissible to use an electronic device to reference your text. Please note that using electronic devices is a privilege, not a right, and inappropriate and/or distracting use will result in you losing this privilege.

COURSE REQUIREMENTS

Your final grade will be calculated based on the following components:

Exams (6)	70%
Quizzes	15%
Assignments	15%

6 Exams (70% total)

You will complete six exams during course. Each of the first five exams are worth 10% of your overall grade, and the final exam is worth 20%. One week in advance of the exam, I will post a study guide on Moodle which will include topics to be covered, exam structure and preparation tips. Exams will be based on material from assigned readings, homework problems, lectures, and in-class work.

Quizzes (15%)

We will have three quizzes over the course of the semester. Taken together, these quizzes will constitute 15% of your overall grade. Dates of these quizzes are indicated on the course calendar. Details regarding these quizzes will be announced in class.

Assignments (15%)

We will frequently have supplementary assignments announced and/or conducted in class that I will collect and grade. *These assignments are not listed on the course calendar and will not be announced in advance. In other words, you will need to be in attendance when these assignments are announced and/or conducted in order to receive credit.*

Missed assignments will receive a score of 0 cannot be made up. The only exception to this rule is if you miss due to a university excused absence or you were ill and have a doctor's note certifying this fact. If other extraordinary circumstances arise which you believe warrant a makeup, you can complete an appeal for an assignment extension. Details on how to write and submit an appeal can be found on p. 4-5 of this syllabus.

Extra Credit

I will periodically collect assigned homework problems and score them as extra credit. This will not be announced in advance, as this process is meant to reward those who consistently do the assigned problems. All problems must be done in complete fashion in order to receive extra credit. For calculation problems you must show your work for each step of the process and offer a clear answer. If all steps are completed in a thorough fashion, even inaccurate work may receive some credit. However, incomplete work will receive no credit.

Email Policy

Despite the many advantages that email offers, it also presents certain pitfalls, particularly when used in professional contexts. Learning to use email in a professional manner is an important skill which will help prepare you for future endeavors. When you use email, please remember to write formally and clearly. Imagine that you are speaking directly to your recipient when you write an email and monitor the content and tone of your message

accordingly. Messages with misspellings and incorrect grammar reflect poorly on the sender. If it is difficult for you to send formal messages from your phone, I suggest waiting to send the message from a computer.

Before sending an email, please make sure that your message meets the following criteria:

- 1) Include a greeting and a signature. This is a professional norm and a sign of respect that will serve you well at UM and beyond.
- 2) Double-check that the question you are asking is not already answered on the syllabus, on assignment prompts, or on any other materials that have been distributed in class or via a course email.
- 3) Check with a classmate to see if they have an answer for your question before emailing me.
- 4) **Evaluate whether the question you are asking is better saved for office hours. Typically, email is best suited for simple yes or no questions.** Feedback for major assignments, clarification of prompts, and explanations for grading needs to happen in person.
- 5) Double check that your email does not contain misspellings or incorrect grammar.

I try to respond to emails in a reasonable amount of time (24-48 hours, except for over the weekend). However, I tend to only access email when I am in my office at work. In general, I check and respond to emails between 8 am and 3 pm Monday through Friday. I tend not to check email over the weekend. In addition, emailing me may also not be the best venue for all concerns you have. Remember, if you miss class, you should reach out to peers to find out what you missed or to get notes. Additionally, if you miss an assessment or due date, you must complete the appeal process outlined later in this document and send me the appeal memo before I will render a decision on your case.

Appeal Processes: Late/Missed Assignments/Assessments, Grade Review

Late assignments will receive a grade deduction. **One day late = 50% credit, two days late = no credit.** Missed assignments or assessments obviously receive no credit. However, if you missed an assessment or submitted an assignment late, but this fact was due to factors beyond your control, you may submit a written appeal for a makeup or extension. In order to be considered, the appeal must be typed, and must be written in formal language (see: http://www.word-mart.com/html/formal_and_informal_writing.html). Your appeal letter must be edited, and must demonstrate appropriate grammar, spelling and punctuation. This letter can be submitted either in person in hard copy or via email.

