

Quantitative Analysis in Social Science Research

SOC202H1S (LEC0101 & LEC9101)

Instructor: Irene Boeckmann

What This Course Is About

This class introduces you to basic statistical techniques for analyzing data. These techniques are one of the tools social scientists use to answer questions about the social world. The course focuses on understanding and applying statistical techniques, and on how to communicate statistical findings effectively. The skills and techniques that you learn in this class are used in a wide variety of other classes and provide the background for many professional problems you may be confronted with. We will cover descriptive statistics, and basic inferential statistical techniques, including regression analysis. Furthermore, you will get hands-on experience using the statistical software SPSS to analyze quantitative data. This is a software package that is used in a wide variety of professional setting including many workplaces in the private and non-profit sector.

Course Goals

1. Learn how to apply basic descriptive and inferential statistical techniques
2. Develop ability to interpret and write about statistical results
3. Acquire practical computer skills for data analysis with SPSS
4. Gain experience working with real world data

Course Logistics in a Nutshell

Lectures: pre-recorded lectures and self-guided learning modules on Quercus, accompanied by optional online class sessions (Mon, 2-4 p.m. EST)

Tutorials: pre-recorded tutorials on Quercus, plus required online workshops in select weeks during scheduled tutorial times (Wed, 10.30 a.m., 12 p.m., 1.30 p.m.; for dates, please see course schedule)

Video Conferencing Platform: Zoom

Quercus:

<https://q.utoronto.ca/courses/206444>

Teaching Team

Instructor: Irene Boeckmann

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Teaching Assistant: Dana Wray

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Prerequisites

The prerequisite to take this course is 1.0 SOC at the 100 level (SOC100H1 & SOC150H1 or SOC101Y1 or SOC102H1 & SOC103H1). Students without this/these prerequisite/s will be removed at any time discovered and without notice. These prerequisites cannot be waived.

Welcome to SOC202!

We are looking forward to having you in this course and getting to know you during our virtual meetings!

Taking a statistics course can feel daunting under the best of circumstances. And learning remotely while navigating the challenges of life during this pandemic is not easy and can be stressful. Mindful of different students' needs, preferences, and living situations, we have structured this course with a fair amount of flexibility. Whether you prefer to work on your own or look forward to learning together with other students, this course allows you to choose your own path.

This syllabus describes how the course is organized, what the learning components are, it outlines student responsibilities and much more. Please read this document carefully, so we are all on the same page.

I would also like to encourage you to get in touch with me (see instructor email, p. 1) if you have any concerns about the course or the coming semester. Both Dana Wray, the TA for this course, and I are here to help you to get through this course successfully.

Mixed Feelings About Taking Statistics?

If you do, you are not alone. Especially if you haven't practiced your math skills in a while or if you feel like math is not your strong suit, you may feel apprehensive about taking this course.

In this class, we will not use derivations or advanced mathematical concepts. You are only expected to be familiar with **basic algebraic operations**. You will also have the opportunity to **review these required math skills**. What is more, statistics is not just about numbers! It includes more generally problem-solving, logic, and developing skills to communicate findings of statistical analyses to a broader audience.

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How to succeed

Practice is key for developing your ability to solve problems and getting information out of a group of numbers. Mere memorization of the techniques is not a successful strategy for learning statistical skills. The the weekly homework, the research assignments, and exercises you'll complete while working through the course modules will provide you with many opportunities to practice: on your own, together with other students (if you wish), and with the help of the teaching team.

Learning statistics (and getting a good grade) **requires spending a considerable amount of time on a regular basis** working through the material and practicing the techniques. The material from every week builds on the content of previous weeks. It is crucial to keep up with the learning modules and **seek help proactively and as soon as possible** should you have questions.

How will this class work?

