

**THE UNIVERSITY OF TEXAS AT AUSTIN  
STEVE HICKS SCHOOL OF SOCIAL WORK**

**Course Number:** SW 318

**Instructor:** Stephanie L. Rivaux, Ph.D., MSW

**Unique Number:** 60055

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**Semester:** Spring 2024

**Office Number:** SSW 3.104A

**Meeting Time:** T & Th 3:30-5 PM

**Office Hours:** Th 2:15-3:15 PM and by appointment

**Meeting Place:** SSW 1.212

**SOCIAL WORK STATISTICS**

**I. STANDARDIZED COURSE DESCRIPTION**

This course is designed to help you gain an understanding of and appreciation for the use of statistics in social work practice and research. You will be introduced to the concepts and skills underlying social work statistics including use of the conceptual and quantitative tools used to describe and interpret data. You will learn how to select, calculate, and interpret appropriate statistics applicable to common data analysis situations related to generalist social work practice.

You will also learn how research tools, including statistical analysis, can be misused in ways that support structural inequities and misrepresent issues for people with marginalized identities, including racialized identities, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status.

The emphasis in the course is on equipping you with the research knowledge and skills you will need to engage in statistical analysis in generalist social work practice. You will learn to critically analyze and be an informed consumer of statistics as well as use statistics as a tool to analyze social work practice outcomes and inform practice and policy decisions.

This course carries the Quantitative Reasoning flag. Quantitative Reasoning courses are designed to equip you with skills that are necessary for understanding the types of quantitative arguments you will regularly encounter in your adult and professional life. You should therefore expect a substantial portion of your grade to come from your use of quantitative skills to analyze real-world problems.

**II. STANDARDIZED COURSE OBJECTIVES**

Upon completion of this course you should be able to:

1. Explain the logic of the research process and its relationship to social work knowledge, practice, and ethics.
2. Use statistical and other software to compute descriptive and inferential statistics and related context in support of an argument for an identified question or problem.

3. Explain, calculate, and interpret descriptive statistics including: basic terminology, frequency distributions, measures of central tendency, measures of variability, normal distribution, sampling and sampling distributions and estimation.
4. Explain the logic and steps of hypothesis testing in inferential statistics.
5. Explain, calculate, and interpret inferential statistics including t-tests, ANOVA, correlation, regression, and chi-square.
6. Read, analyze, and construct basic statistical charts and graphs, contingency and bivariate tables, and output results.
7. Explain the ways in which statistics can be misused in ways that support structural inequities and misrepresent issues for people with marginalized identities, including racialized identities, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status.
8. Identify the correct statistical technique for a research question.
9. Understand how the concepts and lenses of various practice theories including, but not limited to, ecological systems theory, strengths-based perspective, critical race theory, anti-racism, and anti-oppressive theories with a focus on theories that center racialization using perspectives developed by Black, Indigenous and other scholars of color, can be applied to statistical analysis.
10. Illustrate how statistics are used as a tool in social service agencies and programs to understand client outcomes, solve problems and inform practice and policy decisions.
11. Identify assumptions underlying statistical models and analyze how results and outcomes may be affected.

### III. TEACHING METHODS

The primary means of instruction will be informal lectures (i.e., students are encouraged to ask questions and make comments during lectures), class discussions, and in-class exercises using computers and other materials. Students will be expected to have completed the assigned reading before class, to actively participate in class, and to collaborate with one another. R statistical software (with the R Commander interface) is the primary statistics software package to be used in class and in assignments.

### IV. REQUIRED TEXTS, READINGS, AND OTHER MATERIALS

#### Required Text

Frankfort-Nachmias, C. , Leon-Guerrero, A., & Davis, G. (2021). *Social statistics for a diverse society* (9<sup>th</sup> Ed.). Thousand Oaks, CA: Pine Forge Press.

#### Required Software

R: We will use R to do the statistical calculations needed for this course. R is free, open-source software and two “graphical user interfaces” (GUIs) are available for it, R Commander and R Studio. You will need to install both R and R Commander on your computer. R Studio is optional.

To download R: <http://cran.r-project.org/>

To download R Commander: <http://socserv.mcmaster.ca/jfox/Misc/Rcmdr/>

To download R Studio: <http://www.rstudio.com/ide/download/>

## Online tutorials

We will use several online tutorials to guide use of R and R Commander.

