REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC #_____
Action _____

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

(✓) Professor _William Donner (Sociology)_

(✓) Phone _302 753 6261_   Email _William.Donner@iup.edu_

(✓) Writing Workshop? (If not at IUP, where? when?) _____

_____

(✓) Proposal for one W-course (see instructions below)

(✓) Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

( ) Department Contact Person _____

( ) Phone _____ Email _____

( ) Course Number/Title _____

( ) Statement concerning departmental responsibility _____

( ) Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

( ) Professor(s) _____

( ) Phone _____ Email _____

( ) Course Number/Title _____

( ) Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) _William Donner_

Department Chairperson _Amy Herr_

College Dean _Raun_   11/23/09

Director of Liberal Studies _Joy N. Brito_   12/15/09

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

I.   "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade. (See Summary Chart of Writing Assignments.)

II.   Copy of the course syllabus.

III.   Provide samples of writing assignments that are given to students that include instructions and evaluation criteria. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.

Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

WRITING SUMMARY - SOC 461: Social Research Methods II

SOC 461: Social Research Methods II is proposed for identification as a "W" course. Taught each Spring semester, SOC 461 is a requirement in the Sociology Department and may only be taken by juniors and seniors. Class size is approximately 30. The course counts towards a sociology major or minor.

1. REVISIONS TO RESEARCH PROPOSALS.

In the preceding course, SOC 460, students developed an original research proposal on a sociological topic to be carried out in SOC 461. The revision process is very rigorous and challenges students to reflect on the writing process--especially the many technical aspects of scientific writing. The proposal consists of an a) introduction, b) literature review, c) methodology section, d) bibliography, and e) observation tool (e.g., a survey). Students spend the first weeks of SOC 461 revising these proposals, after which the observation tool is distributed to a sample, data is collected, and results are analyzed. Proposals typically range from 10-15 pages. Not graded; *however, failure to make adequate revisions to literature review and methodology sections lowers grade in 2. Failure to make adequate revisions will results in a grade reduction of no less than 10% on the final paper.*

2. ANALYSIS OF DATA, DISCUSSION, AND CONCLUSION SECTIONS.

Following data collection, students add analysis, discussion, and conclusion sections to the research proposal as the final step in the research project. Full credit is granted if student writing reflects a synthesis of statistical outcomes, sociological ideas, and theoretical expectations, as well as a writing style suitable for expressing scientific concepts and processes. The project weighs heavily as far as grades are concerned and may range from approximately 10-15 pages in length. Students are expected to produce a final project of journal quality conforming to the standards of good writing and scientific rigor. Represents 22% of the final grade.

3. LECTURE ASSIGNMENTS.

The final project requires a sound understanding of quantitative methodology and a familiarity with statistical interpretation. Towards this end, students complete a series of five (5) statistical tests (e.g., correlation coefficients) and interpret outcomes--both mathematically and theoretically--in a one- to two-page essay. The essay is intended to engage creative thinking and encourage students to link sociological concepts to the numerical outcomes observed in calculating the equations. Represents 11% of the final grade.

4. LAB ASSIGNMENTS.

Students complete a series of six (6) statistical tests in SPSS (a statistical analysis program) and interpret outcomes in a one- to two-page essay. Once again, the essay is intended to engage creative thinking and encourage students to link sociological concepts to the numerical outcomes observed in calculating the equations. Represents 11% of the final grade.

5. IRB APPROVAL (OPTIONAL).

Some students choose to obtain approval for projects through IUP's human subjects review board. The task challenges students to write at a level beyond what would be expected of the

average undergraduate student in the course. Many IRB participants go on to present at the University's Undergraduate Scholars Forum and publish in *The Inkwell*, participation in which presumes well-written research papers. Ungraded.

Summary Chart for Writing Assignments

A. Writing Assignments					
Assignment Title	# of Assignments	# of Total Pages	Graded (Y/N)	Opportunity for Revision (Y/N)	Written Assignment Represent What % of Final Grade?
REVISIONS TO RESEARCH PROPOSALS	1	10-15	N	Y	See above.
ANALYSIS OF DATA, DISCUSSION, AND CONCLUSION SECTIONS	1	10-15	Y	N	22%
LECTURE ASSIGNMENTS	5	5-10	Y	N	11%
LAB ASSIGNMENTS	6	6-12	Y	N	11%
Totals	13	31-52			44%

B. Exams			
Exams	Approx.% of exam that is essay or short answer	Anticipated # of pages for essay or short answer, or approx. word count	Exam constitutes what % of final course grade
1	30	1-2	11%
2	30	1-2	11%
3	30	1-2	16%
Total			38%

