

SOC 283 - METHODS OF DATA ANALYSIS

Dr. Susan L. Caulfield
Office: Sangren 2509
Office tel #/Voice Mail: 387-5291

E-Mail Address: sue.caulfield@wmich.edu

Graduate Assistant: Traci Gray, traci.gray@wmich.edu
Undergraduate Assistant and Tutor: Angie Simon

Fall, 2004
T/R: 9:30-10:50
Office Hours:
T: 2:00-3:30;
W: 4:00-6:30;
R: 2:00-5:00 and by
appointment

COURSE DESCRIPTION: This course is designed to introduce the student to a variety of statistical techniques that are integral to an understanding of social science. Knowledge of these techniques allows for a more thorough understanding of others' research, especially as reported in journals and government publications. In addition, these techniques are used in a number of research settings, including non-profit organizations, for-profit research institutes, and local, state and national governmental agencies. Learning these statistical techniques will be accomplished through several tasks, which include: homework assignments, group-based work, student-led discussions, in-class work, and examinations. Both descriptive and inferential statistics will be examined, concentrating on univariate and bivariate situations.

All of the topics could be courses in and of themselves; therefore, students should expect to receive a survey of the various techniques, with emphasis on a) assumptions about the data, b) research applications, c) mechanics/equations, and d) limitations of the method. A combination of conceptual tools, calculation formulas, and computerized analysis will be the method used in developing a full understanding of the different statistics. No prior use of SPSS is assumed. However, given that the 21st millennium is here, it is assumed that students have a familiarity and comfortability with a computer.

Students will find it necessary to keep up with all readings and assignments. Quantitative techniques involve a building block process. Failure to understand the initial "layer" of material will result in difficulties at all subsequent "layers."

LEARNING OBJECTIVES: That students will develop an understanding of basic statistical techniques, both how to interpret them and how to apply them in the field. It is imperative that students not only understand these techniques, but that they understand when certain techniques are applicable and when they are not. At the completion of this course, it is anticipated that each student will have skills in, if not mastered, the following learning objectives:

- ?graphically present simple quantitative data (including charts and tables)
- ?demonstrate an understanding of measures of both central tendency and

- variability, and see their importance as descriptive statistics
- ?demonstrate an understanding of significance testing, through the use of z-tests, t-tests, chi-square, correlation and regression analysis
- ?utilize and balance both computation and interpretation of statistical techniques
- ?understand that not all techniques are applicable to all types of data
- ?understand the limitations of using statistical techniques to know about the social world
- ?be able to draw defensible conclusions from the analyses
- ?be able to conduct scholarly research and write up the findings of that research

TEACHING PHILOSOPHY: It is my belief that many people are rarely pushed to utilize their full potential and that, given an opportunity, each of us is capable of further developing our gifts, talents, and skills. Importantly, I believe that people do their best work when they are self-directed, given opportunities to try new things, allowed to fail, encouraged to assess their progress, and facilitated through their own process of learning. I also believe that working in groups is important and in two key ways. First, working in groups is something most of us will do throughout our lives, whether it is in the workplace or the home. Practicing effective ways to work in groups is, then, relevant to all of our lives. Second, working in groups allows each of us to benefit from the gifts and talents of others. None of us is a perfect being and few of us are equipped with all the skills needed in every domain of our lives. Therefore, working with others enriches the learning experience for each and every one of us. I approach learning as something done best when individuals are given opportunities to solve problems and to develop their critical thinking skills. This means at times that some students will feel as though they are flailing about and unsure of what they are doing. It is at these times that it is best to trust that continued effort will bring desired results. I believe that learning is less about the final product (i.e., grade or amount of new information) as it is about the process of discovering ways in which we learn, ways in which we can improve, and ways in which we can make contributions to our field of interest. My overall hope is that students will become life-long learners and that the information and skills addressed in this course will become important components in their academic, and non-academic, toolbox.

FRAMING THE COURSE/CLASSROOM EXPERIENCE: It is important when any group begins working together that there is clarity on the goals and expectations for the group's work. The time you spend with your base group both inside and outside of the classroom, and the time we spend in the classroom are important components of the overall learning experience. To aid

in making these experiences as beneficial as possible, there are principles to be followed by everyone, students and professor alike.