Your written appeal must respond to the following questions: 1) What assessment/assignment is your appeal in regard to? 2) Why did you miss the assignment/assessment, or why do you need an extension on an assignment/assessment? 3) At what point did you first become aware that you would likely miss the assignment/assessment? Be specific. Identify a day, date and time. 4) Why do you feel you should be allowed to make up the missed assignment/assessment? If you are appealing for an extension on an assignment, how long of an extension are you asking for, and why do you feel like this extension should be granted? Explain in detail and support your argument with evidence. Evidence might be

constituted by facts about circumstances beyond your control, a note from a doctor or employer, a university excused absence form, etc.

Grade Review Appeal

If you wish to have a graded assignment re-evaluated by me, you will need to complete the Grade Review Appeal process, which is detailed below. First, you must allow 24 hours to pass between the time the assignment is handed back (either in class or online) before contacting me or submitting your appeal. Once these 24 hours have passed, you must provide me with a written Grade Appeal. In order to be considered, the appeal must be typed, and must be written in formal language (see link above). Your appeal letter must be edited, and must demonstrate appropriate grammar, spelling and punctuation. This letter can be submitted either in person in hard copy or via email.

Your written appeal must respond to the following questions: 1) What assignment/assessment would you like to have re-evaluated? 2) Where do you feel an error was made in grading (i.e., if the assignment/assessment received multiple scores, which component of the assignment do you feel was not graded accurately). 3) Provide a summary of your original work. 3) What grade did you receive? 4) Explain why your work deserves a higher score and support your assertion with evidence. Evidence, in this case, is constituted by citing information from appropriate course materials which support your argument. When citing course materials, you must provide direct quotes with appropriate in-text citation. (see ASA citation guide at: <https://libguides.sjsu.edu/c.php?g=230332&p=1528264>). Materials not assigned as part of the course will not be considered as evidence. 5) Finally, please explain what grade you believe your work deserves.

Please note, that if the appeal pertains to an assignment that students are not allowed to take home (e.g., an assessment), you will need to make an appointment and check out your assessment from me. Once you have checked the assessment out, you have 48 hours to return the assessment with a completed grade appeal document. Failure to return the assessment within 48 hours, without extenuating circumstances, will result in a grade of 0 on the assessment. Please be advised that reconsideration of an assignment grade may result in the original grade being lowered if additional flaws are found in the assignment during re-evaluation.

Respect for Others

Student perspectives on sociological topics may vary widely. Everyone in the course is expected to respect all class members. Discussions are not the same as debates and should not be treated as such. Please remember that the purpose of class discussion is to learn from each other and exploring a variety of perspectives helps us do that. If a hurtful or inappropriate comment is made, the instructor will handle it according to class, departmental, and university policy.

Bathroom Breaks

Please prepare yourself by using the bathroom before class. If you absolutely must use the bathroom during class, you do not need to ask for permission. However, try to be conscientious and not disrupt the class when coming and going. Using the restroom during class

should occur infrequently. Repetitive activity of this kind will have a negative effect on your grade.

Office Hours

While I am always available during office hours, if you would like to meet with me, I expect an email in advance letting me know when you will be stopping by and what topic you would like to discuss. This is proper etiquette for professional workplaces, and it allows me to be prepared for our discussion so that our time is used efficiently. Additional office hours may be arranged via email for a mutually available time if it is not possible for you to make my regularly scheduled hours. Please allow 24-hour advanced notice for office hour visits set up via email.

Plagiarism

“Plagiarism is **“Representing another person's words, ideas, data, or materials as one's own.”** It is a particularly intolerable offense in the academic community and is strictly forbidden. Students who plagiarize may fail the course and may be remanded to Academic Court for possible suspension or expulsion. Plagiarism includes:

- Copying from another’s examination or allowing another to copy from one’s own exam
- Unpermitted collaboration—especially on exams
- Giving or receiving unpermitted aid on an examination.

