

**Social Data Analysis**  
Rhode Island College, Spring 2020  
Section 404-01  
Tuesdays and Thursdays 4:00-5:50 PM, Gaige 104

Prerequisite: Soc 302 or consent of instructor; Mathematics general education requirement

*Instructor Information*

Mikaila Mariel Lemonik Arthur

[marthur@ric.edu](mailto:marthur@ric.edu) (preferred) 401.456.8681

Office: Gaige 350

Drop-In Availability: Tuesdays and Thursdays 2:15-3:15; I am also often available after class

**This course uses Blackboard.**

*Course Description*

This course is a continuation of Social Research Methods. This semester, we will shift our focus from the design of research and the collection of data to the analysis and presentation of data. We will spend time on both qualitative and quantitative analytical strategies, with a particular focus on the use of computer technology in data analysis. Students will gain skills including the use of SPSS statistical processing software to conduct data analysis, the use and management of large datasets, the construction and analysis of tables, and the analysis and description of qualitative data.

*Course Materials*

- **Required:** Bergin. 2018. *An Introduction to Data Analysis: Quantitative, Qualitative, and Mixed Methods*. Sage. List price \$38. ISBN 978-104462-9515-1.
- **Recommended:** Morgan *et al.* 2012. *IBM SPSS for Introductory Statistics*, 5<sup>th</sup> edition. Routledge. List price \$45. ISBN 978-1-84872-982-7.  
(Both texts are available for purchase as print or ebook editions. Print copies are available on reserve in Adams Library.)
- **Required:** Cloud file storage account (like OneDrive) or flash drive (which you must bring to class every class session)
- **Recommended:** Computer-compatible headphones (USB or 1.5mm), which you must bring to class every session.
- **Strongly Recommended:** This course requires homework and paper assignments to be completed using the SPSS software. You can access SPSS for free in the on-campus computer labs (as far as I know, SPSS is not available in the library). However, I would **strongly** encourage you to rent the SPSS software for your home computer—past students strongly recommend that you do this unless you spend many hours working on campus already. You can do this at <http://www.onthehub.com> for \$45-50 (for a 6-month license; Mac & PC versions available. Purchase IBM® SPSS® Statistics Base.).

Additional readings and datasets will be distributed electronically; students must ensure that they have access to the Blackboard system and their RIC email to succeed in this course.

NOTE THAT THIS SYLLABUS IS SUBJECT TO CHANGE.

## Course Requirements

This course incorporates a variety of ways for you to demonstrate your engagement, learning, and competency regarding the course material. You will have some flexibility in choosing how and where to deploy your efforts; if you were to successfully complete all possible course assignments, you could earn 110+ points (the cutoff for an A grade being roughly 95 points).

1. **PARTICIPATION & ATTENDANCE.** You are expected to come on time for every class meeting; excessive absences will severely imperil your ability to succeed in this course. There is a participation rubric available in Blackboard that will be used to assess this portion of the grade. Remember that there are very few stupid questions, but that all questions and comments should be made in a spirit of respect for other students and their contributions to the class. (5 points)
2. **LABS & EXERCISES.** Throughout the semester, there will be various in-class exercises and out-of-class homework assignments. These may include group activities, short writing assignments, in-class quizzes, Blackboard quizzes, and exercises using the Dedoose or SPSS software. Some assignments will be posted only in Blackboard and not announced in the syllabus, so please be sure to keep track of them there. If you will not be able to use the SPSS software at home, please be sure to schedule time to come to campus to complete your homework. These assignments, with exceptions that will be noted, cannot be made up. (1-3 points each)
3. **MIDTERM QUALITATIVE RESEARCH EXERCISE.** The first portion of the course will be spent studying qualitative analytical strategies. At the end of this portion of the course, you will complete an exercise and short paper in which you develop a research question, perform your own qualitative analysis, and present the results. (20 points)
4. **FINAL QUANTITATIVE RESEARCH PAPER.** You will write a final research paper on the model of a sociological journal article. This paper will require you to identify a theory to be tested, conduct a short literature review on the topic, perform a quantitative analysis using a pre-existing data set, and explain your results. (20 points)
5. **FINAL EXAM.** There will be an open-book and open-notes final exam during the regular exam period. The exam will test your ability to create and analyze quantitative research results as well as your knowledge of the terms and concepts we will have covered during the semester. (20 points)
6. **READING & VIEWING.** You are expected to complete all assigned course readings prior to the date for which they are assigned. Remember that normal expectations for a college course are that you should do two to three hours of work outside class for every one hour in class—since you are spending four hours a week in this class, that means you should expect to work on reading, writing, video viewing, homework assignments, and studying for this class for eight or more hours a week outside of class. Students who do not complete the reading or watch the videos will find that they are not able complete assigned work satisfactorily, and I reserve the right to factor viewing into your final grade if you are not completing it regularly. You are additionally encouraged to complete the study questions at the end of each chapter of the Morgan text.