(1) Every week you will work through **self-guided learning modules** that include pre-recorded lectures, readings, comprehension questions and activities, incl. tutorials (see below). You can choose to do these on your own or work together with other students (see [Optional Virtual Learning Pods, p. 7](#)). New modules will be **posted on Mondays at 2p.m.** every week.

(2) On Mondays, from 2-4 p.m. (EST) we will offer **optional class sessions**. They will be used to answer questions, do exercises, and review concepts based on students' needs. We will not introduce new material that isn't covered in the self-guided modules, so students who cannot attend will not miss out on core material they will be tested on. For students' privacy these sessions will **not be recorded**. We **strongly recommend attendance**, especially if you think that this is a challenging course for you, and particularly during weeks with more complex material (see course schedule).

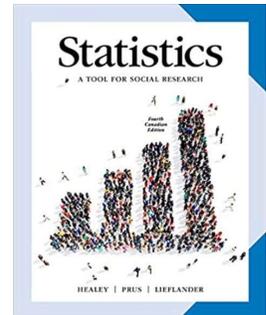
(3) In the **tutorials** that are part of each week's module you will learn how to analyze real world data using SPSS. The tutorials will also include exercises that will help you to complete the research assignments for this course. If you have questions or encounter problems, we will be available to help you during **virtual drop-in sessions on Zoom** at several points during the week. We cannot emphasize enough how important it is to work on the assignments every week. It takes a lot of practice to become a skilled data analyst! Based on past experience, completing these assignments successfully and getting a good grade requires keeping up with tutorials regularly over the entire semester.

(4) There will be two **required synchronous workshops** during the **scheduled tutorial times** (Wed, 10.30a.m, 12p.m., 1.30p.m.). The dates are marked on the course schedule, so you can plan ahead accordingly.

Required Materials

Textbook

Healey, Prus & Lieflander. 2019. *Statistics: A Tool for Social Research*, 4th Canadian Edition. Nelson Education Ltd.



The textbook is available at the U of T bookstore: Hard copy of textbook & MindTap access bundle for \$131.95, MindTap access (incl. digital version of book) for \$59.95

IMPORTANT: With the purchase of the text (both hard copy or digital version), you will receive a password for **MindTap**, the online system this class uses for homework assignments. For detailed instructions, please see Module 0 on Quercus.

Any additional readings will be available on Quercus.

Other materials:

1. **IBM SPSS Base Edition** (for access options, [see Software Access on page 9](#))
2. For **hands-on exercises**, you will need:
 - a coin (like a Canadian dollar coin, but any coin will do, as long as it isn't too small)
 - a small packet of M&Ms (or any other candy that has 6 different colors)
3. You may also find it helpful to have a simple **calculator** for this class, though you will have access to a computer during all assignments.

Late Enrollment

If you enrolled late in the class, **please get in touch with me as soon as possible** (see instructor email, p. 1). This will help us to make sure that you have all the necessary information, a strategy to catch up, and that you can join a virtual learning pod (see [Optional Virtual Learning Pods](#)) should you wish to do that.

Learning Components & Course Requirements



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1. Getting ready for the course

Math self-assessment. Start by completing the 10-question math self-assessment on Quercus to check whether you remember the algebra required for this course. If you haven't practiced your math skills in a while, please review the "Prologue: Basic Mathematics Review" (p. 1-9) in the textbook. You can take the quiz twice and we'll count the higher of the two scores. *(worth 0.5% of the final grade)*

Syllabus quiz. To make sure that we are all on the same page, please read the syllabus in its entirety and answer 10 questions about it on Quercus. *(worth 0.5% of the final grade)*

2. Self-guided learning modules

Every week, you will work through one learning module consisting of the following:

Readings. Typically, we will read one textbook chapter per week. Make sure to take notes and jot down any questions you might have, so you can ask them on the **discussion board** or during the **optional class sessions**.

Pre-recorded lectures. Each week, there will be several shorter video lectures. They will **highlight the central concepts** in the assigned chapters and illustrate these concepts with examples.