First, **it is important that everyone shows up and is fully present.** This means present beyond merely the physical sense of the term. It means being focused on the work of SOC 283, whether that work is centered, at the time, on lecture, base group work, student presentation, etc. It means that each of us must leave our other concerns, issues, dilemmas, etc., outside the classroom door. This does not mean that these other things are not important to people; instead, it means that everything has a time and a place and we must honor the time that is set aside for this class.

Second, **it is important that we conduct ourselves with honor and integrity.** This means that each of us will take personal responsibility for what we do and be held accountable for what we do. To move from a place of integrity includes being truthful without using blame or judgment, being cognizant of others and their feelings or beliefs, and speaking for ourselves, not putting words in other people's mouths.

Third, **it is important that none of us collude with negativity.** This essentially means that we will not make negative statements about people, tasks, or events, because negativity keeps us in the past, rather than allowing us to move forward and make progress in the adventure of learning. (For example, "I don't like group work because I got stuck in a bad group once," will not be an acceptable stance for a person to assume.)

Fourth, **it is unacceptable to engage in "third party-ing."** This means that there will be no discussions where the focus is to share one's perceptions of another person's actions and, invariably, seek allies for one's own position. Our practice will be that we will not say anything about a third party that we would not say to that person. It is disrespectful to create a discussion that involves someone who is not present to define/state his or her own position.

Fifth, **each of us agrees that we should be actively engaged in our education.** This means that we will come to each class meeting or base group meeting willing to participate. We will each share ownership in what occurs in any meeting, and be willing to share our perspectives, respectfully disagree with each other, and come to our own conclusions. This also means that each of us will avoid passivity and procrastination, both of which can lessen our learning experience and put either ourselves or other class members at risk on an assignment.

Sixth, **each of us is responsible for our own inclusion.** This means that none of us is a mind reader, nor can anyone else be expected to know what another person needs. Needs that can arise during a course include the need for clarity, the need for additional help on certain skills, the need for instructions to be repeated, the need to address conflict with base group members, or the need to check in on expectations and goals. Importantly, the first step to meeting any need is going to the person and stating what is needed. By being responsible for our own inclusion, we

can often get our needs met earlier and also keep small problems from turning into large problems.

Seventh, **each of us will promote a Both/and® rather than an Either/or® perspective.** Issues about the social world are never simple. It is a rare instance, indeed, when we can place any topic into an either/or perspective (e.g., right vs. wrong). Instead, we will endeavor, at all times, to allow for more than one perspective to be legitimate, to be possible, to be allowed to be heard.

Eighth, **each of us agrees not to impose our stories® on others.** All too often, since people see the social world from their own perspective, they try to impose that perspective on other people's lives. For example, assuming that someone is lazy because they need help reflects the perceiver's idea of laziness more than it reflects anything about the person being observed.

Ninth, **each of us will accept that conflict is co-created.** This means that with the rare exception, if we are in conflict with someone, we hold some responsibility for that conflict. Our role in the conflict might range from unintentionally misleading, miscommunicating, or misunderstanding another to having made attributions about another person that are not true, yet bring consequences to subsequent interactions. For example, if something does not go well in a base group project, everyone must participate in the resolution and be open to exploring any role they may have played in the creation of the conflict. If someone is not sure how they may have played a role in any conflict, the first step is to "check-in" with the other(s) and ask for clarification on what they perceived as having happened.

Tenth, **each of us agrees to trust the process.** All of us are creatures of habit and most of us do not like it when we do not do well at a given task. However, much of life is more of a process than an outcome and rarely do we get anywhere without doing the work. This course will bring up moments of uncomfortability. It is important to trust that much planning has gone into the course and that people not only survive the course, some even excel in it.

Of course, it is possible that any one of us might slip on occasion regarding the course principles. If that does happen, and you are aware of it, attempt to rectify it as soon as possible. If it happens with another person, be respectful in approaching them about it.

IMPORTANCE OF GROUPS: While the nature of working in groups brings up feelings of discomfort for some, it is an important technique for both learning about the subject matter and for learning about different approaches to the topic at hand. Each student has a responsibility to his or her base group for the duration of the semester/session. This responsibility includes showing up for all class meetings, showing up for out-of-class base group meetings, fulfilling one's obligations to the base group in terms of preparation, integration, and writing, and being a resource to other members of one's base group. Each person will bring different gifts and talents

to their base group. It is the responsibility of the base group to negotiate how to approach the different tasks, who is to perform what functions, and how to handle any conflicts that might arise within the base group. Base groups will be required to check in with the professor on a regular basis, especially to discuss strengths and challenges of the base group's work.