**Note:** federal guidelines (<http://ifap.ed.gov/dpccletters/attachments/GEN1106.pdf>) expect students to complete two hours of work out of class for every one hour of in-class time.

## Course Schedule

Readings are available electronically unless they come from the Morgan text. Videos are available via Blackboard. We will devote class time to any assignments indicated with the symbol 📅, so you don't need to start them ahead of time, but you may still need to finish them on your own, especially if you've missed class. Because we will move at the pace of the class, specific due dates are not given in most cases here, but will be updated in Blackboard and in class as we move forward. Additional small assignments, like quizzes, may be added as needed. Each unit will take at least one week, but some will take several weeks.

### **Unit I: Introduction to Data Analysis & Review**

*Read:*

- ☒ Entire syllabus
- ☐ Bergin, "Introducing Data, 2-16, and "Thinking Like a Data Analyst," 2-23 (skim pp. 2-63 for review)
- ☐ Schwartz, "The Importance of Stupidity in Scientific Research"

*Do:*

- ☐ Getting to Know You Survey due 9:30 am on January 24<sup>th</sup>
- 📅 ☐ Qualitative data survey (complete by the end of the day January 23<sup>rd</sup> if you are not in class)
- ☐ Methods I review quiz due at 3:30 pm January 28<sup>th</sup>

### **Unit II: Qualitative Data Analysis**

*Read:*

- ☐ Bergin, "Introducing Qualitative Data Analysis," 130-147, and "Applying Qualitative Data Analysis," 148-154
- ☐ Dedoose, "Getting Started"
- ☐ Bergin, "Applying Qualitative Data Analysis," 155-173
- ☐ Dedoose, "Code Systems are Serious Business"
- ☐ Dedoose, "Coding & Excerpting"
- ☐ Dedoose, "Descriptors and Your Qualitative Data Analysis," Parts One and Two

*Watch:*

- ☐ Video: "Video Tutorial 1: Qualitative"
- ☐ Video: "Code Setup"
- ☐ Video: "Documents"
- ☐ Video: "Document Excerpting"
- ☐ Video: "Analysis"
- ☐ Video: "Descriptors"

*Do:*

- ☐ Transcription assignment
- 📅 ☐ Coding test

*Notes:* February 4 is the deadline for dropping this course without a W

### Unit III: Completing the Qualitative Research Project

#### Read:

- ☐ Marvasti, "Writing" *Qualitative Research in Sociology* pp. 83-131
- ☐ Trautner, Mary. "Tort Reform and Access to Justice," *Qualitative Sociology* 34: 523-38
- ☐ Bergin, "Introducing Mixed Methods," 176-192
- ☐ Oregon State Sociology Writing Guide, pp. 46-72 ONLY

