



SOCI 3317.783 Introductory Statistics

Spring 2020

Syllabus

Basic Information

Instructor Name: Dr. Sebahattin Ziyanak

OFFICE: MB3202

Office ph: 432-552-2361

E-MAIL: ziyanak_s@utpb.edu

Office Hours : Online

This course is a Web Course and is conducted within Canvas at <http://utpb.instructure.com>

NOTE: The due dates and times for the activities will adhere to the Central Time Zone

Course Description

Course Catalog Description: Measures of central tendency and dispersion, elementary probability theory, the binomial and chi-square distribution, tests of hypotheses and parameter estimation and simple correlation and regression. Emphasis is on the application of statistical methods to research in the social sciences.

Purpose: *The purpose of this course is to gain an understanding of how statistics can be used to better understand the social world.*

Measurable Learning Outcomes: Students will become familiar with the statistical techniques that frame social science research, and should specifically understand the place that statistics holds in the research process. This course is also designed to prepare Sociology majors for SOCI 4403 – Social Research Methods, which is the next required course for majors and for which SOCI 3317 is a prerequisite. Students will be able to:

- Calculate and interpret frequency distributions, and will additionally learn to represent and interpret similar data in various graphical formats.
- Calculate measures of central tendency and variability, and will be expected to interpret such figures and put them a real-world context.

- Explain normal distribution, and how it is important to social science research, and additionally will be introduced to the sampling techniques that coincide with the normal distribution.
- Employ estimation techniques and learn the importance of confidence levels in social science research.
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- Apply hypothesis testing, by transforming social science research questions into testable hypotheses, conducting t tests for various social science problems, interpreting the findings of such tests, and identifying potential Type I and II errors in provided examples. Explain cross tabulation, directionality and/or strength of bivariate relationships.
- Discuss correlation and regression at a basic introductory level. NOTE: Correlation and regression are both complex concepts, this course merely seeks to highlight the major significance of the two to social science research.
- Use chi-square to compare relationships between nominal and ordinal level variables.

General Topics: The course will begin with placing statistical methods within the larger scope of social science research. Topics to be examined include frequency distributions, graphic representation of data, measures of central tendency and variation, the normal distribution and sampling distributions, estimation, hypothesis testing, cross tabulation, chi-square testing and regression.

Target Audience: This course is intended for social science majors. That is, the focus of the material is on applying statistics to the real world. As such, the course may also be relevant to persons in fields other than social science, such as business, humanities, and education majors may find benefit in the methods.

Required for any specific major/minor?: Required for all Sociology and Child and Family Studies majors. May fulfill math requirement for additional majors (please check with your adviser to verify!)

Method of instruction:

The course is structured around online lectures in written form. Each lecture is written similar to the style of a classroom lecture, but will provide you with the opportunity to approach the material at your own pace. Further, you will have the opportunity to test your basic knowledge along the way, so that you can gain basic mastery of concepts before moving on.

Students will learn through peer interaction on the discussion board, and additionally through collaboration on problem sets. Each module includes problem sets that test knowledge and understanding of a wide variety of concepts. These assignments are designed to test and build comprehension of each concept and collaboration with other students is strongly encouraged. Given that discussion board posting is a substantial component of your final grade, it will be of great benefit to you to learn to navigate various questions or difficulties that arise in the problem sets through the collaborative process on Canvas.

Prerequisites: Must have fulfilled first general education mathematics and COSC1335 or permission of instructor.

Course Credits: 3.0

Materials

Required Materials:

Frankfort-Nachmias, Chava and Anna Leon-Guerrero. 2014. *Social Statistics for a Diverse Society*. 7th edition (paperback). Los Angeles: Sage/Pine Forge Press.

Other materials: A basic calculator with the capability to calculate square roots may be useful. While your computer no doubt has a calculator of some nature, I recommend that you have a separate calculator for convenience and for the fact that computer based calculators remain somewhat cumbersome to use, especially when you are using other applications. Also will need access to Microsoft Office, and a camera for authentication.