While it is rare that a member of a base group will fail to properly show up and do their part, there is a procedure available should that occur. Should a base group find one of their members to be an insurmountable burden on the base group, they will have the option to vote the member out of the base group. Should they opt for this action, they will be required to submit, in writing, an explanation that presents (a) the problem presented by the member, (b) what the base group has already attempted to do to resolve the problem (which must include discussion with the estranged member), and (c) why they believe that exclusion of the member is their only option. The professor will review what is submitted and then meet with the base group to decide on final action. Should the estranged member be excluded from the base group, that person would have to design, in collaboration with the professor, an acceptable substitute proposal. It must be emphasized that any substitute proposal will be more rigorous than any work that is to be done by the base group.

In addition, should it be demonstrated that a group member did not participate in a substantial way in any group assignment, that group member will lose all points for that assignment. In other words, there are no free rides regarding the work of the base groups.

WHY READ, WHY COME TO CLASS, WHY TALK?

First of all, I think the readings are worthwhile, interesting, sometimes even exciting. Some of them will fill your head with facts and figures, others will challenge some of your most prized ideas and opinions. I wouldn't assign the readings if I didn't think they would contribute to your overall knowledge of the topic. Granted, some may seem less than thrilling to you, but at least give them a chance by reading them all the way through. In addition, as assignments will attest, knowledge of the reading material is crucial to doing well in the course. After all, the University would like me to evaluate your performance (i.e., your grasp of the material).

Coming to class is important (else I could be replaced by a textbook). Lectures are an opportunity to present additional material, to integrate ideas, and to clarify things to which you have been exposed. Class meetings are a time for discussion, both individually and through group exercises. Such discussion is crucial to a solid understanding of the issues being presented.

Finally, as to the last question, Why talk?

The issues addressed in this course are not simple by any means, nor is there necessarily a right or wrong answer to them. Instead, we discuss what the issue is about, and we explore different

possibilities as we search for our own position. Discussion is a crucial component of this course and I want you to feel free to raise questions and address comments to the issues at hand. When making an argument for or against a particular position, it is important to use more than personal opinion to support your point. The use of course reading materials, lectures, and previous discussions will strengthen your position and allow you to be more critical in your assessments of issues related to violence. Critiques of the reading materials, lecture topics, and discussions are welcome so long as they are done in a respectful and informed manner.

Granted, my own position (if it, in fact, is my position) often can dominate a discussion.

However, this usually occurs when there is little response on the part of others. Unfortunately, some students are intimidated whenever they are asked to elaborate or support a statement that they have just made. Please keep in mind that students are not graded on their opinions. But, at the same time, our culture is far too reliant on sound bites and endless rhetoric, sentences and statements that we assume to be correct simply by uttering them. We all need to work on demonstrating to others why we hold a particular position and where, if anywhere, we can find evidence to support what we say. The object of such an approach is to encourage, not discourage open discussion in the classroom.

So, please engage in class discussion - all of us will be better for the effort.

REQUIRED ITEMS: Caulfield, S.L. (2004). SOC 283 Course pack. Bookstore, Bernhard Center, WMU.

Sweet, S.A. and Grace-Martin, K. (2003). Data analysis with SPSS: A first course in applied statistics. Boston, MA: Allyn and Bacon.
One 3 ½ " diskette.

Calculator, preferably with square root key, square function, and power function (avoid graphing calculators, if possible).

MATERIAL ON RESERVE AT THE EDUCATION LIBRARY:

DeLionardi, J. W. and P. A. Curtis (1988). What to do when the numbers are in. Chicago, IL: Nelson-Hall, Inc.

Handel, J.D. (1978). Introductory statistics for sociology. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Hauser, P.M. (1975). Social statistics in use. New York: Russell Sage Foundation.

Mantzopoulos, V.L. (1995). Statistics for the social sciences. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Newton, R.R. and K.E. Rudestam (1999). Your statistical consultant: Answers to your data analysis questions. Thousand Oaks, CA: SAGE Publications.