Participation components. Each module, will also contain several participation components. They will not be graded. As long as you complete them in a meaningful way which shows that you engaged with the material, you will receive credit for them. So don't be afraid of making mistakes. They are a central part of the learning process! We may also provide feedback on some of these participation components from time to time.
(Participation grade: 5% of the final grade)

It is the rule rather than the exception to find new material challenging or confusing at first. With every exposure to the material (reading chapters, watching lectures, doing practice examples or activities) you will deepen your understanding.

 **Comprehension questions and short activities** will accompany lectures, tutorials and readings. They will help you engage with the material, check your understanding, and better retain the concepts we will cover. We encourage you to work with other students on these activities (see Optional Virtual Learning Pods).

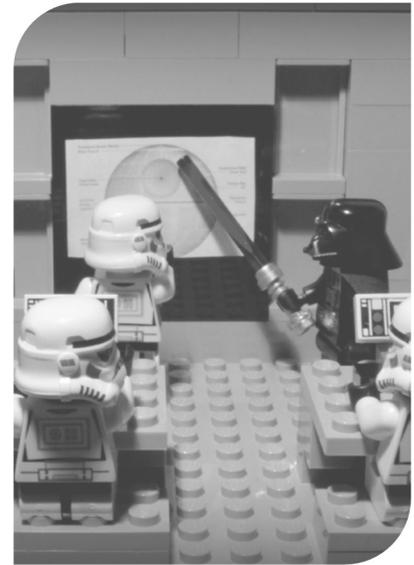
 **Discussion boards.** For each module, we will keep an active class discussion board on Quercus. You are **required to contribute to the discussion board at least twice before the reading week and at least twice after**. You may post a question the about course material or something outside the class that relates to course material. Or you can answer someone else's question. Explaining something does not only help the person who asks the question, but research shows that the exercise of explaining also helps the explainer understand the content more deeply and retain it better. For more information on **discussion boards** please consult section "Getting Help" on page 7.

 **Reflection assignments.** At the end of each module, you will be asked to complete a short assignment to reflect on, summarize or apply what you have learned.

3. Class sessions and workshops

Optional virtual class sessions. We will use our class time on Mondays (2-4 p.m.) to do practice examples and activities that illustrate and apply the statistical concepts we cover, to answer students' questions, and for review. We will not introduce new material during these sessions. Depending on students' needs, we may not always use the full two hours.

Required workshops. Good research is often a collective endeavor and the result of a process that involves input from other researchers. We will have two workshops where you will share the draft of your research assignments with a small group of other students. You will be asked to briefly introduce your project, provide feedback on the drafts of other students based on a guide, and you'll receive input on your work-in-progress from your peers to help you revise your project before submission. Participation in these workshops will be part of the assignment grade.



"Stormtroopers Training: Theory" (CC BY-NC-SA 2.0) by Pedro Vezini

4. Practice what you have learned

Weekly homework. Over the course of the semester, you will complete 9 homework assignments on **MindTap**. On average, each homework consists of 10 to 15 problem sets. After answering a problem set, you will receive instant feedback, and know which questions you answered correctly. You will then have two more opportunities to complete the problem set before proceeding to the next (the system will generate a new problem set focused on the same concepts). Your homework grade will be based on the **average score of the three attempts** (if you are satisfied with the score of your first attempt, you can proceed to the next problem set).

All homework is **available from Mondays at 2 p.m. to Sundays at 11:45 p.m.** These assignments provide you with the opportunity to practice the material in a **low-stakes environment**. Each homework is worth only a small fraction of your final mark (~1.6%).



Thomas Leuthard - Street Photography (CC BY 2.0)

Because there is such a long time-window to complete these assignments (~6 days), there will be **no make-up opportunities or extensions**, and missing **1 or 2** assignments will not drastically lower your final grade.

To **access MindTap**, create an online account through the MindTap course website (see information on Quercus). You must have an access code to register your account (see Required Materials).