SOCIOLOGY 461 (SECTIONS 001 & 002)
SOCIAL RESEARCH METHODS II
SPRING 2010

Instructor: Dr. William R. Donner
Rooms: Keith 107 and McElhaney
Computer Lab
Meeting Times: 001 (MWF 9:00-9:55);
002 (MWF 10:10-11:00)
E-mail: William.Donner@iup.edu

Phone: (724)357-2730
Office: McElhaney Hall 112F
Office Hours: T, Th (10am-12pm); W
(2-3pm)

IUP CATALOGUE COURSE DESCRIPTION

SOC 461 Social Research Methods II (3c-0l-3cr)
Prerequisites: <u>SOC 460</u>, junior standing
Second in a two-course methods sequence. Student implements the research project
developed during the first course in this sequence. Primarily [focused on] applied
research, students will use the semester to collect and analyze their data and to prepare a
final research report on their findings.

REQUIRED TEXTS AND EQUIPMENT
Weinbach, R. and R. Grinnell. *Statistics for Social Workers.* 7th Edition.

Babbie, E. *The Practice of Social Research.*

Calculator with a square root function (no cell phones).

INSTRUCTOR'S COURSE DESCRIPTION
Second in a two-part course, *Social Research Methods II* takes students beyond the
practice of describing the techniques of data collection towards a focus on quantitative
analysis. Many of the concepts and equations encountered in SOC 460 will form the
basis for the material covered in the current course. Measures of significance and
association—two ideas central to statistical reasoning—are expressed in a variety of
analytic procedures students will learn and apply throughout the semester. More
specifically, the course will focus on advanced estimation techniques, hypothesis testing,
nonparametric analysis, means-test procedures, multivariate analysis, and experimental
statistics. Students receive instruction through both traditional lectures and lab lectures.
Traditional lectures expose students to the ideas and concepts of quantitative sociology;
lab lectures complement traditional lectures by applying these concepts with computer
applications (e.g., SPSS). In comparison to SOC 460, SOC 461 requires substantially
more mathematical reasoning and assumes basic familiarity with algebraic concepts.
Putting these ideas into practice, students will carry out research proposals developed in
SOC 460, which will involve data collection, organization, and analysis. Findings from
research will be presented to the class in the final week of classes.

IMPORTANT WORKLOAD AND SCHEDULING ISSUES

Students will confront challenges in SOC 461 not encountered in SOC 460 largely due to the presence of more complex concepts and a heavier workload. The class is broken up into two components: a lecture and a lab. Once again, students will learn the conceptual foundations of statistical analysis in traditional lectures; during labs, students will apply these concepts to data using SPSS, a common statistical analysis program used by social scientists.

Regarding the final research project, students must be proactive. The first rule of research is that research always takes longer than one expects. Sampling, data entry, and analysis are, to be sure, demanding tasks, especially for the novice researcher. Students are strongly advised to begin as soon as possible.

PLEASE NOTE: Labs will be held on Fridays, but not every Friday. It is therefore very important that you look over the class schedule to determine where we are going to be in upcoming classes. Missing a class because you were unaware that we were meeting in lab is not an acceptable excuse and will be regarded as an absence.

SUCCESSFUL STUDENTS WILL
1) Understand the concepts of statistical significance and association
2) Successfully apply tests of statistical significance and association
3) Apply descriptive analysis techniques to grouped and ungrouped data
4) Perform hypothesis testing
5) Use data analysis software to analyze data
6) Collect and analyze data as part of the research project

COURSE POLICIES

Points

Exam 1:	50
Exam 2:	50
Final:	75
Lab Final:	50
Lecture Assignments:	50
Lab Assignments:	60
Participation:	25
Final Paper:	100
TOTAL:	460

Grades can be calculated by dividing the total number of points earned by total possible points. Letter grades correspond to a standard decile range: A = %100-90, B=89-80...F=59-0.

IMPORTANT CLASS POLICIES

Please turn off cell phones prior to the beginning of class. Instructors (as well as many students) find texting very distracting and the practice should therefore be avoided. Students unable to follow this policy will be asked to leave on the second offense.

Showing up more than five (5) minutes late for class will be regarded as an absence. Excessive tardiness is distracting to both instructor and student alike.

Do not e-mail homework, final papers, or other assignments to the instructor or TA. Most instructors find it difficult to track submitted assignments when hard copies are requested. E-mailed assignments will be regarded as late unless a hard copy is submitted prior to the due date, at which point the paper will be considered late.