#### Do:

-  ☐ In-class analysis practice
- ☐ Quiz on the Trautner article
-  ☐ Select texts for your paper
-  ☐ Qualitative Practice Lab Assignment
- ☐ Complete coding for your paper
- ☐ Qualitative Paper Prep Assignment
- ☐ **Qualitative Paper** (will be due *no earlier than* February 21)

### Unit IV: Introduction to Quantitative Analysis

#### Read:

- ☐ Fry, "Your Number's Up"
- ☐ Bergin, "Introducing Quantitative Data Analysis," 65-76
- ☐ **Optional:** Morgan, 1-14 and 214-225
- ☐ **Optional:** Morgan, 15-29, 42-71, and 93-96
- ☐ Bergin, "Introducing Quantitative Data Analysis," 77-82
- ☐ Bergin, "Applying Quantitative Data Analysis," 82-92
- ☐ **Optional:** Wagner, "Cross-Tabulation"
- ☐ Bergin, "Applying Quantitative Data Analysis," 93-128
- ☐ Bohannon, "Does Chocolate Aid Weight Loss?"

#### Watch:

- ☐ Video: "Intro to SPSS"
- ☐ Video: "Importing & Editing Data in SPSS"
- ☐ Video: "Understanding Descriptive Statistics"
- ☐ Video: "Descriptive Statistics in SPSS"
- ☐ Video: "Graphs in SPSS"
- ☐ Video: "Making Tables in Office" (choose PC, Mac, or Web version)
- ☐ Video: "Statistical Significance"
- ☐ Video: "Crosstabs in SPSS"

#### Do:

-  ☐ SPSS & datasets exploration assignment
-  ☐ Descriptive Statistics Lab
-  ☐ Crosstabs lab
- ☐ Hypothesis assignment

Notes: March 12 & 14: Spring Break (No Class Meetings)

## Unit V: Association, Correlation, & Data Manipulation

*Read:*

- ☐ **Optional:** Morgan, 88-93 and 226-230
- ☐ **Optional:** Morgan, 96-105, 135-142 and 151-164
- ☐ **Optional:** Morgan, 29-42 and 71-85
- ☐ Partial Correlation Handout

*Watch:*

- ☐ Video: "Multivariate Crosstabs in SPSS"
- ☐ Video: "Measures of Association"
- ☐ Video: "Measures of Association in SPSS"
- ☐ Video: "Correlation & Pearson's R in SPSS"
- ☐ Video: "Partial Correlation in SPSS"
- ☐ Video: "Changing Variables in SPSS"
- ☐ Video: "Making an Index in SPSS"
- ☐ Video: "Sorting and Selecting Data in SPSS"

*Do:*

- ☐ Variables assignment
-  ☐ Association lab
-  ☐ Correlation lab
-  ☐ Data manipulation lab
- ☐ Crosstab review assignment

## Unit VI: Regression

*Read:*

- ☐ **Optional:** Morgan, 165-167
- ☐ Marsh, "Causal Explanations," From *Exploring Data* (235-53)
- ☐ **Optional:** Morgan, 168-174 and 177-183
- ☐ **Optional:** Morgan, 217-20

*Watch:*

- ☐ Video: "Scatterplots & Basic Regression in SPSS"
- ☐ Video: "Bivariate Regression in SPSS"
- ☐ Video: "Multivariate Regression in SPSS"
- ☐ Video: "T-Tests in SPSS"
- ☐ Video: "Creating Dummy Variables in SPSS"
- ☐ Video: "Regression with Dummy Variables in SPSS"

*Do:*

-  ☐ Regression lab 1
-  ☐ Regression lab 2

*Notes:* March 29 is the deadline to withdraw from this class

### Interlude: Why Statistics Matter

NO CLASS MEETING on Thursday, April 9

In lieu of class: Watch the *Joy of Stats* video and complete the associated quiz, due by 9:30 am April 13

