

**Quantitative Techniques in Sociology I**  
**Sociology 321 (4 credits)**  
**Spring 2019**

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|---------------------|---|
| Lectures:           | TU,TH 13.25-14.40   |
| Labs:               | W 14.10-15  |
| Instructor:         | Alair MacLean<br>MMC 202H, Vancouver<br>360-546-9177<br><a href="mailto:alair.maclean@wsu.edu">alair.maclean@wsu.edu</a>                                  |
| Office hours:       | TU,TH 12:05-13:05<br>Sign up for office hours at <a href="https://wejoinin.com/sheets/vxvxm">https://wejoinin.com/sheets/vxvxm</a><br>(or by appointment) |
| Teaching assistant: | Rivers Isaacson<br>Wilson-Short 244, Pullman<br>720.233.4632<br><a href="mailto:rivers.isaacson@wsu.edu">rivers.isaacson@wsu.edu</a>                      |
| Office Hours:       | W 11:45 to 1:45, by phone<br>(or by appointment)  |

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**Prerequisites**

Sophomore standing and basic algebra skills. If you have limited math skills, you will need to work harder to do well in this class than those students who are comfortable with algebra. For those who are in this situation, I highly recommend that you sign up for MATH 499: Special Problems, which is a one-credit class providing flexible one-on-one help for stats students

**Course Description and Goals**

This is a course designed to introduce students of sociology, public affairs, and the social sciences, more broadly, to statistical analysis. This class consists of two parts. First, you will learn about descriptive statistics, the numbers (means, standard deviations, proportions, correlations, and regression coefficients) that describe a collection of data. Then you will learn about inferential statistics, which use the characteristics of a sub-set of the population (or a sample) to make conclusions about the larger population. There are a limited set of statistics that we will focus on in this class, and you will learn how to apply an even smaller set of skills to each of these. The table on the next page graphically presents the statistics that you will learn and the skills that will be applied to each. (We will touch on a few other statistics, including the mode and median, as well as learn ways of graphically summarizing these statistics, but the bulk of the course will be spent on the topics in the table. We will most likely not cover regression as fully as we will means and proportions.)

The fact that by the end of the semester you will be able to apply these skills to these statistics will enable you to begin to: read popular applications of statistics in the media with a critical eye, assess the use of statistics in the academic literature, and use statistical tools to answer the questions that interest you.

Table 1 presents in graphical form the content of the course. You may also find it helpful to look at the flow chart on the inside cover of the textbook.

Table 1. Statistics and skills to be learned in Soc. 321

|                                      | <u>Skills</u> |                  |                      |
|--------------------------------------|---------------|------------------|----------------------|
|                                      | Calculating   | Hypothesis tests | Confidence intervals |
| Means                                |               |                  |                      |
| Proportions                          |               |                  |                      |
| <u>Statistics</u> Standard deviation |               |                  |                      |
| Correlation                          |               |                  |                      |
| Cross-tabs                           |               |                  |                      |
| Regression                           |               |                  |                      |

Table 2. WSU Learning goals

| WSU Learning Goals of the Baccalaureate | Student Learning Outcomes: At the end of this course, students should be able to:                       | Course Topics/Dates<br>The following topic(s)/dates(s) will address this outcome: | Evaluation of Outcome:<br>This outcome will be evaluated primarily by: |
|---|---|---|--|
| <b>Information Literacy</b>             | Locate, categorize, critique, and evaluate sources of information                                       | Weeks 5-6; weeks 9-10; weeks 12-13  | Computer assignments   |
| <b>Quantitative Reasoning</b>           | Draw appropriate conclusions based on the quantitative analysis and presentation of social science data | All dates   | In-class exercises, exams  |

**Course Materials**

**NOTE: This book is on reserve in the library.**

*Required:*

Moore, David S. 2015. *The Basic Practice of Statistics*, Seventh Edition. New York: W.H. Freeman. [Text]

*Web Resources:*

There is a web-site for the textbook

(<http://macmillanlearning.com/catalog/studentresources/bps7e> ), which includes free and open resources to assist you.

*Calculators:*

We do not require or provide instruction in how to use calculators to perform statistical or graphing operations. On the homework and exams, you will need to perform basic mathematical manipulations (e.g., adding, subtracting, multiplying, dividing, squaring, and taking square roots), which can be achieved with any calculator. Students are not allowed to use the calculator on their phone during exams.