Installing R for Mac OS [Note you only need to download “R-3.0.1.pkg” or click on the “latest version” link.

So you only need the first 1.5 minutes of this video]: <http://www.youtube.com/watch?v=ICGkG7Gg6j0>

Installing R for Windows [Note: You only need to download “R-3.0.1.pkg” or click on the “latest version”

link. Also, don’t worry about updating packages or installing new packages. So just watch the first 1.5

minutes or so.]: <http://www.youtube.com/watch?v=A56PD8BSS0A>

Optional: Installing R Studio: <http://www.youtube.com/watch?v=jCddzuufzas>

Statistics and Scientific Computation’s online R tutorials:

[http://openwetware.org/wiki/Wilke:R\\_Tutorial\\_Videos](http://openwetware.org/wiki/Wilke:R_Tutorial_Videos)

## Computer Requirements

Students will need a laptop computer using Mac or Windows OS (Chrome will not support the software) to complete homework assignments, exams, and in-class exercises. If you do not have a laptop with the OS, contact the instructor to make alternative arrangements.

## Canvas

Most course materials will be posted on Canvas. Use Canvas to find:

- Homework assignments and exams to be completed online;
- Practice problems sets;
- Datasets to be used in assignments and exams;
- Course materials such as the syllabus;
- Slide presentations used in lectures;
- All course announcements;
- Access to e-mail addresses to ask questions about assignments.

While the University has invested significant resources in support of Canvas, there are still periodic outages and slow-downs. **If you wait until the last minute to complete assignments on Canvas, you may encounter difficulties.**

## V. COURSE REQUIREMENTS

**Course requirements and grade assignment:** The final grade will be computed from grades on homework (40%), four exams (50%), and students’ attendance, preparation, and participation in class (10%). Excessive absences will result in grade reductions per the policy described below. Optional extra credit assignments may be offered during the semester.

### **Class attendance, preparation, and participation (10% of grade)**

It is important that social work practitioners take responsibility for their own continued learning and for acting in a professional manner. Additionally, students in this class will help each other learn course material. Thus, students are expected to maintain good attendance, to complete assigned readings before the class meeting for which they are assigned, to compile questions regarding the material for class discussion, and to actively participate throughout class meetings. There will also be in-class group activities and participation in these will also count towards this portion of the grade.

To avoid disruptions to other students’ learning, students are expected to attend all classes and to arrive punctually. Therefore, coming late and/or leaving early by more than 10 minutes will be considered a “missed” class. While it is expected students will attend all classes if at all possible, students may have up to three permitted “misses” in the event of unexpected emergencies, medical appointments, university-

sanctioned events, or religious holidays. To have a permitted miss, you must email the instructor before that class period. Student Emergency Services can be an important support if you should have a medical or other emergency resulting in missing class. Missing more than three classes will result in a 2% per missed class deduction from the student's final grade. So, students are advised to save permitted misses for emergencies. To encourage class attendance, those students who miss no classes will earn an extra 2% to be applied to their final grade. As in all professional settings, please inform the instructor if you will be late or not attend class.

In the event a class must be cancelled, students will be provided an assignment to help them practice the material for that day. Conscientious completion of such assignments will count as attendance for that class. Assignments that are not completed or are scored less than 50% will be considered an unexcused absence.

During the course of the semester, the instructor may provide survey opportunities for students to assess their own class attendance, preparation, and participation.

### **Homework assignments (40% of grade)**

There are several scheduled homework assignments, most of which will be completed on Canvas. The purposes of the homework assignments are to allow you to review conceptual content and to provide you with opportunities to practicing solving statistical problems using the computer and R. When you have finished Canvas assignments and submitted it for grading, you will receive immediate feedback. All homework assignments must be completed prior to the exam for that material. At the end of that period, access to the homework will expire. Failure to submit homework during the assigned period will result in a "zero" as your score for the assignment.

For the assignments on Canvas, each student's homework assignment will be drawn randomly from a test bank of questions. Therefore, each time an assignment is begun, the question set will contain comparable, but not identical, questions. The homework assignments may be redone as many times as you wish since you will be given a different selection of questions each time you redo the assignment. If you redo homework, your grade will be based on your highest score achieved. For any assignments where questions are not randomly drawn, the instructor will provide multiple versions of the assignment and will record only the highest grade earned.