Make sure that your work is your own. Don’t get confused by what is acceptable and what is not. In this class, discussion of ideas and statistical methods is permitted, and even encouraged among classmates. Writing collaboration, however, is not permitted and students should be careful not to work directly from a classmate’s notes, not to copy another’s paper or exam, and not to let others view their exam. If this is unclear, please ask. Be careful!

Students who assist other students in academically dishonest acts are also in violation of the policy of academic honesty. All students must be aware of and carefully adhere to the provisions defining and prohibiting academic misconduct in the UM Student Conduct Code (see http://life.umt.edu/vpsa/student_conduct.php). The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.

Disability Services

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that adversely affects your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Discrimination and Harassment

The U.S. Department of Education’s Office for Civil Rights enforces Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. All employees at The University of Montana are considered mandatory reporters, which requires them to report

incidents of gender-based discrimination (e.g., sexual violence, sexual harassment, rape, sexual assault, domestic violence, and/or stalking). In accordance with Title IX laws, students must be made aware of the following: If any employee of UM, including instructors and teaching assistants, learns of any potential gender-based discrimination, they are required to notify the Title IX Coordinator Alicia Arant (Alicia.arant@mso.umt.edu, 243-5617, University Hall - Room 006), immediately. Once an incident is reported to Title IX, the student will be contacted by the Title IX Coordinator for follow up. Students can also report directly to the Title IX coordinator in regards to any gender-based discrimination. Confidential Resource: The Student Advocacy Resource Center (SARC) provides free and confidential support and brief counseling services for students who have experienced gender-based discrimination. SARC is located in Curry Health Center, Room 108, and their number is 243-4429. Students are also welcome to call their 24-hour support line (406) 243-6559. Speaking with a confidential resource does not disqualify students from making a formal report to the Title IX Coordinator if and when they are ready. In the confidential setting, students will be made aware of available resources and reporting options. An advocate is available for all students upon request through SARC.

BASIC NEEDS STATEMENT

Any student who faces challenges securing food or housing is urged to contact any or all of the following campus resources:

Food Pantry Program

UM offers a food pantry that students can access for emergency food. The pantry is open on Tuesdays from 9 to 2, on Fridays from 10-5. The pantry is located in UC 119 (in the former ASUM Childcare offices). Pantry staff operate several satellite food cupboards on campus (including one at Missoula College). For more information about this program, email umpantry@mso.umt.edu, visit the pantry's [website \(https://www.umt.edu/uc/food-pantry/default.php\)](https://www.umt.edu/uc/food-pantry/default.php) or contact the pantry on social media (@pantryUm on twitter, @UMPantry on Facebook, um_pantry on Instagram).

ASUM Renter Center

The Renter Center has compiled a list of resources for UM students at risk of homelessness or food insecurity [here: http://www.umt.edu/asum/agencies/renter-center/default.php](http://www.umt.edu/asum/agencies/renter-center/default.php) and [here: https://medium.com/griz-renter-blog](https://medium.com/griz-renter-blog). Students can schedule an appointment with Renter Center staff to discuss their situation and receive information, support, and referrals.

TRiO Student Support Services

TRiO serves UM students who are low-income, first-generation college students, or have documented disabilities. TRiO services include a textbook loan program, scholarships and financial aid help, academic advising, coaching, and tutoring. Students can check their eligibility for TRiO services online [here: http://www.umt.edu/trioss/apply.php#Eligibility](http://www.umt.edu/trioss/apply.php#Eligibility). If you are comfortable, please come see members of the teaching team. We will do our best to help connect you with additional resources.

Grade Scale

Students' final grades will be a percentage (0 to 100%) of the total points possible on the course assignments. I will use the following grading scale to convert the percentage of points earned to a final letter grade:

Letter Grade	Percent
A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D+	68-69
D	63-67
D-	60-62
F	59 or below

Course Schedule

I reserve the right to alter this schedule if necessary to meet learning objectives, in the event of class cancellations or for other reasons. All changes will be announced in advance. Reading and problems assigned should be completed for class on the date specified.