WORK SUBMISSION POLICIES

Homework, final papers, and assignments must be either given to me directly or placed in my mailbox by the end of the day (5:00pm) or will otherwise be regarded as late. For each day late, assignments will lose *at least* 20 percentage points. Late assignments will not be accepted after a week. There will be no exceptions to this policy.

CLASS ATTENDANCE

Attendance is mandatory for all classes. This is a very rigorous course. Missing classes will put you at a great disadvantage. In the current course, excessive absenteeism will affect your final grade in two ways. It will reduce your participation grade (naturally, you cannot participate if not present). Additionally, more than three (3) unexcused absences will result in a significant reduction in participation points. More than four (4) absences will result in an "F" for the course.

Finally, students absent on days when assignments and tests are returned are responsible for obtaining these materials. Please make an effort see the instructor if you missed the return of graded documents.

MAKE-UP WORK

Make-up exams will be given only in situations in which the student holds a University recognized absence. See the section below under "exams" for a detailed discussion of "excused" and "unexcused" absences.

ACADEMIC DISHONESTY

Students at the University are expected to be honest and forthright in their academic endeavors. To falsify the results of one's research, to steal the words or ideas of anther, to cheat on an examination, or to allow another to commit an act of academic dishonesty corrupts the essential process by which knowledge is advanced. Academic dishonesty may include, though may not be limited to, **plagiarism** (the presentation of another's words, ideas, or data as one's own), **fabrication** (inventing of data or falsification of research), and **cheating** (an act of deception, successful or otherwise, intended to misrepresent the mastery of knowledge when such knowledge has indeed not been mastered). Academic dishonesty of any variety is grounds for receiving an F for the

course and referral to the university for adjudication and sanctions that potentially include suspension or permanent expulsion from the university. More specific information on academic dishonesty and other issues can be found in the IUP Academic Integrity Policy, which you are required to know and abide by.

COURSE REQUIREMENTS

Exams
Exams include materials covered since the previous exam. The final exam is cumulative. Exams will generally be made up of multiple choice questions, short answer questions, and essay questions. Please bring your calculator and a #2 pencil to class on exam days.

Students with *valid absences* who miss an exam will receive an alternate make-up exam. Valid excuses include: death of an immediate family, family illness, or your own unanticipated hospitalization. You must provide proper documentation for the excuse to be considered valid. Examples of acceptable documentation may be printed funeral homes notices, hospital admission documents, or emergency room physician certification. *Unacceptable* excuses include visits to the student health center; minor illnesses; non-emergency medical appointments; weddings, vacations, and other family events; transportation issues; going home for the weekend; job interviews; having to work; alarm clock failure; interpersonal conflicts; or not being prepared. Please ask if you have any questions about absentee policies.

Assignments
Students will complete five (5) lecture assignments and six (6) lab assignments, each of which is intended to refine understanding through application. Assignments will test your ability to apply concepts learned in class and may include problems, essays, or critiques of methodologies. Assignments are due at the beginning of class on the date specified in the instructions. Late assignments will receive a 0.

Research Project
Students will carry out the research project designed in SOC 460 in this course. The following lists the key components of your final study (sections to be composed this semester are in bold). Please turn in your final project in the order shown below. A more detailed description of the final project can be found in the accompanying handout distributed in the first week of class.

1. Introduction
2. Literature Review
3. Research Design
4. **Descriptive Findings (25 points)**
5. **Analytic Findings (50 points)**
6. **Discussion and Conclusion (25 points)**
7. Bibliography
8. **Revised Survey**

Participation
Contribution to class discussions will contribute a significant amount to your grade. Comments and remarks should demonstrate familiarity with the weekly readings. It follows that having failed to read assigned materials will doubtlessly have an effect on your final grade. It is therefore necessary to come to class having read *all* the required materials.

CLASS SCHEDULE
Once again, SOC 461 will be conducted in two rooms: <u>Keith 102</u> and <u>McElhaney Computer Lab</u>. It is vital, therefore, that students look at the schedule to know in which room we will be meeting. There is no book for the lab. When appropriate, lab readings will be handed out the Monday prior to the laboratory.

*Please note: The following schedule is tentative and may be subject to change.

<u>Week 1</u>

Jan 12 – Course Introduction and Review

Jan 14 – Review continued; Grouped and Ungrouped Data; Return and discuss surveys – W&G Ch. 1

Jan 16 – Lab I: An Introduction to SPSS

<u>Week 2</u>

Jan 19 – Martin Luther King Day – No Class

Jan 21 – Descriptive Statistics - W&G Ch. 2, pp. 22-31

Jan 23 – Descriptive Statistics - W&G Ch. 2, pp. 31-39; W&G Ch. 3, pp. 40-48

<u>Week 3</u>

Jan 26 – Dispersion - W&G Ch. 3, pp. 48-59
*REVISED SURVEYS DUE

Jan 28 – Sampling Distributions and Advanced Sampling Techniques - W&G Ch. 4, pp. 60-78.