NOTE: Canvas does not save your answers until you have "Submitted" the assignment. If your computer malfunctions or you become disconnected, you will have to redo the assignment. Furthermore, if you click out of the assignment without saving or submitting your answers, Canvas may freeze up and prevent you from accessing the questions for that homework assignment. Please have all of the Homework Practice PowerPoint files and data sets open before you begin taking the homework assignment, and be sure to save your answers before clicking out of the assignment to try to prevent this from occurring.

Students are expected to complete their homework assignments individually. Although I have no way to be certain that students satisfy this expectation, many exam questions will be similar to what you will practice in homework. Therefore, doing your own work will likely improve your exam scores. If you have a difficult time answering homework questions or using Canvas, your performance on exams will likely be poor. Therefore, you are strongly encouraged to meet with the instructor to address any problems you are encountering.

### **Tests (50% of grade)**

There will be four tests, each time-limited to 75 minutes. Tests will cover all material assigned for and

discussed in class. Questions on the tests will include conceptual questions from the text and lectures as well as statistical problems to solve using a computer and R software. Although each test will focus mainly on the content in the classes since the last test, class content is inevitably cumulative. Given this, students are encouraged to prepare for tests by focusing on the content since the last test and also reviewing the material from the entire semester. Grades on exams will be released only after all students have completed the exam. Review sessions will be provided before each test.

Tests are not open-book. All materials needed to complete the exam will be available on Canvas. Unless explicitly stated by the instructor at the time of the test, no other materials, software, online content may be used in completing the exam. The use of e-mail or other types of communication is also not permitted. Computer activity during the tests will be monitored and any violation of these policies will be treated as scholastic dishonesty and result in a grade of zero for that exam.

Exams are to be taken at the scheduled time. Only in the case of emergencies and then only with instructor approval will make-up exams be offered. Should you need to re-schedule an exam, please notify the instructor of the situation as soon as it is reasonably possible. The date and time for the makeup exam will be scheduled at a time that is mutually convenient for the student and the instructor.

## VI. GRADING

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

## VII. COURSE POLICIES

**Canvas Course Website:** The instructor uses Canvas (a web-based, course-management system with password-protected access) as the primary means of communicating with students. All course materials will be posted on the course's Canvas site. Canvas may also be used to communicate and collaborate online, to post grades, to give online quizzes or surveys. Students are responsible for checking this site regularly for class announcements and for new postings. Support in using Canvas can be obtained from the ITS Help Desk by calling 475-9400 between 8AM-6PM on Monday through Friday. Please plan accordingly.

**Late Assignment Policies:** Except in the case of extreme emergencies, and then only with prior permission from the professor, late assignments will not be accepted without penalty. Students will lose 3 points for each day that an assignment is late. If the due date is a problem, then the student must contact the professor and negotiate another due date at least **48 hours PRIOR** to the date specified in the course syllabus.

**Incompletes:** Students are expected to complete all course work by the last day of class and to complete all assignments by the dates due. Only in emergency situations will an incomplete grade be given for a course and only when, prior to the emergency, the student has been in attendance and has done satisfactory work. If an incomplete grade should be assigned, there will be a written agreement with the instructor about when and how the work will be completed.

**Computer and Other Electronic Device Use Policy:** Students are expected to use laptops and handheld tech in class for class-related purposes only. To engage in other types of tech use (e.g., accepting or making phone calls, texting, online surfing, etc.) is unprofessional and disruptive to the course. Thus, students who violate this policy may be asked to leave the classroom and marked absent for the day.

**Feedback on Learning:** During this course the professor will ask students to provide feedback on their learning in informal as well as formal ways. It is very important for the professor to know the students' reactions to what is taking place in class, so students are encouraged to inform the professor on how her teaching strategies are helping or hindering student learning, ensuring that together the professor and students can create an environment effective for teaching and learning.

**Course and Instructor Evaluations:** At the end of the semester, I will use the standard Course Instructor Survey (CIS) provided by the University of Texas at Austin. The CIS offers provides a systematic, campus-wide method of evaluating courses and instructors. I hope that every student will complete the CIS. Although important, these evaluations are after-the-fact. Therefore, I strongly encourage you to provide input and feedback regarding the course during the semester so that together we can make this course of maximum benefit to you!