To complete the weekly homework, you will log in using the ID and the password you created during online registration. **Please use your UTORID as your MindTap username.** This will ensure that we can match your MindTap grades with your scores on Quercus.

(9 homework assignments, each worth ~1.6%, in total 15% of the final grade).

5. Develop and apply your analytical skills

Research assignments. You will complete two research assignments over the course of the semester. They will be your opportunity to get your hands dirty doing original sociological research based on your interests. You will use real data and the statistical techniques we'll cover to answer a research question and share the results in the form of an info graphic, and a research brief. The tutorials will help you acquire the necessary skills for these projects, and to work on parts of these assignments each week. *(Each worth 18% of final grade, in total 36% of the final grade)*

6. Midterm Test and Final Assessment

There will be one **midterm test** and a **final assessment**. Both will cover material from 5 modules (length 120 min, over 24-hour period). You will receive a study guide that includes the concepts covered on the test, study strategies, descriptions of the question types and details about how the test/assessment will be administered. *(Midterm test worth 20%, final assessment worth 23% of final grade)*

Statistics is not a subject that can be successfully studied for a day or two before a test. The material from each week builds on the material from previous weeks. Keeping up with the learning modules, attending to class, and workshops regularly is crucial and will help you to stay on track.

Overview of Grade Components

Occasions	Components	Each worth	Fraction of final grade
1 x	Syllabus quiz		0.5%
1 x	Math-self assessment quiz		0.5%
11 x	Participation components		5%
9 x	Homework assignments	~1.6%	15%
2 x	Research Assignment Outline	1%	2%
2 x	Draft Research Assignment (incl. Peer Feedback)	3%	6%
2 x	Research Assignment (incl. Workbook)	14%	28%
1 x	Midterm Test		20%
1 x	Final Assessment		23%
	Total		100%

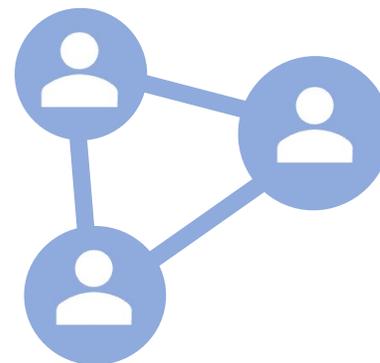
We will use the standard university grade scale:

%	Letter Grade	Grade Point Value	%	Letter Grade	Grade Point Value
90-100	A+	4.0	67-69	C+	2.3
85-89	A	4.0	63-66	C	2.0
80-84	A-	3.7	60-62	C-	1.7
77-79	B+	3.3	57-59	D+	1.3
73-76	B	3.0	53-56	D	1.0
70-72	B-	2.7	50-52	D-	0.7
			0-49	F	0.0

Optional Virtual Learning Pods

Learning remotely can have advantages, like greater flexibility to schedule your study time. But it can also make you feel disconnected from other students in your class.

For this course, you will have the **option to join a group of two to three students** who will form a “learning pod” for the semester. If you decide to join, you will be **matched with students who share similar motivations and goals for the course**. Groups will decide how they would like to organize themselves, or what they would like to work on together.



Ways in which group members may support each other include for example:

- Working on comprehension questions and activities that are part of the weekly learning modules
- Study together for the midterm and the final assignment (e.g. do practice examples together)
- Checking in on each other’s progress during the week, holding each other accountable for reaching study goals
- Help each other out when someone runs into problems with their data analyses in SPSS

IMPORTANT: Students in a learning pod may also give each other feedback on their research projects. However, **all submitted work of each student must be their own**, e.g., research questions and chosen variables for assignments should not be identical, interpretations **must be written independently** and not copied. Students who are supporting each other in this way should also indicate who the other students are in their group (if anyone). This will guard against situations where a student’s academic integrity might be called into question.