Jan 30 - Lab II: Descriptive Statistics (Part A)

<u>Week 4</u>

Feb 2 – Standard Error and Advanced Confidence Intervals – W&G Ch. 6, pp. 107-109

Feb 4 – Standard Error and Advanced Confidence Intervals – W&G Ch. 6, pp. 115-118

Feb 6 – Lab III: Descriptive Statistics (Part B)
LAB ASSIGNMENT II DUE

Week 5

Feb 9 – The Logic of Hypothesis Testing - W&G Ch. 5, pp. 79-91

Feb 11 – Statistical Significance - W&G Ch. 5, pp. 91-101
LECTURE ASSIGNMENT I DUE

Feb 13 – **Exam 1**

Week 6

Feb 16 – Chi-Square Tests - W&G Ch. 10, pp. 190-202
LAB ASSIGNMENT III DUE

Feb 18 – Chi-Square Tests - W&G Ch. 10, pp. 203-216

Feb 20 – Lab IV: Crosstabs and Chi-Square Analysis

Week 7

Feb 23 – Sampling Distributions and Hypothesis Testing - W&G Ch. 6, pp. 102 - 115

Feb 25 – Hypothesis testing for means - W&G Ch. 6, pp. 115 - 118
*LECTURE ASSIGNMENT II DUE

Feb 27 – Hypothesis testing for proportions
*LAB ASSIGNMENT IV DUE

Week 8

SPRING RECESS

Week 9

Mar 9 – T-tests - W&G Ch. 11, pp. 217-230
*LECTURE ASSIGNMENT III DUE

Mar 11 – T-tests - W&G Ch. 11, pp. 230-233

Mar 13 – Lab V: T-tests

<u>Week 10</u>

Mar 16 – Analysis of Variance (ANOVA) - W&G Ch. 11, pp. 243-248

Mar 18 – Analysis of Variance (ANOVA) - Handout
*LECTURE ASSIGNMENT IV DUE

Mar 20 – Lab VI: Analayis of Variance (ANOVA)
*LAB ASSIGNMENT V DUE

<u>Week 11</u>

Mar 23 – **Exam II**

Mar 25 – Correlation - W&G Ch. 8, pp. 137-155
*LECTURE ASSIGNMENT V DUE

Mar 27 – Lab VII: Correlation Analysis
*LAB ASSIGNMENT VI DUE

<u>Week 12</u>

Mar 30 – Regression - W&G Ch. 9, pp. 165-181

Apr 1 – Regression - W&G Ch. 9, pp. 181-189

Apr 3 - Lab VIII: Regression Analysis

<u>Week 13</u>

Apr 6 – Statistics and Evidence-Based Practice - W&G Ch. 12

Apr 8 – Choosing appropriate statistical tests - W&G Ch. 7

Apr 10 – LAB IX: Geographic Information Systems (GIS)
*LAB ASSIGNMENT VIII DUE
*NOTE: May not be held in McElhaney Computer Lab. Instructor will make announcement prior to class.

<u>Week 14</u>

Apr 13 – Lab Review

Apr 15 – Lab Final

Apr 17 - Presentations

Apr 20 - Presentations

Apr 22 - Presentations

Apr 24 - Presentations

Week 16

Apr 27 – Review for Final
FINAL RESEARCH STUDY DUE

Final Schedule:
001 (9:00-9:55) - M W F Wednesday, April 29 8:00am - 10:00am
002 (10:10-11:00) - M W F Friday, May 1 10:15am - 12:15pm

ADVICE AND SUGGESTIONS FOR FINAL SECTION

<u>Descriptive section</u>
1) Present descriptive statistics using tables and graphs (i.e., means, standard deviations, proportions, etc). This can simply involve cutting and pasting the appropriate table from SPSS.
2) Discuss the descriptive statistics you presented in the tables and graphs.

<u>Analysis section</u>
1) Decide on what kind of analysis you <u>need</u> to perform. This could be a Chi-square analysis, t-test, ANOVA, correlation analysis, or regression analysis *depending* on the levels of measurement of your independent variable(s) and dependent variable. For example, if your independent variable is nominal and your dependent variable is nominal, you must run a chi-square statistic; you cannot run any other test because every other test assumes different levels of measurement. The appropriate levels of measurement can be found in your notes and in the book. It is up to the student to determine which test is appropriate for their research question.
2) Present the findings from the statistical test you chose to apply. This can simply involve cutting and pasting the appropriate table from SPSS.
3) Discuss the findings from the statistical test you chose to apply. Some topics for discussion might include, but are not limited to:
    a) The size and magnitude of the relationship between the variables (e.g., a correlation coefficient, ANOVA significance along with Scheffe test, etc.)
    b) Why findings are significant or not significant.
    c) Explanations for the relationships between your variables.
    d) Comparison between your findings and past findings (from the literature review).