### UNIT VII: Quantitative Interpretation & Writeup

*Read:*

- ☐ Oregon State Sociology Writing Guide, pp. 1-33 and 70-72
- ☐ Bergin, "Communicating Findings and Visualizing Data," 194-223
- ☐ Interpretation Quick Guide & SPSS Procedures Quick Guide
- ☐ Nivette *et al.* "The Social and Developmental Antecedents of Legal Cynicism," *J. of Research on Crime & Delinquency* 52(2): 270-98
- ☐ Bergin, "Conclusion: Becoming a Data Analyst," 226-234
- ☐ ASA, "Sociology Majors: Before Graduation in 2012"

*Do:*

- ☐ Quantitative paper proposal
- ☐ Quiz on the Nivette article
- ☐ Regression review assignment
- ☐ Review prior labs and exam review sheet and bring questions to class
- ☞ ☐ Paper template & conferences with professor
- ☐ Complete descriptive statistics and preliminary analysis for quantitative papers
- ☐ Complete literature review done this week
- ☞ ☐ Slides for presentation
- ☞ ☐ **Optional** Make-up Lab due May 4 at 9:30 am

*Finals Week*

- ☐ Quantitative Research Paper Due Wednesday, May 6th at 9:30 am for graduating seniors; extensions are available for those who are not graduating
- ☐ Final examination will be made available no later than mid-day Wednesday, May 6<sup>th</sup>. Due date TBA.

## Course Policies

### *Extensions, Absences, and Attendance*

You are expected to attend class regularly. While I am aware that emergencies do come up and that this class is not the only priority in your life, you should know that this is a challenging and fast-paced course and that you are likely to fall behind if you miss class. It is your responsibility to get notes from a classmate and to meet with me to clarify what you have missed. If you must be late to a class or if you must leave early, be sure not to disturb other students with your comings and goings. Be aware that repeated absences, even if excused, may imperil your ability to do well in the course, and that you cannot earn participation points if you are not present. Because of the type and quantity of material covered in this course, absences will put you at an extreme disadvantage.

All assignments in this course should be submitted via Blackboard unless otherwise noted and they must be submitted in \*.rtf, \*.doc, \*.docx, \*.pdf, or \*.html format (try “Save As” to select one of these formats). If I do not receive it or cannot open it, it does not count as having been submitted. If unavoidable circumstances require you to seek an extension on your work, I am generally open to providing one. However, you will need to request the extension via email at least 24 hours prior to the due date unless the extension is due to a major emergency (health crisis, death in the family, etc.) – so plan ahead. Otherwise, expect a grade reduction for late work. Extensions are not available on quizzes, but in extraordinary circumstances oral make-ups can be made available.

### *Course Technology*

Students are expected to check their RIC email addresses and Blackboard frequently, at a minimum twice a week before each class meeting. If you primarily use another email account, I would suggest you arrange for your RIC email to be forwarded, as I do use email to disseminate important information about the course. Students are also responsible for being able to access the Blackboard site for this course, as crucial documents and information will be made available only there. If you are not able to access email or Blackboard, you should seek assistance from User Support Services (<http://www.ric.edu/uss/> or 456-8803) right away so that you do not fall behind in the course.

In addition, please be sure you know how to access Office 365 (you can download Office software to your computer and/or use the web version) as some assignments will require you to use this program.

### *Academic Support*

Writing Center (you can bring any writing assignment, at any stage of completion—even before you have started writing—and the Writing Center supports excellent writers as well as those who need a lot of help improving their writing): <http://www.ric.edu/writingcenter/>  
OASIS (tutoring, academic support, time management, ESL, etc.): <http://www.ric.edu/oasis>

### *Non-Academic Support*

In order to learn effectively, research shows that you need basic security, like a safe place to live, enough food to eat, sleep, and medical care. If you are having difficulty with any of those things, I encourage you to contact Learning 4 Life (<http://www.ric.edu/learningforlife/>), the Office of Student Life (<http://www.ric.edu/studentlife/>), and/or me. We are here to help. If you are distressed and in need of someone to talk to, the Counseling Center can help (<http://www.ric.edu/counseling-center/>). It provides confidential and free services, including a 24/7 HOPE phone line: 401-456-HOPE (4673)