Getting Help



Drop-in hours. Over the course of each week, we will have virtual drop-in sessions on Zoom where you can stop by to ask questions or get help with your research assignments (times TBA). The drop-in sessions will be listed on the course calendar on Quercus.



Discussion boards. If you have a question about the course material, chances are good that someone else has the same question as you do. By posting your question on the discussion board, you will help to build a collective learning space. Not only will class members have the opportunity to answer each other’s questions, the discussion boards will also become a resource everyone can consult when reviewing material (e.g. in preparation for the tests). **Using the discussion boards rather than email ensures that everybody has equal access to the same information.** The teaching team will monitor the discussion boards and respond or chime in where needed.

IMPORTANT. Please be mindful of the rules guiding academic integrity (see p. 10): **do not post answers or part of your answers to assignments or homework problems.** While we are happy to answer specific substantive questions related to assignments, we do not check answers before assignments are due. Sharing answers on these boards (or elsewhere) violates the rules of academic integrity.

Communication



Email. Please use your **University of Toronto email** to communicate with me with regard to **personal matters**, or to communicate with the TA. We will do our best to respond to your emails within 24 hours from Monday to Friday, 9 a.m. to 5 p.m.



Office hours. Since we will use the optional class sessions, drop-in hours and the discussion boards as our primary channels for communication about course material, **office hours (via Zoom) will be by appointment only.**

Scheduling an appointment

Please use the appointment slots posted regularly on **Quercus Calendar**:

1. Click on the “Calendar” in the menu on the left-hand side
2. then go to “Find Appointments” on the right-hand side. Each slot is 10 minutes. If you need more time, you can book more than one adjacent slot. You may also book appointments as small groups.
3. Please leave a note about what you would like to talk about in the “comments” box.
4. Should all the slots for a given week be taken, please email me (irene.boeckmann@utoronto.ca). Please include details about the nature of your meeting request and a list of dates/times when you are available in your message.

Accessibility Needs

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/as> or call Accessibility Services at 416-978-8060 the as soon as possible. I will gladly work with the service on any needed accommodation.



Sleeping... by Giuseppe Milo (www.pixael.com) is licensed under CC BY 2.0

Care Responsibilities for Children or Other Family Members and Personal Crises

During the semester you may encounter unforeseen challenges that may prevent you from keeping up with your coursework. For example, a prolonged illness of a young child if you are a parent. Should you experience such a situation, I recommend that you get in touch with your college registrar as soon as possible. They are best equipped to help you to find solutions with the instructors of all the courses you are taking this semester. Of course, you are always welcome to get in touch with me directly as well!

Software Access

SPSS is the statistical software package you will need to use to complete the research assignments. You have several options:

1. You can **purchase an IBM SPSS (Base Edition) license** through the UofT's Licensed Software office (<https://onereach.library.utoronto.ca/ic/licensed-software>). UofT has negotiated a special student price of \$70.00 for a 12-month license (purchase through link above). A license on your own computer is the most reliable way to access SPSS.

You have **two alternatives**, if you choose not to purchase a license:

2. SPSS will be available through **remote desktop** on the Sociology Department lab computers. (Details on this option will be made available separately).
3. Access SPSS through the **University of Toronto Libraries Remote Lab** (<https://cafstatus.icicle.utoronto.ca/remotelab/>). This lab allows for up to 17 users at a time to connect to remote desktops using the U of T VPN. While this resource will provide access, it has yet to be seen how heavily used it will be—accessing a computer may be challenging since it can support only 17 users at a time. This should be considered the back-up option if all else fails.

IMPORTANT: If you choose not to purchase an SPSS license and instead rely on remote access, be sure to **start your assignments early**. Remote resources may be busy and technical issues can arise. **Ultimately, you are responsible for completing your assignment on time.**

Late Work & Missed Assignments/Assessments

If you miss a test or an assignment deadline, you will need to declare your absence on ACORN **on the day of the missed test or due date of assignment**, and **email the instructor** (not the TA) directly. Students missing course components for personal reasons are to contact their College and have the college email the instructor directly. Please note that there are **no extensions/make-up assignments for the weekly homework**.