## VIII. UNIVERSITY POLICIES

### Grading Scale

[No A+]		87.0 to 89.999	B+	77.0 to 79.999	C+	67.0 to 69.999	D+
		84.0 to 86.999	B	74.0 to 76.999	C	64.0 to 66.999	D
94.0 and Above	A	80.0 to 83.999	B-	70.0 to 73.999	C-	60.0 to 63.999	D-
90.0 to 93.999	A-					Below 60.0	F

**Attendance and Academic Behavior.** At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

**Religious Holy Days.** A student who misses classes or other required activities, including examinations, for

the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

**The University of Texas Honor Code.** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

**Policy on Academic Integrity.** Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and / or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

**Use of Course Materials.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

**University Electronic Mail Student Notification.** Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

## **Steve Hicks School of Social Work Policies**

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**Professional Conduct and Civility in the Classroom.** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the

ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

**Classroom Confidentiality.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

**Unanticipated Distress.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling and Mental Health Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

**Policy on Social Media and Professional Communication.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

### **Resources, Prevention of Discrimination, and Safety**

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**Disability Accommodation Statement.** If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <https://community.utexas.edu/disability/>. If you are already



registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

**Behavior Concerns and Covid-19 Advice Line (BCCAL).** If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

**Covid-19 Related Information.** The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

**Title IX Reporting.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

**Title IX Accommodations for Those Pregnant, Nursing and Parenting.** Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the [Title IX pregnancy and parenting resource page](#) for more information or contact the [Title IX Support and Resources team](#) connect with a Case Manager.

**Campus Carry Policy.** The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

**Safety.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

**Emergency Evacuation Policy.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

## IX. COURSE SCHEDULE

The anticipated schedule of activities for this course is as follows. Reading due dates are the class for which the reading is listed. Homework assignments will be provided on the day listed. Note that this course schedule is a draft and may change based on class progress. References to chapters are from the course textbook or from readings posted on Canvas.

Date	Topic / Description	Text/Readings	Homework Assignments
Class 1 T, 1/16	<ul style="list-style-type: none"> <li>• Review Syllabus</li> <li>• Discuss "Why study statistics?"</li> <li>• Math review</li> <li>• Discuss R software and installation</li> </ul>		
Class 2 Th, 1/18	<ul style="list-style-type: none"> <li>• Lecture on Chapter 1</li> <li>• IV/DV, levels of measurement, descriptive/inferential stats</li> <li>• Introduction to R</li> </ul>	Chapter 1, "The What and Why of Statistics"	Homework 1: Level of measurement, IV/DV problems
Class 3 T, 1/23	<ul style="list-style-type: none"> <li>• Lecture on Chapter 2</li> <li>• Frequency distributions</li> </ul>	Chapter 2, "Organization of Data, pp 27-43 Frequency Tables	Homework 2: Frequency distributions (reading tables)
Class 4 Th, 1/25	<ul style="list-style-type: none"> <li>• Lecture on Chapter 2, cont'd</li> <li>• Graphic presentation of data</li> </ul>	Chapter 2, pp 43-55, "Graphic Presentation of Data"	Homework 3: Frequency distributions (interpretation) Graphic presentation
Class 5 T, 1/30	<ul style="list-style-type: none"> <li>• Lecture on Chapter 3</li> <li>• Central tendency</li> <li>• Distributions and the normal curve</li> </ul>	Chapter 3, "Measures of Central Tendency"	Homework 4: Central tendency problems
Class 6 Th, 2/1	<ul style="list-style-type: none"> <li>• Lecture on Chapter 4</li> <li>• Variability</li> </ul>	Chapter 4, "Measures of Variability"	Homework 5: Variability problems
Class 7 T, 2/6	<ul style="list-style-type: none"> <li>• Central tendency and variability – how they fit together</li> <li>• Reading research / Research activities</li> </ul>	Review Chapters 3 & 4 Readings from Canvas	Readings from Canvas
Class 8 Th, 2/8	<ul style="list-style-type: none"> <li>• Review for Exam 1</li> <li>• Q &amp; A</li> </ul>		
Class 9 T, 2/13	<b>EXAM 1</b>		
Class 10 Th, 2/15	<ul style="list-style-type: none"> <li>• Review Exam One</li> <li>• Lecture on Chapter 5</li> <li>• The normal distribution</li> <li>• Z-scores and percentiles</li> </ul>	Chapter 5, "The Normal Distribution"	Homework 6: Normal distribution, z-scores, and percentiles
Class 11	<ul style="list-style-type: none"> <li>• Lecture on Chapter 6</li> </ul>	Chapter 6, "Sampling &	

