### COURSE DESCRIPTION

This graduate-level course provides a general introduction to and overview of quantitative research design, data collection, measurement, and basic statistical analysis. The course also provides an introduction to the use of STATA, a popular statistical software program. This course provides hands-on experience and a frame of reference for subsequent courses in statistics and data analysis. There are several main goals for the course: (1) You will become familiar with the logic of social research and its application; (2) You will gain an understanding of the wide variety of quantitative data collection strategies used in the field of sociology; (3) You will develop and demonstrate your skills by applying the course’s lessons to the evaluation of sociological research and to the development of your own research project.

*This is an advanced graduate seminar for graduate students in sociology; I welcome students from other departments but assume that all students have some background in sociological theory and methods. Students without a social sciences research background should see me to discuss whether you have sufficient background to do well in this course.*

### CONTACTING THE INSTRUCTOR AND TA

The quickest way to contact Dr. Tope is through email. Use Email for straightforward questions and to arrange meetings outside of office hours. You should also feel free to come to my office hours. If the times conflict with your course schedule, we may arrange another time to meet. You may come to ask questions or to just discuss issues. Scarlett Marklin, the TA for this course, will also hold office hours and most likely some optional lab sessions (time/day TBA). These lab sessions are good opportunities for students to obtain hands-on help on their assignments and projects, especially the assignments that involve the use of STATA.

### READING MATERIALS

There are three required textbooks for the course (listed below). They have been ordered through the university bookstore. You can also find used copies online.

2. Frankfort-Nachmias, Chava and Anna Leon-Guerrero. 2015. *Social Statistics for a Diverse*

Note: Any additional reading materials will be available on the course BlackBoard site (as PDF files) or can be found online through Strozier Library’s website.

COURSE REQUIREMENTS

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<th>Assignment</th>
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<td>Homework Assignments</td>
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<td>Participation</td>
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<td>Paper Proposal</td>
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<tr>
<td>Draft: Introduction/Background</td>
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<td>Draft: Methods/Results</td>
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<tr>
<td>Final Paper</td>
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There are no extra credit opportunities in this course. Final grades are based solely on the information provided under Course Requirements. As the instructor it is my responsibility to evaluate your performance. With the exception of mathematical error, grades are not open to debate.

PAPER PROPOSALS

Students are required to write a brief proposal (no more than 3 double-spaced pages) to introduce and describe the focus of the course paper. This proposal should clearly state the research problem and/or research questions or hypotheses that define the specific aims of the project. Focal variables (at least one independent and one dependent) should be clearly specified. The proposal should include a working title and at least three references to relevant scholarly research. All writing assignments should use ASA style: http://www.asanet.org/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf.

RESEARCH PAPERS

Students are required to write an exploratory yet relatively thorough quantitative research paper. The paper will be drafted in three sections.

Section 1 (Introduction and Background) (a) introduces and describes the focus of the paper, (b) reviews relevant scholarly research by summarizing what we know and the strengths and limitations of prior research, and (c) clearly states the research problem (knowledge gap) and/or research questions or hypotheses that define the specific aims of the project. Key Questions: What are you researching, and why are you researching it?

Section 2 (Methods and Results) describes the (a) data source, (b) sampling procedures, (c) methods of data collection, (d) measures, (e) statistical procedures, and (f) results (data patterns derived from statistical analyses). Key Questions: How did you research it, and what did you find?
Section 3 (Discussion and Conclusion) (a) revisits the aims of the paper, (b) summarizes the key results of the study and relates these results to the research problem, question, or hypothesis under investigation, (c) compares your results to previous research by noting how your results are unprecedented or consistent with previous research, (d) explains any unexpected or counterintuitive results, (e) describes the strengths/contributions and limitations of the study, (f) identifies viable avenues for future research, and (g) concludes with key points and take-home messages. Key Questions: How does your research compare to previous studies, and how does your research stand on its own?

Final Papers should be no more than 30 pages in length (including title page, abstract, body, references, and tables). Papers should be word-processed, with double-spacing, a 12-point font, and 1-inch margins. Please follow ASA style guidelines: http://www.asanet.org/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf. All articles cited in the paper should appear in the reference section.

Please carefully revise all final papers before submitting. I expect polished work. For assistance with basic writing skills, please make use of the writing center at http://wr.english.fsu.edu/Reading-Writing-Center. Most students have room to improve their writing. There is no shame in seeking out additional assistance.

HOMEWORK

Throughout the semester, there will be four relatively short assignments that will help you to practice the statistical methods and STATA programming that we will be covering in class. Details and due dates are to be announced in class.

LATE WORK POLICY

As a rule, late work will not be accepted, except in the case of documented emergency or illness. You may petition in writing for an exception if you feel you have a compelling reason for turning work in late. Even with prior notification, late work may incur significant point deductions. As the instructor of record, I reserve the right to determine the appropriateness and severity of any point deductions. All assignments and due dates are clearly listed on the Course Calendar. To avoid any penalties, please submit all assignments on time.

Missing work or uncompleted assignments are insufficient reasons for a grade of Incomplete. An Incomplete grade will not be given except under extenuating circumstances at the instructors’ discretion. Note that College of Social Sciences guidelines require that students seeking an “I” must be passing the course.

EXPECTATIONS FOR BEHAVIOR

Students are expected to attend every class. Students are expected to be on time. Students are expected to be prepared for class, having completed all assigned readings for the week. Students are expected to participate knowledgeably in class discussions. Participation indicates that students are actively engaged in the learning process. I strongly encourage questions, comments, and the sharing of ideas as they relate to course material. Although commonsense knowledge and personal experiences are welcome, it should be emphasized that these are not adequate substitutes for informed discussions.
Disruptive behavior during lectures and discussions will not be tolerated. No reading “the news” or studying for other courses. No socializing. No sleeping. No leaving early or coming late without prior notification. No disparaging remarks. Please be considerate.