Make-up tests will only be given for legitimate, documented reasons. Please let me know ahead of time (or as soon as possible) if you are going to miss a test.

Late deduction. Late submission of assignments will result in a **5% deduction for each 24-hour period** the assignment is late unless you have a documented reason beyond your control (e.g. family emergency, illness).

Grade Appeals

We do our very best to grade work fairly, consistently, and accurately. Nevertheless, one of us may unintentionally err in our grading duties. If you believe that your assignment or test has been mismarked, please adhere to the following rules:

- For simple mathematical errors, simply alert your TA of the mistake.
- All requests for re-grading the term tests or course assignments should be made to your TA. Please **wait for 24 hours** after the assignment has been returned to the class and submit your request **within two weeks of that date**. Re-grading requests submitted at a later date will not be considered.
- A **short memo** that clearly states specific reasons to justify the request and backs up these reasons with evidence from your assignment must be submitted to your TA.

If your appeal is deemed appropriate, the entirety of your test/assignment will be re-graded. Please note that upon re-grade your mark may go up, stay the same, or go down.

Academic Integrity

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto's Code of Behaviour on Academic Matters: <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>.

It is the rule book for academic behaviour at the U of T, and **it is your responsibility to read this material and comply fully with it**. Examples of potential offences include, but are not limited to:

Research assignments or tests

- Sharing answers to assignments, quizzes or tests including on social media, email, or in person
- Copying material word-for-word from a source (including, but not limited to the textbook, lectures, or study group notes), not placing the words within quotation marks and citing the source
- Submitting your own work in more than one course without the permission of the instructor
- Making up sources or facts
- Obtaining or providing unauthorized assistance on any assignment including: having someone re/write or add material to your work
- Lending your work to a classmate who submits it as his/her own

Misrepresentation

- Falsifying or altering any documentation required by the University, including doctor's notes
- Falsifying institutional documents or grades

Students who commit an academic offence face serious penalties. University policy requires cases of academic dishonesty to be reported to the department chair and the university.

You find additional information on the university's rules and expectations about academic integrity here:

<https://www.academicintegrity.utoronto.ca/process-and-procedures/>



"book sale loot" by Ginny (CC BY-SA 2.0)

On tests

- Looking at someone else's answers
- Sharing answers including on social media, via email, text message/DM/PM, or in person
- Misrepresenting your identity, having someone else take a test for you

Turnitin

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to *Turnitin.com* for the detection of plagiarism. All submitted papers will be included as source documents in the *Turnitin.com* reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the *Turnitin.com* service are described on the *Turnitin.com* web site.

Assignments not submitted through *Turnitin* will receive a grade of zero (0 %) **unless a student instead provides, along with their position paper**, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own. The alternative (not submitting via *Turnitin*) is in place because, strictly speaking, using *Turnitin* is voluntary for students at the University of Toronto.

Recording Synchronous Course Sessions & Sharing Videos

Students **may not create audio recordings of synchronous class/tutorial sessions** with the exception of those students requiring an accommodation for a disability, who should speak to the instructor prior to beginning to record class/tutorial sessions.

Students creating unauthorized audio recording of class sessions violate an instructor's intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.

Course videos may not be reproduced or posted or shared anywhere other than the official course Quercus site and should only be used by students currently registered in the course.

Course Schedule and Due Dates

All readings are from the Healey, Prus & Lieflander textbook unless otherwise specified. Please note that the schedule may be subject to change at the instructor's discretion. All times/dates refer to EST (UTC -5).