Week 1 (January 13-17)

Tuesday

Course Introduction

Thursday

Read: Syllabus

Read: 12th edition (p. 1-15, 23-24) OR 11th edition (p. 1-15, 24-25)

[Due by Tuesday, Jan 21 at 9 am: Extra credit: Moodle bio page and picture \(see Moodle for instructions\)](#)***

Week 2 (January 20-24)

Tuesday

Organizing the Data

Read: Appendix E, A Review of Some Fundamentals of Mathematics, in 12th edition (p. 568-572) OR 11th edition (p. 507-511)

Read: p. 35-50 (same in both editions), do assigned problems

Thursday

Organizing the Data

Read: 12th edition (p. 51-71) OR 11th edition (p. 51-73), do assigned problems

Week 3 (January 27-31)

Tuesday

Exam 1 Review

Thursday**Exam 1 (Ch 1 and 2)*******Week 4 (February 3-7)****Tuesday**

Measures of Central Tendency

Read: 12th edition (p. 81-88) OR 11th edition (p. 83-90), do assigned problems**Thursday**

Measures of Central Tendency

Read: 12th edition (89-95) or 11th edition (p. 91-99), do assigned problems**In-class: Ch 3 Quiz*******Week 5 (February 10-14)****Tuesday**

Measures of Variability

Read: 12th edition (p. 104-115) OR 11th edition (p. 107-117), do assigned problems**Thursday**

Measures of Variability

Read: 12th edition (p. 115-125) OR 11th edition (p. 118-127), do assigned problems**In-class: Ch 4 Quiz*******Week 6 (February 17-21)****Tuesday**

Review for Exam 2

Thursday**Exam 2 (Ch 3 and 4)*******Week 7 (February 24-28)****Tuesday**

Probability and the Normal Curve

Read: 12th edition (p. 137-151) OR 11th edition (p. 137-152), do assigned problems**Thursday**

Probability and the Normal Curve

Read: 12th edition (p. 151-164), OR 11th edition (p. 153-165), do assigned problems**Week 8 (March 2-6)****Tuesday**

Review for Exam 3

Thursday**Exam 3 (Ch 5)*******Week 9 (March 9-13)****Tuesday**

SPSS

Read: 12th edition (p. 512-519, 521-531) Or 11th edition (p. 481-490, 496-506)**Thursday**

SPSS

SPRING BREAK (no class March 16-20)**Week 10 (March 23-27)****Tuesday**

Samples and Populations

Read: 12th edition (p. 173-190) OR 11th edition (p. 172-187), do assigned problems**Thursday**

Samples and Population

Read: 12th edition (p. 190-209) OR 11th edition (p. 187-202), do assigned problems**Week 11 (March 30-April 3)****Tuesday**

Exam 4 Review

Thursday**Exam 4 (Ch 6)*******Week 12 (April 6-10)****Tuesday**

Testing Differences Between Means

Read: 12th edition (p. 219-242) OR 11th edition (p. 211-233), do assigned problems**Thursday**

Testing Differences Between Means

Read: 12th edition (p. 243-262) OR 11th edition (p. 233-251), do assigned problems**Week 13 (April 13-17)****Tuesday**

Review for Exam 5

Thursday**Exam 5 (Ch 7)*******Week 14 (April 20-24)****Tuesday**

Correlation

Read: 12th edition (p. 367-379) OR 11th edition (p. 345-357), do assigned problems**Thursday**

Correlation

Read: 12th edition (p. 379-388) OR 11th edition (p. 357-365), do assigned problems**In-class: Ch 10 Quiz****Week 15 (April 27-May 1)****Tuesday**

Final Exam Review

Thursday

Final Exam Review

Final Exam, Tuesday, May 5, 8-10:00 am***