Rosenthal, J.A. (2001). Statistics and data interpretation for the helping professions. Belmont, CA: Wadsworth/Thomson Learning.

Spirer, H.F., L. Spirer and A. J. Jaffe (1998). Misused statistics. New York, NY: Marcel Decker, Inc.

COURSE ASSIGNMENTS: There will be a number of assignments required, involving computer work, hand calculations, a combination of both, and interpretation. In addition, out-of-class assignments will be done by both individuals and base groups. Statistics can only be learned through practice. Therefore, the course is structured such that students get plenty of practice. Individual homework assignments comprise a total of 40% of the final grade in this course, while the base group project comprises a total of 20%. In addition to the out-of-class assignments, there will be quizzes, which comprise a total of 10%, and two examinations, a midterm, which comprises 12% of the final grade, and a final, which comprises 18% of the final grade in the course.

Homework Assignments	400 points
Base Group Project Activities	235 points
Quizzes	100 points
Midterm Examination	100 points
<u>Final Examination</u>	<u>165 points</u>
Total Possible Points	1000 points

CALCULATION OF FINAL GRADE IN COURSE: Based on requirements, there are a possible 1000 points to be earned in this course. Final letter grades are based on the following scale: A = 930-1000; BA = 880-929; B = 830-879; CB = 780-829; C = 730-779; DC = 680-729; D = 600-679; E = < 600.

HOMEWORK POLICY: Homework assignments are given on a weekly basis throughout the semester. In order for full credit to be earned, **the assignment must be turned in at the beginning of class on the due date**. Any homework that comes in late will be eligible for 50% of the points earned (e.g., there were 20 points possible, you got 16 correct, you would earn 8 points) if it is turned in no later than the beginning of the next class meeting. This decreases to 25% of the points earned if turned in no later than two class meetings past the initial due date. After two class meetings, late homework is not accepted. Also, late homework may not be resubmitted. However, a graded homework assignment, initially turned in on time, may be resubmitted in an attempt to earn back 50% of the points originally lost. Resubmitted homework must be turned in on time, per the schedule below and **any homework resubmissions must be accompanied by the original graded homework, in order to be considered for additional points**. The chart below depicts the homework policy. While written with homework #1 as an

example, the same policy holds for all homework assignments, with “Thursday, Week 1” denoting the stated due date for the homework.

Thursday, Week 1	Tuesday, Week 2	Thursday, Week 2
HW#1 Due	HW#1 Returned, graded HW#1 turned in late, eligible for 50% of points earned	HW#1 Resubmits Due Today HW#1 turned in late, eligible for 25% of points earned

HOMEWORK ASSIGNMENTS: Assignments in SOC 283 are due at the beginning of class on the assigned date. Late assignments will be heavily penalized [See the Homework Policy above]. These assignments are important not only in terms of points to be maintained, but they are also important as the foundation pieces for learning the material in this course. That is, there is a very tight integration between these assignments, the learning objectives, and the material on which you will be evaluated. **It is imperative, therefore, that you begin work on these assignments early in the process.** Some of them will require computer work and output. Due to the busy-ness of labs, it is in your best interest to do this work in a time frame that will allow you to (1) have access to office hours should you have questions; (2) make mistakes in the learning process; and (3) get necessary output in a timely fashion. In addition, pay careful attention to the questions/tasks presented to you. It is ridiculous to lose points for skipping a section of required work. If you do have questions, check with the professor as she has the best idea on what is being asked of you. If you are confused, but do not know what question to ask, just ask for help. Please note that office hours are set aside for you to seek help regarding course work.

The assignments are designed to build upon previous work. Should you have difficulty with an assignment, please be sure to seek clarity before moving on to the next assignment. However, if you do not have time to seek help, do as much work as possible and **TURN IT IN ON TIME**. It is better to lose only some points, rather than to lose them all.

Most of the weekly homework assignments will be evaluated. That is, you will be graded on whether or not you determined the correct answer to the problem. Many of the problems used in these assignments are taken from the course pack section entitled “Exercises for Homework and Practice.”

In approaching homework assignments, it is important that you not try to equate the number of points an assignment is worth with the amount of time that may be required to properly complete the assignment. Unfortunately, time, effort, and possible points are not always comparable in this course. Different material will require different amounts of work. Different people will require different amounts of time. Therefore, do not handicap yourself by trying to fit the work into some predetermined time frame. Give yourself plenty of time to work with the material in a constructive and productive manner.