Important Academic Dates

UTPB Academic Calendar: <https://www.utpb.edu/calendar/iframe/academic-calendar.pdf>

Course Overview

The course is divided into 12 modules. Each module covers one chapter in the *Social Statistics for Diverse Society* textbook, and will have an accompanying problem set to go along with it. Exams will cover multiple modules, and are designed to break the course material into logically related blocks of material

You should read the textbook section first, and then review the online lecture. The lectures will be summaries, elaborations of the textbook material, and links to related information on the Web. After you have completed reviewing the lecture, you should download the problem set for the module. At this point, you may want to go back through the lecture notes to review if questions from the problem set

You should then log into "Discussion Tool" and post a question you have about the content or specifically about the problem set. You should also answer or comment on someone else's question in a substantive way. Discussion posts must be made by the date on the schedule to receive full credit.

Make sure to check the **Course Schedule** page to see when Exams become available.

Exams

The course will have four exams over the course of the semester. Except for the final exam, each exam will be over material covered since the previous exam. However, please understand that we will use some concepts throughout the semester, as they are vital to understanding each point along the way. The final exam is cumulative, but material from past chapters will be based mostly off of previous exams. That is, you should be able to study past exams and be relatively prepared for the cumulative material.

The exam format will be multiple choice, true false, short answer, and calculation questions.

Exams should be completed no later than 11:59 PM on the last day in which they are scheduled. Please see the **Course Schedule** for all exam due dates. I will send out plenty of reminders and clarifications to make sure you are always aware of exam deadlines.

Using LockDown Browser & Respondus Monitor for Online Exams

This course requires the use of LockDown Browser and Monitor for online exams. Watch this short video (<https://bit.ly/2KxEGOY>) to get a basic understanding of LockDown Browser and Monitor. Download and install LockDown Browser from the following link: <https://bit.ly/2LOEISF>

To take an online exam, open LockDown Browser (which in turn opens Canvas) and navigate to the exam. (You cannot access the exam with a standard web browser.) When taking an online exam, follow these guidelines:

- Setup a webcam for all exams using Monitor.
- Ensure you are in a location where you will not be interrupted.
- Turn off all mobile devices, phones, etc.
- Clear your desk of all external materials — books, papers, other computers, or devices.
- Remain at your desk or workstation for the duration of the test.
- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.

Participation / Discussion Board

The majority of your participation grade will come from discussion board posting. In each module, you will be expected to make at least one substantive post, and one substantive reply on one of your classmate's posts.

Students sometimes require a short time to get familiar with WHAT to post on the discussion board, as I do not provide you with prompts or topics. Instead, you are to ask questions you have about the homework. Because homework is largely a participation grade, you may ask very pointed questions about how to do a problem. For example, "I am having trouble getting started on #4. What formula should I be using?"

In theory, you could probably read the discussion board and get most of the answers to the homework, BUT you are learning the homework in order to know how to do the tests.

Failure to participate in the online discussion boards will substantially impact your grade. Even if you are a stats whiz and never need help, you must interact with the group in the discussion area.

LATENESS: Unlike homework, where you receive 50% off for each week late, it is essential that Discussion Board be done on time, to help your fellow students. Therefore, **No Discussion Board posts will be accepted late, i.e., after the time period listed on the schedule, for that module.**

Problem Sets

Each Module will have a problem set that will be intended to assess your understanding of the material. Often these problems will be provided in the book, although in some cases I will create questions on my own for these assignments.

The purpose of these problem sets is for you to find out how well you understand each concept. Thus, I highly encourage discussion with your colleagues. You may ask the entire class questions on the group discussion board, and you may additionally communicate about problem set questions over email. Of course you should not hesitate to ask me questions as well.

Problem sets will be graded, although 75% of the grade will come from completeness (did you follow all directions and complete all assigned problems?), and 25% will come from accuracy. **Let me repeat something very important – problem sets are designed for you to assess your learning of the material, and should be a very good preparation for the exams.** Thus, while some answers to odd numbered

questions may be found in the back of the book, if you don't know how to solve the problem, then you will be in trouble on the exam.

Given that there are 12 modules covering material from the book, each problem set will count close to 1.5 points of your final grade. This may seem trivial, but consider that by the time you miss seven problem sets, you have already lost the ability to get an A in the course.