Required workshop



Test date



More complex material

(attendance of optional class session strongly recommended)

Wk	Class	Topics, Readings & Quizzes	Assignment Due Dates
1	01/11	<p>Module 0 Introduction to the teaching team and the course, syllabus and math review</p> <p>Module 1 Introduction: Role of statistics in social inquiry, basic concepts, classifying variables <i>Reading:</i> Chapter 1</p>	<ul style="list-style-type: none"> • Homework 1 • Participation components Module 1 • Math Self-assessment • Syllabus Quiz <p>due Sun 01/17, 11:45 p.m.</p>
2	01/18	<p>Module 2 Summarizing variables: Frequency tables and graphs <i>Reading:</i> Chapter 2</p>	<ul style="list-style-type: none"> • Homework 2 • Participation components Module 2 <p>due Sun 01/24, 11:45 p.m.</p>
3	01/25	<p>Module 3 Describing variables: measures of central tendency and spread <i>Reading:</i> Chapter 3</p> <p>Describing relationships between two nominal or ordinal variables: Bivariate tables <i>Reading:</i> Chapter 7, section 7.6</p>	<ul style="list-style-type: none"> • Homework 3 • Participation components Module 3 • Outline Research Assignment 1 <p>due Sun 01/31, 11:45 p.m.</p>
4	02/01	<p> Module 4 Foundations of inferential statistics: The normal curve, the standard normal distribution, the empirical rule, z-scores, finding areas under the normal curve, probabilities <i>Reading:</i> Chapter 4</p>	<ul style="list-style-type: none"> • Homework 4 • Participation components Module 4 <p>due Sun 02/07, 11:45 p.m.</p>

Wk	Class	Topics, Readings & Quizzes	Due Dates & Tests
5	02/08	Module 5  From description to inference: Sampling, sampling distribution Reading: Chapter 5	<ul style="list-style-type: none"> • Homework 5 • Participation components Module 5 • Draft of Research Assignment 1 due Sun 02/14, 11.45 p.m.
6		READING WEEK (02/15 – 02/21)	
7	02/22	 Midterm Test (covers modules 1-5)  Required Workshop Wed 02/24 during scheduled tutorial times	Research Assignment 1 (incl. Workbook) due Sun 02/28, 11:45 p.m.
8	03/01	Module 6   Estimating Populations Means: Point estimates and confidence intervals Reading: Chapter 6	<ul style="list-style-type: none"> • Homework 6 • Participation components Module 7 due Sun 03/07, 11:45 p.m.
9	03/08	Module 7   Introduction to hypothesis testing: Logic of hypothesis testing & one-sample hypothesis test for means and proportions Reading: Chapter 7, sections 7.1-7.4, and Chapter 10	<ul style="list-style-type: none"> • Homework 7 • Participation components Module 8 due Sun 03/14, 11:45 p.m.
10	03/15	Module 8   Hypothesis testing: Difference between two means or proportions (Two-sample test) Reading: Chapter 11	<ul style="list-style-type: none"> • Homework 8 • Participation components Module 9 • Outline Research Assignment 2 due Sun 03/21, 11:45 p.m.

Wk	Class	Topics, Readings & Quizzes	Due Dates & Tests
11	03/22	Module 9  Associations between interval/ratio-level variables: Correlation, scatterplots and bivariate regression Reading: Chapters 13, selected sections (TBA)	<ul style="list-style-type: none"> • Homework 9 • Participation components Module 10 due Sun 03/28, 11:45 p.m.
12	03/29	Module 10  More on bivariate regression & introduction to multiple regression Reading: Chapter 14, selected sections (TBA)	<ul style="list-style-type: none"> • Participation components Module 11 • Draft Research Assignment 2 due Sun 04/04, 11:45 p.m.
13	04/05	Optional Study Session for Final Assessment Mon 04/05 During regular class time  Required Workshop Wed 04/07 during scheduled tutorial times	<ul style="list-style-type: none"> • Research Assignment 2 (incl. Workbook) due TBA
		 Final Assessment covers modules 6-10, date TBA	