In addition, there will be homework assignments that are assessed, rather than evaluated. That is, you will not lose points if you complete the assignment. For these assignments, there is rarely a single correct answer. Instead, what is being assessed is your ability to problem solve, or your ability to draw on the knowledge you have gathered over the course of the semester. Examples of assessment assignments are included in the course pack.

WELCOME TO WEIRD

For many of you, statistics will seem like you have taken a trip to outer space. You will be confused by the need for the statistics, the formulae for the statistics, and the process of interpreting the outcomes of statistical analyses. This is normal! Many of you have never been asked to compute most of these formulae and/or substantively interpret them. Therefore, you might initially lose more points than you would desire. It does get better. Remember that practice is a sure way to master any technique, and has proven to be very beneficial in the field of statistics. So, embrace the weird, give yourself extra time to do the unfamiliar, and trust that you will gain invaluable skills.

MAKE-UP POLICY: In-class work, including quizzes, cannot be made-up. Make-up exams will NOT be given, unless under exceptional, documented circumstances; furthermore, the decision always rests with the professor. Missed assignments, quizzes, and examinations will result in a loss of all possible points.

ACADEMIC INTEGRITY: All persons are expected to do their own work. Failure to do so will result in a loss of all points for the respective activity. While students are encouraged to study in groups, they are expected to turn in individual work. The exception to this is, of course,

base group work, where one assignment is submitted and said to represent all members of the base group.

You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate Catalog (pp. 274-276) that pertain to Academic Integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

Plagiarism is considered a serious violation and always results in a grade of zero. Ignorance will not prevent a grade of zero from being assigned. Students are advised to make a careful and thorough examination of the Writing Guidelines handout, which is included elsewhere in the course pack.

EXTRA CREDIT POLICY: Should any extra credit work be available, it will be announced in class and made available to everyone. No individual extra credit assignments will be made. In order to earn extra points on extra credit assignments, the work must be turned in at the beginning of class on the due date. No late extra credit work will be accepted. Unlike homework, extra credit work may not be resubmitted.

THE SEARCH FOR ANONYMITY: For ALL assignments and examinations, identify yourself with the last 4 digits of your social security number, preferably in the top, upper, right-hand corner of the first page of assignments. Please do not write your name on anything you turn in for evaluation. When submitting base group work, please identify yourselves by the number of your base group.

POSTING OF GRADES: Posting of grades will be done on WebCT on a regular basis throughout the semester. The WebCT grade system allows for students to access their grades, and their grades only. There will be no public posting of grades, nor will grades be available via the phone or email. Students are expected to check their grades for accuracy throughout the semester.

USE OF OFFICE HOURS: Students are encouraged to make use of office hours as a time to ask for clarification or elaboration of course material, or to discuss other matters related to statistical analysis and/or sociology. The stated office hours (upper right section of page 1 of the syllabus) are set-aside for the sole purpose of helping students. Please take advantage of this opportunity.

CLASS CANCELLATION POLICY: In the event that class is canceled, either for weather or illness of the professor, students are expected to come to the next class meeting having read the material for both class meetings, and having completed any assignments due on those dates.

COMMUNICATION POLICY: As with any human endeavor, changes will be necessary, questions will be raised, errors will be found in course material, and pertinent information will need to be shared. Therefore, students are expected to keep in contact, via email, so as to be aware of any changes to class assignments or other announcements. **This communication will take place via the WebCT page for the course;** therefore, students must activate and use their WMU email account. [In addition, students must be aware of changes to the WMU email system. According to the Dean's office: ** Students will have a change in email address to a firstname.middleinitial.lastname@wmich.edu address if they do not already have this email address. ** As the new student information system is phased in, the university will be doing business with students electronically, instead of on paper. University offices need a consistent email address for this communication. ** **Students will not be able to automatically forward all of the email from their WMU account to an outside account.** ** Student email accounts will be handled in a new email system, that is accessible through the new portal (GoWMU.wmich.edu). This new email service for students will be considerably better than email services currently provided to them and it will be integrated with the new student information system.]