Problem sets will be due at **11:59 PM on the last day scheduled for each particular module**. You will be notified by due dates. Please follow the announcements carefully. PLEASE remember that if you start the homework at 11 PM the day it is due, 1) you probably will not finish it on time, and 2) you will not be a very good participant in the discussion board. **Thus, I strongly encourage you to start looking at the work as soon as you can in the week.** While I will help as much as possible, also note that I am not available 24 hours per day, especially on weekends, when I may be traveling and thus away from email. I will make every effort to answer urgent questions in a timely manner.

Grading:

Assignment	Weight
Exam 1	12.5%
Exam 2	12.5%
Exam 3	15%
Final Exam	20%
Participation / Discussion Board Posting	20%
Problem Sets	20%

Grading Scale:

90 and above	A
80 to 89	B
70 to 79	C
60 to 69	D
Less than 59	F

Communication, Grading & Feedback: The most efficient way to reach me for this course is to email me at ziyanak_s@utpb.edu. I will respond within 24 to 48 hours Monday-Friday (sometimes takes a little longer on the weekend), and if I have not, feel free to email me again. Very specific to this class, however, you may also benefit from posting general questions about the course in the "Course Questions" forum on the Discussion Board. I check this frequently and will answer those on a daily basis.

Each email that you send me should begin with a Subject line that tells me something about your question (e.g., Stats help – frequency distributions). In your email, please sign your name as well. Those two things alone will make your email much more likely to be returned efficiently. You cannot imagine how often I get student emails with no subject line, no name signed, and from an email address that does not indicate who the person is.

All the course activities will be graded one week after the set due date. In the event that average grades for the class suggest a need for a curve, the instructor will more likely allow partial credit for corrections, as the progression of the course is such that it is imperative that students learn the material as they progress.

You can check your grades by going to **Grades** button. If there is any discrepancy in the grade, you must contact me immediately. I will provide individual feedback or a general feedback in the performance of the course activity.

Policies

1. **Discussion Board:** Discussion Board will primarily be used for discussing course content related topics and issues. You will be expected to participate in discussion for each of the 12 modules this semester (as well as the Introductions discussion). **No late discussion board posts will be**

accepted.

In addition to the course content related topics on the discussion board, you will see a forum for Technical Problems/Issues. Please use this forum if you are having any difficulties in the course not related to course content. The posts under this topic will not be graded.

For each graded discussion question, first, you must respond to the question directly and second, you must read the other students' posts and reply to at least one other student's response. You must ensure that the responses to the questions are meaningful, reflective, refer to personal experience and support your course readings. Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.

You are expected to read all messages. You are responsible for reading all of the messages that are posted in the online discussion. Not reading messages is the equivalent of sleeping in class.

Use a person's name in the body of your message when you reply to their message. It helps to keep all of us oriented. It helps us maintain a clearer sense of who is speaking and who is being spoken to. As we begin to associate names with tone and ideas, we come to know each other better.

Add a subject line when you introduce a new topic. The value of this tip will become apparent as the number of messages grows.

2. **Rules of Behavior:** Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:
 - Do not post anything too personal.
 - Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race, or ethnicity.
 - Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
 - Be courteous and respectful to other people on the list
 - Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
 - Use line breaks and paragraphs in long responses.
 - Write your full name at the end of the posting.
 - Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

3. **Submission of Course Assessment Activities:**

Keep in mind the following standards/practices for submission of assignments:

 - All course assessment activity files that will be submitted to the instructor should be in Word, with occasional supplements in Excel

- Be sure to put your name at the top of each page header
- **Always keep a copy of all the work you submit so that you won't need to re-do it if it should get lost in cyberspace.**

4. **Make-Up/Late Submission Policy:**

All course activities must be submitted before or on set due dates and times. If the student is unable to abide by the due dates and times, it is her/his responsibility to contact the instructor immediately. There will be a 50% deduction for each week of late submission of the assignment. **No discussion board posts will be accepted late.**

If you have extenuating circumstances that prevent your completion of an assignment, let me know as soon as possible. It is very important that you complete all the coursework, but I also understand that sometimes things come up that conflict with schoolwork. Keep me in the loop.

NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

5. **Academic Dishonesty/Plagiarism/Cheating:** The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the university's handbook at: <https://bit.ly/2AbnL3q>

6. **Academic dishonesty** includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

Plagiarism includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

7. **Attendance and Class Participation:** Regular and active participation is an essential, unmistakably important aspect of this online course. Students will log on a minimum of three times every seven days. All students are expected to do the work assigned, notify the instructor when emergencies arise.
8. **Tracking:** The learning management systems have a tracking features. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

9. **Absenteeism:** All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of emergency medical situation.

7. **Course Incomplete/Withdrawal/Grade Appeal:**

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given, will only be granted if the student provides a valid, documented excuse for not being able to complete the course on time, and has contacted the instructor prior to the scheduled last class to request an extension, and has completed at least 75% of the course with a grade of C or better. The student signs a contract that includes the incomplete course activities and the new due dates.

Find information and dates regarding drops and withdrawals at

<http://www.utpb.edu/services/academic-affairs/office-of-the-registrar/adds-drops>

For grade appeal process go to <http://www.utpb.edu/campus-life/dean-of-students/grievances>.

NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

6. **Accommodation for Students with Disabilities:** Students with Disabilities: The University of Texas of the Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides “reasonable accommodations” to students with disabilities. Any student with a disability who is requesting an accommodation for this course must provide the instructor with official documentation in the form of a letter from the ADA Officer for Students. Only those students who have officially documented a need for an accommodation will have their request honored. **Adapted from UTSA ADA syllabus statement.**

ADA Officer for Students: Mr. Paul Leverington

Address: Mesa Building 4243

Voice Telephone: 432-552-4696

Email: ada@utpb.edu

7. Americans with Disabilities Act: Students with disabilities that are admitted to The University of Texas of the Permian Basin may request reasonable accommodations and classroom modifications as addressed under Section 504/ADA regulations. The definition of a disability for purposes of ADA is that she or he (1) has a physical or mental impairment that substantively limits a major life activity, (2) has a record of such an impairment or, (3) is regarded as having such an impairment.

Students who have provided all documentation and are eligible for services will be advised of their rights regarding academic accommodations and responsibilities. The University is not obligated to pay for diagnosis or evaluations nor is it obligated to pay for personal services or auxiliary aids. Students needing assistance because of a disability must contact Testing Services & Academic Accommodations Department, 432-552-2630, Leticia Madrid, madrid_l@utpb.edu, no later than 30 days prior to the start of the semester.

Computer Skills, Technical & Software Requirements

Basic Microsoft Office skills will greatly benefit you, although the course will approach the use of these applications with the assumption that you have not done a great deal of statistical work with them.

For those of you who are extremely unfamiliar with Microsoft Office applications, I strongly recommend that you familiarize yourself with the "Help" function, as it will troubleshoot a wide scope of basic questions. When you cannot find the answers you need, you may also want to search for whatever question you have on Google or another search engine, as there are a plethora of resources devoted to both basic and more advanced computing questions. For example, simply type in "how do I enter a formula in Excel." This query will bring up a number of pages that should help you figure out what you may have been missing.

I will attempt to help you navigate technology issues specifically relating to the course when it comes to specific methods we are using in the course. I am not a computer expert and likely will not be able to help you with more general issues or problems with hardware or software, although I will do my best to advise you on whom you should consult for advice on such issues.

Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information refer to Student Services below or visit: <http://www.utpb.edu/services/ird/information-on-computer-accounts-e-mail/office-365>

To obtain software licensing and media for selected Microsoft titles at very low cost through a software agreement visit: <http://www.utpb.edu/services/ird/information-for-students/software-distribution/microsoft-select>.

Computer Technical Requirements: Information at <http://www.utpb.edu/online/reach/technical-requirements>

Online Student Authentication

UTPB requires that each student who registers for an online course is the same student who participates in, completes, and receives credit for the course. This course satisfies the second method of student authentication by having students submit an approved photo ID and photo of themselves through an assignment submission.

*Approved photo identifications are: passports, government issued identification, driver's licenses, military ID from DoD; dual credit and early college high school students use school district identifications.

Preparation for Emergencies

Computer Crash: Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

Complete Loss of Contact: If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call instructor, and leave message regarding connectivity loss and contact information.