T, 2/20	<ul style="list-style-type: none"> <li>• Sampling, sampling distributions, estimation</li> </ul>	Sampling Distributions"	
Class 12 Th, 2/22	<ul style="list-style-type: none"> <li>• Continue Chapter 6</li> <li>• Lecture on Chapter 7</li> <li>• Estimation</li> </ul>	Chapter 7, "Estimation"	Homework 8: Estimation, Confidence intervals
Class 13 T, 2/27	<ul style="list-style-type: none"> <li>• Lecture on Chapter 8</li> <li>• Hypothesis testing</li> <li>• Independent samples t-test</li> </ul>	Chapter 8, "Testing Hypotheses" Online content	Homework 9: Independent samples t-tests
Class 14 Th, 2/29	<ul style="list-style-type: none"> <li>• Hypothesis testing cont'd</li> <li>• Independent samples t-test</li> <li>• Paired samples t-test</li> <li>• Discuss expansions on t-tests</li> <li>• If time, research activities</li> </ul>	Chapter 8, "Testing Hypotheses" Online content	Homework 10: Paired samples t-tests
Class 15 T, 3/5	<ul style="list-style-type: none"> <li>• Review for Exam 2</li> <li>• Q &amp; A</li> </ul>		
Class 16 Th, 3/7	<b>EXAM 2</b>		
<b>3/11-3/16</b>	<b>SPRING BREAK!!!</b>		
Class 17 T, 3/19	<ul style="list-style-type: none"> <li>• Review Exam Two</li> <li>• Lecture on Chapter 11</li> <li>• Lecture on ANOVA</li> </ul>	Chapter 11, "ANOVA"	Homework 11: ANOVA
Class 18 Th, 3/21	<ul style="list-style-type: none"> <li>• ANOVA continued</li> <li>• Discuss expansions on ANOVA</li> </ul>	Chapter 11 continued	
Class 19 T, 3/26	<ul style="list-style-type: none"> <li>• Lecture on Chapter 9</li> <li>• Crosstabs and Elaboration</li> <li>• Start discussing chi-square</li> </ul>	Chapter 9, "Bivariate Tables"	Homework 12: Crosstabulation and Chi-square
Class 20 Th, 3/28	<ul style="list-style-type: none"> <li>• Chi-square continued</li> <li>• Other measures of association for nominal and ordinal variables</li> <li>• Research activities</li> </ul>	Chapter 10, "Chi-Square Test and Measures of Association"	
Class 21 T, 4/2	<ul style="list-style-type: none"> <li>• Review for Exam 3</li> <li>• Q &amp; A</li> </ul>		
Class 22 Th, 4/4	<b>EXAM 3</b>		
Class 23 T, 4/9	<ul style="list-style-type: none"> <li>• Review Exam Three</li> <li>• Lecture Chapter 12</li> <li>• Begin discussing regression</li> </ul>	Chapter 12, "Regression and Correlation"	Homework 14: Regression
Class 24 T, 4/11	<ul style="list-style-type: none"> <li>• Continue discussing regression</li> <li>• Begin discussing correlation</li> </ul>	Chapter 12, "Regression and Correlation"	Homework 15: $r$ and $r^2$
Class 25 T, 4/16	<ul style="list-style-type: none"> <li>• Hypothesis testing with regression and correlation</li> <li>• Expansions of correlation/regression</li> </ul>		
Class 26 Th, 4/18	<ul style="list-style-type: none"> <li>• Overview of multivariate stats</li> <li>• Reliability / Validity</li> <li>• Effect size statistics</li> <li>• Reading research / Research activities</li> </ul>	Online content	

Class 27 T, 4/23	<ul style="list-style-type: none"> <li>• Review for Exam Four</li> <li>• What have we learned?</li> </ul>		
Class 28 Th, 4/25	<b>EXAM 4</b>		

## X. BIBLIOGRAPHY

Frankfort-Nachmias, C., Leon-Guerrero, A. , & Davis, G. (2021). *Social statistics for a diverse society (9<sup>th</sup> Ed.)*. Thousand Oaks, CA: Pine Forge Press.