### *Students with Disabilities*

If you have a disability that might interfere with your ability to perform at your best in this course, it is your responsibility to come and speak with me as early as possible in the semester so that we can develop a plan together. All reasonable accommodations will be made. Students with disabilities should be sure that they are registered with Disability Services in order to ensure access to the full range of services available at Rhode Island College. Information about these services and about registration is available at <http://www.ric.edu/disabilityservices/>.

### *Course Learning Outcomes*

This course is designed to meet these learning outcomes of the Sociology and Justice Studies programs:

- Demonstrate an understanding of the relationship between theories, research design, and interpretation, and engage in work developing research literacy.
- Understand and engage in qualitative and quantitative data collection and analytical processes.
- Communicate, in written and oral form, sociological arguments.

For more on our program learning goals, see <http://www.ric.edu/sociology/Pages/Program-Goals.aspx>.

### *Academic Honesty*

All students enrolling in this course are expected to abide at the Rhode Island College guidelines on academic honesty, which can be located in the Student Handbook and other official documents. Examples of academic dishonesty include, but are not limited to:

- Plagiarizing written work, including copying some or all of your work from a book, a website, or another student's paper. Think about how you would feel if someone passed off your hard work as their own.
- Using sources without proper attribution. Remember that all claims in a paper that did not spring fully formed from your own head need attribution, regardless of whether or not they are paraphrased, and all direct quotes should appear in quotation marks. If you are unsure how to document sources, please see me or reference the sociology department term paper guide, available at <http://www.ric.edu/sociology/pages/term-paper-guide.aspx>.
- Turning in work completed for other classes without prior permission.
- Working together with another student on an assignment, or seeking assistance with the content of your work from professionals, parents, or peers, without prior permission. (The exception to this policy is proofreading or use of OASIS/writing center services.)
- Copying off of another student or off of materials you have brought without permission during an exam. This includes text messaging and use of the internet during exams.
- Destroying course materials or otherwise preventing other students from achieving fully in this course.
- Fabricating data or analysis.

If you feel the urge to engage in academic dishonesty, stop and think about what you are doing, and then come see me so we can work out a plan together to ensure your success in the course. Cheating successfully is often harder than you think, and you might as well just put your effort into doing the assignment legitimately. The penalties for academic dishonesty are severe and include receiving a 0 on the assignment for the first minor offense, receiving an F for the class for a repeated offense, and being reported to the Vice President for Academic Affairs at RIC.

**Social Data Analysis: Post-Spring Break Online Plan**  
Rhode Island College, Spring 2020  
Section 404-01

**Principles**

- None of us signed up for an online class, for an epidemic, for what this spring will hold
- Your health and your loved ones are the first priority
- As Soc 404 is a required major course, it is important that you have the opportunity to meet the learning goals for the semester
- We are a team, all of us, and we can work together to help each other
- This situation requires flexibility from and support for all of us

**How We Will Proceed**

First of all, in terms of SPSS access: several faculty members are currently working on trying to find a way for those of you who do not have access to SPSS to get that access so long as you have a computer and Internet access. However, I do not have final word on this. I will let you know what I hear no later than Monday, March 23 and we'll proceed from there.