Lost/Corrupt/Missing Files: You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student’s own computer crashes, loss of files in cyberspace, etc) or any contradictions/problems, you may be required to resubmit the files.

End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end-of-course evaluation/survey provided by UTPB. During the last few weeks of class, you will receive an announcement through email notifying you that the Course/Instructor Survey is available. You may follow the link in the email to complete the survey using the same credentials to access your courses here. When entering the emailed Survey link you will see a list of surveys for you to complete.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Student Support Services

SERVICE	CONTACT
ADA Accommodation/Support	Testing Services & Academic Accommodations Department (432) 552-4696
Advising	(432) 552-2661 UTPB Academic Advising Center
Bookstore	UTPB Campus Bookstore (432) 552-0220
Email, Office 365, my.utpb.edu	Information Technology
Financial Aid and Scholarship	UTPB Financial Aid (432) 552-2620
Library	The J. Conrad Dunagan Library Online at (432) 552-2370
Registrar	UTPB Registrar (432) 552-2635
Student Services	Student Services

	(432) 552-2600
Technical Support	Canvas 1-866-437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: Smarthinking Online Tutoring (provides tutoring services), SmarterMeasure (measures learner readiness for online course).

Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Spring 2020 - 1st 8 Week Session

Schedule

Week	Module/Chapters	Assignments
Jan 13 - Jan 19 (this week only, I will accept through end of the day Jan 22, with no penalty, to account for the 1 st week)	<p>Start Here: Read syllabus Print Course Schedule</p> <p>Module 1: Read chapter 1 Read Module 1 Lecture presentation</p> <p>Module 2: Read Chapter 2 Read Module 2 Lecture Presentation</p>	<p>-Discussion Board – Introductions</p> <p>-Participate in group discussion</p> <p>-Submit Module 1 Problem Set-Participate in group discussion</p> <p>-Submit Module 2 Problem Set</p>
Jan 20 - Jan 26	<p>Module 3: Read Chapter 3</p>	<p>-Participate in group discussion</p>

	<p>Read Module 3 Lecture Presentation</p> <p>Module 4: Read Chapter 4 Read Module 4 Lecture Presentation</p>	<p>-Submit Module 3 Problem Set</p> <p>-Participate in Group Discussion -Submit Module 4 Problem Set</p>
Jan 24 - Jan 27	Review Modules 1-4	Exam 1
Jan 27 - Feb 2	<p>Module 5: Read Chapter 5 Read Module 5 Lecture Presentation</p>	<p>-Participate in Group Discussion -Submit Module 5 Problem Set</p>
Feb 3 - Feb 9	<p>Module 6: Read Chapter 5 Read Module 6 Lecture Presentation</p> <p>Module 7: Read Chapter 6 Read Module 7 Lecture Presentation</p>	<p>-Participate in Group Discussion -Submit Module 6 Problem Set</p> <p>Participate in Group Discussion -Submit Module 7 Problem Set</p>
Feb 10 – Feb 16	Review Modules 5-7	-Exam 2
Feb 10 – Feb 16	<p>Module 8: Read Chapter 7 Read Module 8 Lecture Presentation</p>	<p>-Participate in group Discussion -Submit Module 8 Problem Set</p>

Feb 17 – Feb 23	<p>Module 9: Read Chapter 8 Read Module 9 Lecture Presentation</p> <p>Module 10: Read Chapter 9 Read Module 10 Lecture Presentation</p>	<p>-Participate in Group Discussion -Submit Module 9 Problem Set</p> <p>-Participate in Group Discussion -Submit Module 10 Problem Set</p>
Feb 24 – March 1	Review Modules 8, 9, 10	-Exam 3
Feb 24 – March 1	<p>Module 11: Read Chapter 10 Read Module 11 Lecture Presentation</p>	<p>-Participate in Group Discussion -Submit Module 11 Problem Set</p>
March 2 – March 6	<p>Module 12: Read Chapter 11 Read Module 12 Lecture Presentation</p>	<p>-Participate in Group Discussion -Submit Module 12 Problem Set -Homework required, but will not be on final exam</p>
March 2 – March 6	Final exam	