ACCESSING WebCT: Accessing WebCT is very easy to do. You begin at WMU's home page and click on "Libraries and Technology." At the next window, listed at the bottom of the items under "Instructional Computing" will be "WebCT." Click on WebCT. You will then be asked for your Bronco ID and password. Once you log in, WebCT will show you all courses in which you are enrolled that are using WebCT this semester. If there are any announcements or mail for you, there will be respective icons listed next to the course for which you have an announcement or mail. Just click on the course, such as SOC 283, and keep following the icons to get where you need to go.

LATE ARRIVAL AND ATTENDANCE POLICY: Late arrivals to class are disruptive to the work of the collective. If a student is more than 5 minutes late, s/he should wait until the classroom door has been opened before entering into the room. Quizzes will be given at the beginning of class meetings; tardiness will result in a loss of all quiz points for that day. In addition, students are expected to remain in the classroom throughout the assigned class time. It is disruptive to the collective to have people come and go. Please come to class prepared to stay throughout the assigned time of the class.

CELL PHONE POLICY: If you must carry a cell phone to class, please be considerate of everyone in the class and have your phone either turned off or set so as it does not make any noise. It is unacceptable for anyone to make or receive cell phone calls during class time. Should you need your phone for emergency purposes, please have it set on vibrate and should you need to take a call, please make it a point to leave the classroom before talking on the phone and, should a presentation be in progress, please wait until it is a more suitable time to leave the room.

COURSE SCHEDULE

<u>DATE</u>	<u>TOPIC</u>	<u>READING</u>
8.31	Introduction to course Introduction to base group work	None
9.2	Building effective base groups	None
9.7	Assessing group work in the classroom Preliminary work on topics for Base Group Project (BGP) Review of basic math and the scientific method	C-pack: 1-79 S & G-M: Ch 1

DESCRIPTIVE STATISTICS

9.9	Levels of measurement Frequency distributions	C-pack: 64-106 S & G-M: 39-47
9.14	More on frequency distributions Measures of central tendency	C-pack: 80-106 C-pack: 107-123 S & G-M: 47-50
9.16	More on measures of central tendency Measures of variability	C-pack: 107-123 C-pack: 124-135 S & G-M: 50-61

9.21	More on measures of variability Normal distributions and standard scores	C-pack: 124-135 C-pack: 136-163
9.23	Descriptive statistics and the BGP	S & G-M: Ch 2 & 4
9.28	Sampling distributions and standard error of the mean	C-pack: 165-179
9.30	Introduction to hypothesis testing Point estimates versus interval estimates	C-pack: 180-206
10.5	Significance testing with one score or one sample	C-pack: 180-206
10.7	Significance testing with one score or one sample	C-pack: 180-206

BGP, STAGE 1, DRAFT, DUE TODAY, 10.7

10.12 **MIDTERM EXAMINATION (THROUGH 10.7)**

10.14	Significance testing with two samples	C-pack: 180-206 S & G-M: Ch 6
10.19	Significance testing with two samples	C-pack: 180-206

INFERENCEAL STATISTICS

10.21	Examining relationships between two variables Levels of measurement and related tests	C-pack: 207-233 S & G-M: Ch 5
10.26	Testing relationships with nominal and ordinal data Bivariate table analysis Measures of Association	C-pack: 207-233
10.28	Correlation analysis and ordinal data	C-pack: 234-248

[November 1st, last day to withdraw without academic penalty]

- 11.2 Testing relationships with interval and ratio data C-pack: 234-248
Introduction to correlation analysis
- 11.4 More on correlation analysis C-pack: 234-248
Introduction to bivariate regression C-pack: 249-271
S & G-M: pp.131-139
- BGP, STAGE 1, FINAL FORM, DUE TODAY, 11.4**
- 11.9 Complete work on bivariate regression C-pack: 249-271
- 11.11 Inferential statistics and the BGP
- 11.16 SPSS and inferential statistics
- 11.18 **BASE GROUP PRESENTATIONS**
- 11.23 **BASE GROUP PRESENTATIONS**
- 11.25 **NO CLASS – THANKSGIVING BREAK**
- 11.30 More on SPSS and inferential statistics
- 12.2 Review material for final examination
BGP, STAGE 3, DUE TODAY, 12.2
- 12.6 **FINAL EXAMINATION (THROUGH 12.2) 10:15-12:15**
[NOTE – THIS IS MONDAY!!!]