We will meet using the virtual classroom in Blackboard, Blackboard Collaborate, at the normal class time. *No one will be penalized for missing a class session*, but I strongly encourage you to attend as the sessions will help you move forward. If you do not have Internet access, you may be able to call in to our sessions, though of course you then will not see the screen. Occasionally there will be days where we may not need a virtual classroom session, in which case I will let you know in advance. If you would like to try out the experience before we move back to regular class meetings, you can do so at 4 pm on Thursday, March 19—I'll send detailed instructions prior to that time. We won't do work then, but we will have a chance to play around with the system, and I'll also be available for group extra help. For help with the Blackboard Collaborate system, go to <https://help.blackboard.com/Collaborate/Ultra>

I will be available for virtual meetings with small groups or one-on-one for extra help. Be in touch with me via email at any time you want to schedule a meeting and let me know when is best for you. I can also talk by phone or via chat, but virtual is best if you will want help with SPSS or anything we need to look at together. I can almost always stay longer in our classroom session if that would be helpful. I will also have drop-in office hours using Zoom from 2:15-3:15 on Tuesdays and Thursdays beginning March 24. To come to drop-in hours, just go to <https://zoom.us/j/4176422057> (the system may ask you to download something). You'll be placed in a virtual waiting room until I finish with prior students.

I will be flexible with due dates so you can work at your own pace, but will still suggest dates so you can stay on track and not get behind, especially if you are aiming for a May 2020 degree. There will be a few exceptions to this flexibility for quizzes & one lab for which I will release an answer key, and I will let you know what these are. If you are graduating in August 2020 or later, you will be able to take an incomplete if you want and finish later in May. I expect we'll be able to get everyone through the course in one piece, but I also will permit withdrawals after the withdrawal deadline as long as we have a real conversation about whether that is the right choice for you. The grading system on individual assignments, papers, and the exam will stay as is, as I want you to have real opportunities to assess your achievement of the skills and learning outcomes that are part of this course, but I will adjust final

grades if needed (this will probably not be needed in most cases due to the amount of extra points you can earn in this course).

You are welcome, but not required, to keep working together online, creating virtual study groups, whatever you want--just not on quizzes or the final exam. And do turn in your own labs that you've clicked the buttons for so that you get practice working through this process. Also note that I have removed the editing protections from all the labs to make the files easier for you to work with—be careful not to delete any of the questions.

Let's keep the lines of communication open. Email, set up a time to chat by phone, ask questions in the virtual classrooms, etc. I know this is going to be rough for many of you in all kinds of different ways and it is my goal to do whatever I can to help you meet the learning goals for this course despite the disruptions to both our academic and personal lives. I'll send emails at least once or twice a week reminding you of what you should be doing to keep up, and you should be in touch with me whenever you have questions, if things aren't working right, if there are obstacles you are experiencing, or if you just want to chat.

If you need access to library resources, visit <https://library.ric.edu/distance-library-resources-and-services> for help using library resources and services remotely.

You can continue to contact me at [marthur@ric.edu](mailto:marthur@ric.edu) any time, and I will strive to answer your emails as soon as I can, at least on weekdays. You can also call me at 401.456.8681 and leave a voicemail with a callback number (voicemails are forwarded to my email, so I see them even though I am not in the office).

### **What I Ask of You:**

- Continue to spend an appropriate amount of time on the work for this course each week, and let me know if there are reasons why you might fall behind
- Let me know if any part of this set-up is not working for you, so that we can try to find an alternative, or if you need help or support of any kinds
- Submit work as soon as you have completed it, so that I can grade it in a timely fashion
- Check your email at least once a weekday and be sure to read any emails from me or from your classmates
- Read all my comments, including those I incorporate into PDFs of your work
- Take care of yourself

### **Schedule of Remaining Work**

In order to keep the schedule flexible, I am not putting due dates here. I've chunked the schedule so you can see which videos & reading you should complete before each lab. I've also flagged the assignments which are *most important* if you want to get through the course and meet the learning objectives without as much review and practice. They are marked with an \* following the assignment. Try your best to complete these, and then complete as many of the other assignments as you can but there is some flexibility in missing a couple (especially if you did not miss many assignments in the first part of the course). If you want to know at any time if you can afford to miss an assignment, do let me know. A few assignments will have strict deadlines. These are marked with a ⌚ and due dates

will be available in the Blackboard gradebook as we get closer to the time that the assignments are due.