**Grading and Evaluation**

These are the standards for your overall grade: A 93-100; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 69-67; D 60-69; F <60. To get a sense of the meaning of these letter grades, please refer to the “Explanation of Grading System” created at the University of North Carolina at Chapel Hill. (<http://registrar.unc.edu/academic-services/grades/explanation-of-grading-system/>)

Late assignments: Assignments will be considered late if they are submitted after the start of lab or lecture, and will be marked down 10 percent for each calendar day they are late.

I calculate overall grades twice: at mid-term and after finals. If you are interested in your grade, I will calculate mid-term grades for the entire class, which are to be submitted to the registrar’s office. If you come after the midterm period, I will only be able to tell you the grade that you were earning at the midterm. If you are concerned about your grade, it is better to figure out where you stand in the middle than at the end of the semester. Otherwise, you are responsible for keeping track of your assignments and grade. You will note that the points available for the different components of the grade are non-standard. The number of points does not affect your overall grade in the class, but has been statistically demonstrated to reduce sadness.

If you wish, you may track your progress toward your final grade using the table below:

|                            | Percent | Total points | Your points | Your percent |
|----------------------------|---------|--------------|-------------|--------------|
| Lab attendance             | 10%     | 69           |             |              |
| In-class quizzes (best 15) | 15%     | 103          |             |              |
| Exams (best 2 of 3)        | 40%     | 274          |             |              |
| Computer assignments       | 15%     | 103          |             |              |
| Final exam                 | 20%     | 137          |             |              |
| Total                      | 100%    | 685          |             |              |

**Required course work:***Lab attendance (10 percent)*

You will get full credit for attending lab. You must be present at the beginning of lab to get credit.

*Quizzes (15 percent)*

Research has shown that students learn concepts more thoroughly if they have to recall those concepts often. Therefore, at the beginning of each lecture, you will be asked to solve one or two statistical exercises that will be drawn from the exercises that you completed out of class, reviewed in the lab, and that draw on the lecture from the previous class. This strategy will increase your understanding and retention of the assigned material.

### *Exams (60 percent)*

There will be three non-cumulative, closed-book examinations held in class. I will drop 1 of the 3 mid-term exam grades for the calculation of your final grade. Because only 2 of the exams count towards your final grade, I do not give make up exams. If you miss one of the exams for any reason this is the grade that is dropped. A second missed exam cannot be made up for any reason. (If you complete all three exams, I will count the two highest grades.) There will also be a cumulative final exam during the final exam period. Exams will include a combination of multiple choice and short answer items. They will focus on material assigned for and discussed in the lectures and labs leading up to the exam.

### *Computer assignments (15 percent)*

Another goal of this course is to introduce you to the computer programs that are used perform statistical operations. During the course of the semester, there will be three assignments that will ask you to produce and analyze data using the statistical program Stata. This program is available in the computer lab. You may also purchase copies of the program through the University gradplan for a relatively reasonable price. See me if you are interested. You will have the opportunity to work on these assignments in the lab the week before the assignments are due.

### **Labs**

The labs have three purposes:

1. Reviewing the out-of-class exercises: The TA will review the out-of-class exercises from which the in-class quizzes will be drawn the following week;
2. Reviewing quizzes and exams: The lab represents the best avenue for getting detailed feedback on your quizzes or exams;
3. Reviewing material to help you prepare for the exams.

### **Course Expectations and Guidelines**

**Blackboard:** I will post the syllabus and some other materials on Blackboard.

### **Attendance Policy**

Students are expected to attend all class sessions and are responsible for all material and announcements presented there. If you miss a class for any reason, you are responsible for finding out what was discussed (including announcements of or changes to assignments or due dates).

There are no make-ups for the in-class quizzes. I will, however, drop the 3 lowest grades of the in-class quizzes for the calculation of your grade. There are also no makeups for the mid-term exams, though I will drop the lowest such exam grade. In addition, there are no makeups for the out-of-class exercises that will be recorded at the beginning of lab. You may, however, miss two of these without it affecting your grade.

If you need to request a makeup for the final, you must contact me 24 hours in advance. In addition, I will only provide a makeup for the final exam for those students who have completed at least 80 percent of the in-class quizzes and have attended at least 80 percent of the labs.