<u>Conclusion/Discussion</u>
Here you should talk about the broader context of your work. Discussion points include, but are not limited to:
    a) What you learned from the study.
    b) General conclusions—why did you find what you did?
    c) Potential problems with your study (e.g., bias, reliability issues, etc.)
    d) How the study might have been improved.
    e) Potential policy implications of your findings.
    f) Advice for future researchers studying your topic.

As a final note, all of the procedures you need to perform in the descriptive and analysis sections were either covered in lecture or lab. Everyone should review the notes, lecture assignments, lab handouts, lab assignments, etc. from the descriptive statistics sections (as everyone will be using descriptive statistics). Selectively review the notes depending on what kind of test you are using. If you are using a t-test, review the appropriate notes from the lecture and labs on t-tests. Data entry procedures were discussed and applied during the first lab. Do not forget to include your research paper (i.e., the intro, literature review, and research design) from last semester with your submission

Lab III Homework

DUE: <u>FEB. 16</u>

Sociologists studying addiction and media exposure among children obtain a random sample of children's movies (n=50). Using content analysis, they measure how many minutes total within each film characters were seen smoking and drinking. A majority of the grade for this assignment will be based on your interpretation of results. Write a one- to two-page explanations of the statistical outcomes and explain what was found using sociological theory.

You will be working with the following variables from the data file **Media Study.sav**:

TobaccoUseSec: Total number of seconds of tobacco use in the movie by characters

TobaccoUsePct: Percentage time in the movie characters are seen using tobacco

1) Calculate confidence intervals on both variables and interpret. <u>Among the total population</u> of children's movies ever made, what are our estimates of a) the amount of time characters spend smoking and b) the percentage of time is spent smoking? Be sure to interpret the interval.

2) For the variable **TobaccoUseSec** calculate and interpret the z-scores for the following three films:

- Three Caballeros
- 101 Dalmations
- Oliver and Company

ANOVA
SOC 461: Social Research Methods II
3/18/09
<u>DUE</u>: March 25 (March 27 acceptable)

Psychologists are interested in studying the influence of violent media on aggressive behavior in children. Among fifteen (n=15) subjects, five (n=5) are exposed to violent video games, five (n=5) are exposed to violent television, and five (n=5) are exposed to violent movies. After exposure, subjects were then observed by researchers and the number of aggressive behaviors of each subject was recorded by researchers, yielding the following distribution of values:

Video Games	Television	Movies
38	22	14
47	19	26
39	8	11
25	23	18
42	31	5

The psychologists ask, "Do different forms of violent media provoke different aggressive responses from subjects?" Calculate the F-ratio (Fobs) to determine whether there is a significant difference between groups. To begin, you will have to calculate the <u>mean for each group</u>, as well as the <u>grand mean</u> for the total subject pool. What form of media seems to have the strongest effect on aggressive behavior and are the means significantly different? A majority of the grade for this assignment will be based on your interpretation of results. Write a one- to two-page explanations of the statistical outcomes and explain what was found sociologically.

Lab Final Exam
April 15, 2009

___/50 Points

Download the dataset "**FINAL EXAM**" from WebCT. The dataset was put together by a local law enforcement agency and supplies information on convicted violent and non-violent offenders. The sample includes 1000 offenders. A majority of the grade will be based on your written interpretation of results, so make sure to fully explain observations.

On the final, you will be working with three variables:
   a. **Gender** – the gender of the offender (0 = male; 1 = female)
   b. **Social** – social class of the offender (1 = lower; 2 = middle; 3=upper)
   c. **Time** – number of days until second arrest ("9999" indicates the offender was not re-arrested and is labeled as missing for analytic purposes.)

<u>Answer the following questions</u>:

1. What is the mean number of days until second arrest?

2. What is the average number of days until second arrest among men and women? Is the difference in days between men and women significant (make sure to include a discussion of equal or unequal variances in your decision)? Explain your findings.

3. Is there at least one significant difference between the mean number of days to second arrest among lower, middle, and upper class offenders? Regardless of whether a significant difference exists, run a Scheffe test and describe the difference between lower and upper class offenders. Explain your findings.

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