### **Crosstabs**

- ☐ Video: “Making Tables in Office” (choose PC, Mac, or Web version)
- ☐ Video: “Statistical Significance”
- ☐ Video: “Crosstabs in SPSS”
- ☐ Crosstabs lab \*
- ☐ Hypothesis assignment 🕒

### **Association**

- ☐ Video: “Multivariate Crosstabs in SPSS”
- ☐ Video: “Measures of Association”
- ☐ Video: “Measures of Association in SPSS”
- ☐ **Optional:** Morgan, 88-93 26-230, 96-105, 135-142
- ☐ Association lab \*
- Optional but strongly encouraged:* ☐ Variables assignment 🕒

### **Correlation**

- ☐ **Optional:** Morgan 151-164
- ☐ Partial Correlation Handout
- ☐ Video: “Correlation & Pearson’s R in SPSS”
- ☐ Video: “Partial Correlation in SPSS”
- ☐ Correlation lab \*

### **Regression I**

- ☐ **Optional:** Morgan, 165-167
- ☐ Marsh, “Causal Explanations,” From *Exploring Data* (235-53)
- ☐ Video: “Scatterplots & Basic Regression in SPSS”
- ☐ Video: “Bivariate Regression in SPSS”
- ☐ Video: “Multivariate Regression in SPSS”
- ☐ Regression lab 1 \*

### **Data Manipulation**

- ☐ **Optional:** Morgan, 29-42 and 71-85
- ☐ Video: “Changing Variables in SPSS”
- ☐ Video: “Making an Index in SPSS”
- ☐ Video: “Sorting and Selecting Data in SPSS”
- ☐ Data manipulation lab 🕒
- Optional but strongly encouraged:* ☐ Crosstab review assignment

## Regression II

- ☐ **Optional:** Morgan, 168-174 and 177-183
- ☐ **Optional:** Morgan, 217-20
- ☐ Video: “T-Tests in SPSS”
- ☐ Video: “Creating Dummy Variables in SPSS”
- ☐ Video: “Regression with Dummy Variables in SPSS”
- ☐ Regression lab 2 \*

## Thinking About & Communicating Data

- ☐ Oregon State Sociology Writing Guide, pp. 1-33 and 70-72
- ☐ Bergin, “Communicating Findings and Visualizing Data,” 194-223
- ☐ Interpretation Quick Guide & SPSS Procedures Quick Guide
- ☐ Watch the *Joy of Stats* video and complete the associated quiz
- ☐ Quantitative Paper Proposal \*

## Reading Quantitative Research

- ☐ Nivette *et al.* “The Social and Developmental Antecedents of Legal Cynicism,” *J. of Research on Crime & Delinquency* 52(2): 270-98
- ☐ Quiz on the Nivette article \*🕒
- ☐ Regression review assignment

## Course Conclusion

- ☐ Bergin, “Conclusion: Becoming a Data Analyst,” 226-234
- ☐ ASA, “Sociology Majors: Before Graduation in 2012”
- ☐ Paper template & conferences with professor \*
- ☐ Review prior labs and exam review sheet and bring questions to class
- ☐ Complete descriptive statistics and preliminary analysis for quantitative papers
- ☐ Complete literature review for quantitative paper
- ☐ Slides for presentation

## Final Exam Period

- ☐ *Optional* Make-up Lab due May 4 at 9:30 am
- ☐ Quantitative Research Paper \*
- ☐ Final examination \*

*Note on due dates: if you intend to graduate in May 2020, I need all labs and assignment submitted no later than the morning of Friday, May 8 and the paper and exam no later than the morning of Monday, May 11 in order to get your grades in on time, assuming of course that the timeline is not extended by the administration. Otherwise, I will enter a temporary grade of incomplete if I have not received them in time and we will work out an individual plan for completion.*

The course and College academic integrity policies remain in effect.