### **WSU Reasonable Accommodation Statement**

“Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center. For more information contact a Disability Specialist on your home campus: **Vancouver:** 360-546-9138 <http://studentaffairs.vancouver.wsu.edu/access-center>

### **WSU Academic Integrity Statement**

“Academic integrity will be strongly enforced in this course. Any student caught cheating on any assignment will be given an F grade for the course and will be reported to the Office of Student Conduct. Cheating is defined in the Standards for Student Conduct WAC 504-26-010 (3). It is strongly suggested that you read and understand these definitions.”

In previous versions of this class, the most common violations of academic integrity involve students handing in identical homework assignments. I encourage you to work with your classmates on your homework and exam preparation. You should not, however, hand in work that has simply been copied from someone else. The best way to ensure that you don't do this is to make sure that you write up your answers separately, after working through the problems with another person or a group.

### **Other random concerns**

If you have a concern about this class, rule 104 of the WSU Academic regulations states: “Students having complaints about instruction or grading should refer them first to the instructor.”

### **Technology policy**

Research has shown that high levels of multi-tasking are bad for focus and concentration. In addition, students who use keyboards during class have been shown to learn less than those who do not. More recent work has shown that even the presence of gadgets is distracting for both the owners and the people around them. My own experience has been that the classroom environment is greatly improved by removing individual keyboards and screens.

For a recent review of the research, as well as experimental demonstration of these issues, read: Mueller, Pam A. and Daniel M. Oppenheimer. 2014. “The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking.” *Psychological Science* 25 (6):1159-1168.

For the distractions posed by cell-phones to yourself and others, read: Ward, Adrian F., Kristen Duke, Ayelet Gneezy, and Maarten W. Bos. 2017. “Brain Drain: The Mere Presence of One's Own Smartphone Reduces Available Cognitive Capacity.” *Journal of the Association of Consumer Research* 2 (2): 140-154.

For these reasons, we will have a no technology policy (unless you have a documented disability) for this class. This policy means no cell-phones or computers are to be used during

class-time. These items should be put away and not left out on the desk unless you are expecting to be contacted in case of an emergency or are using the device to access the textbook.

**University Dates and Deadlines:** <http://registrar.wsu.edu/academic-calendar>

**Emergency Closure/Adverse Weather Bus Information for WSU Vancouver Campus:**

- For this and most other Sociology courses, we will be following the decisions of the Vancouver Public Schools
- WSU Vancouver VanCoug ALERTS: [www.vancouver.wsu.edu/alerts](http://www.vancouver.wsu.edu/alerts)
- Weather Closure Media Web Sites: <http://www.oregonlive.com/>
- During adverse weather conditions when C-Tran is operating on snow routes, the WSU Vancouver campus will not be served as the snow route ends at 20th Ave.  
For more information on bus routes and C-Tran scheduling, please visit their website at: <http://www.c-tran.com/>

**WSU Vancouver Home Page (Announcements and Alerts):**

- <http://www.vancouver.wsu.edu/>

**WSU Vancouver Police:**

- Police Services <http://www.vancouver.wsu.edu/police>
- Campus Safety Plan: <http://admin.vancouver.wsu.edu/clery-act/annual-security-report>

**Emergencies:**

**Hostile Intruder:**

- Campus Lock Down – Exterior doors will lock
- Apply “RUN-HIDE-FIGHT” personal safety protocol  
If sheltered or hiding; silence electronics, turn out lights, stay away from windows, barricade or lock doors, make a plan to fight if necessary  
Active Shooter Training links: <https://oem.wsu.edu/emergency-procedures/active-shooter/>  
[https://oem.wsu.edu/wp-content/uploads/sites/1081/2015/10/active-shooter-training-2016.mp4?\\_=1](https://oem.wsu.edu/wp-content/uploads/sites/1081/2015/10/active-shooter-training-2016.mp4?_=1)
- WSU Vancouver VanCoug ALERTS: [www.vancouver.wsu.edu/alerts](http://www.vancouver.wsu.edu/alerts)
- Mass notification system: WSU Vancouver Home Page – myWSU to update info
  - Public Address speakers
  - Loudhailer outdoor PA speakers
  - Campus telephone speakers
- Emergency Procedures Quick Tips
  - <http://admin.vancouver.wsu.edu/sites/admin.vancouver.wsu.edu/files/emergency-procedures-quick.pdf>

**Campus Map:** includes disability parking locations: <http://www.vancouver.wsu.edu/campus-map-directions-and-parking-information>

**Parking Services / Alternative Commute Info:** <http://www.vancouver.wsu.edu/parking>

DRAFT SCHEDULE subject to change

| Week                          | Dates   |        |         | Lectures                              | Reading         | Lab activities  |
|-------------------------------|---------|--------|---------|---------------------------------------|-----------------|---|
|                               | Lecture | Lab    | Lecture |                                       |                 |   |
| 1                             | 8-Jan   | 9-Jan  | 10-Jan  | Tues: Overview;<br>Thurs: Ch. 1       | Text: Ch 1, 2   | 1.4, 1.5, 1.10, 1.13-23, 1.26, 1.33, 1.40, 1.44; 2.12, 2.15-2.24, 2.32, 2.36, 2.40                                |
| 2                             | 15-Jan  | 16-Jan | 17-Jan  | Tues: Ch. 2;<br>Thurs: Ch. 3          | Text: Ch 3, 4   | 3.1, 3.8, 3.10, 3.12, 3.14-3.24, 3.34, 3.40; 4.4, 4.6, 4.14-23, 4.46  |
| 3                             | 22-Jan  | 23-Jan | 24-Jan  | Tues: Ch. 4; Thurs:<br>Ch. 5          | Text: Ch 5,6    | 5.18, 5.20-29, 5.34; 6.2, 6.4, 6.8-6.16, 6.20-24  |
| 4                             | 29-Jan  | 30-Jan | 31-Jan  | Tues: Ch. 6<br>Thurs: Exam            |                 | Exam review   |
| 5                             | 5-Feb   | 6-Feb  | 7-Feb   | Tues: Catch up;<br>Thurs: Ch. 8       | Text: Ch 8-9    | Computer exercise #1  |
| 6                             | 12-Feb  | 13-Feb | 14-Feb  | Tues: Ch. 9; Thurs:<br>Ch. 12         | Text: Ch. 12    | 12.5, 12.8, 12.10, 12.14, 12.18, 12.22-32, 12.34, 12.36, 12.42-44, 12.48, 12.54                                   |
| 7                             | 19-Feb  | 20-Feb | 21-Feb  | Tues: Ch. 12 (cont);<br>Thurs: Ch. 15 | Text: Ch 15, 16 | 15.2, 15.6, 15.8, 15.17-15.24, 15.28, 15.30; 16.2, 16.4, 16.8, 16.10, 16.11-16.18, 16.20, 16.22                   |
| 8                             | 26-Feb  | 27-Feb | 29-Feb  | Tues: Ch. 16;<br>Thurs: Exam          |                 | Exam review   |
| 9                             | 5-Mar   | 6-Mar  | 7-Mar   | Tues: Catch up;<br>Thurs: Ch. 17      | Text: Ch 17, 18 | Computer exercise #2; 17.6, 17.21, 17.22-17.30, 17.32, 17.38, 17.40; 18.2, 18.8, 18.18, 18.19-18.27, 18.38, 18.54 |
| SPRING BREAK                  |         |        |         |                                       |                 |   |
| 10                            | 19-Mar  | 20-Mar | 21-Mar  | Tues: Ch. 18;<br>Thurs: Ch. 20        | Text: 20, 21    | 20.4, 20.8, 20.17-20.26, 20.30, 20.32, 20.54 (optional: 20.50); 21.1-4, 21.18-26, 21.30, 21.34-36                 |
| 11                            | 26-Mar  | 27-Mar | 28-Mar  | Tues: Ch. 21;<br>Thurs: Ch. 21-22     | Text: 22        | 22.2, 22.6, 22.10, 22.15-22.24, 22.26, 22.28, 22.34, 22.36, 22.38   |
| 12                            | 2-Apr   | 3-Apr  | 4-Apr   | Tues: Ch. 22;<br>Thurs: Exam          |                 | Exam review   |
| 13                            | 9-Apr   | 10-Apr | 11-Apr  | Tues: Catch up;<br>Thurs: Ch. 23      | Text: 23        | Computer exercise #3; 23.2, 23.4, 23.9-23.13, 23.26, 23.28, 23.32   |
| 14                            | 16-Apr  | 17-Apr | 18-Apr  | Tues: Ch. 25; Thurs:<br>Ch. 26        | Text: 25        | 25.2, 25.6, 25.16, 25.19-29, 25.34<br>(Note that you can download some of the data for exercises 25.2 and 25.6.)  |
| 15                            | 23-Apr  | 24-Apr | 25-Apr  | Review/catch-up                       |                 |   |
| Final exam during finals week |         |        |         |                                       |                 |   |