ATTENDANCE POLICY

Participating in the course and attending lectures and other course events are vital to the learning process. As such, attendance is required at all lectures and discussion section meetings. Students who miss class due to illness or emergency are required to bring documentation from their healthcare provider or other relevant, professional third parties. Failure to submit third-party documentation will result in unexcused absences. I reserve the right to deduct points from final course grades for unexcused absences and/or poor participation.

ACADEMIC HONOR POLICY & ACADEMIC DISHONESTY

Students are expected to abide by the Academic Honor Policy of the Florida State University, including the statement on Values and Moral Standards published in The Florida State University General Bulletin. The Academic Honor Policy outlines the University's expectations for students' academic work, the procedures for resolving alleged violations of these expectations, and the rights and responsibilities of students and faculty throughout the process. Any student who plagiarizes, cheats on exams, or otherwise behaves in a dishonest way may be reported to the university administration for further disciplinary action as specified in the Academic Honor Policy. Please see the following website for a complete explanation of the Academic Honor Policy: http://www.fsu.edu/~dof/honorpolicy.htm

The Academic Honor System of The Florida State University is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the university community, and (3) to foster a high sense of integrity and social responsibility on the part of the university community. [http://registrar.fsu.edu/bulletin/undergrad/info/acad_regs.htm]

All work must be in accordance with the University Honor Code. Please read the Honor Code and make sure that you understand it. If you have any questions regarding the Code and how it specifically pertains to your work, please ask me.

Plagiarism caution: The Provost and legal counsel of Florida State University warn us that any uses of others’ copyrighted materials without proper acknowledgement is unlawful and may lead to criminal prosecution. To this end, please be scrupulous in using the work of others by giving full and appropriate credit to the sources and materials that you use. Please use care when taking words and phrases from others. As a general rule, if you use a string of three or more exact words from another source, you should place the words in quotes and cite the author, year and page number. Be a stickler about citing; cite more rather than less; cite early rather than late. Do NOT appropriate the concepts, phrases, or ideas of other people without giving them credit. If you do so, you risk losing your good name and getting into legal trouble.

Any confirmed instance of cheating or plagiarism will result in an F grade for this course and will also be reported to the University Judicial Office for official adjudication.
AMERICANS WITH DISABILITIES ACT

Students with disabilities needing academic accommodation should: (1) Register with and provide documentation to the Student Disability Resource Center; and (2) Bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. I am more than happy to make accommodations for you. Go to http://www.fsu.edu/~staffair/dean/StudentDisability for more information about services available to FSU students with disabilities or contact Student Disability Resource Center, 108 Student Services Bldg., Florida State University, Tallahassee, FL 32306-4167, (850) 644-9566 (voice), (850) 644-8504 (TDD), e-mail: SDRC@admin.fsu.edu

FREE TUTORING AT FSU

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services’ comprehensive list of tutoring options at http://ace.fsu.edu/tutoring or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

SCHEDULE OF READINGS AND ASSIGNMENTS*

*BB = reading found on BlackBoard website under “Course Library”

* This syllabus is a guide for the course and is subject to change with advanced notice.

Week 1 – Introduction to Course
~Aug. 24 & 26 – No class because of ASA meetings
  Complete 1st day attendance assignment on course Blackboard site (see week 1 folder in course library) and Read Ch.1&2 S&S. Begin reviewing data codebook in week 1 folder.

Week 2 – Research Design & Ethics
~Aug. 31 – Intro to Social Research (S&S Ch. 1-2)
~Sept. 2 – Read S&S Ch.3, and additional readings on BB

Week 3 – Research Design
~Sept. 7 – No class
~Sept. 9 – Read S&S Ch. 4; (BB) Ueccker 2008; (BB) SWG Getting Started pp.3-29

Week 4 – Measurement & Intro to Sampling
~Sept. 14 – Read S&S Ch. 5 & 17; (BB) Lyubomirsky 1999
~Sept. 16 – Read S&S Ch. 6; (BB) Crosnoe; FN&LG Ch. 7
***SUBMIT PAPER PROPOSAL***

Week 5 – Survey Research & Instrumentation
~Sept. 21 – Read S&S Ch. 9; (BB) Schieman 2006; (BB) White
~Sept. 23 – Read S&S Ch. 10; (BB) Duff 2007

Week 6 – Alternatives to Surveys & Intro to Stata
~Sept. 28 – S&S Ch. 12; (BB) Ragin Handout; (BB) Van Dyke & Soule 2002
~Sept. 30 – [LAB] S&S Ch. 15; FN&LG Ch. 1 ***Assignment 1 Due Today***
Week 7 – Data Management in Stata
~Oct. 5 – [LAB] Acock Chapters 1-3; (BB) Hamilton Ch.2
***SUBMIT DRAFT OF INTRO/BACKGROUND***
~Oct. 7 – [LAB] FN&LG Ch. 2-3; Acock Ch.4-5

Week 8 – Univariate Analysis: Describing Data, & Reliability
~Oct. 12 - [LAB] FN&LG Ch.4-5; (BB) Hamilton Ch.5; Recommended: Sweet Ch. 3
~Oct.14 - [LAB] FN&LG Ch. 6-7, see additional readings on BB site ***Assignment 2 Due Today***

Week 9 – Bivariate Analysis: Group Differences and Associations
~Oct. 19 - [LAB] FN&LG Ch 8-10; Acock Ch. 7; Additional readings on BB site
~Oct. 21 - [LAB] FN&LG Ch 11-12;, Acock Ch. 6&9; Recommended: Hamilton Ch. 6

Week 10 – Multivariate Analysis: Ordinary Least Squares Regression I
~Oct. 26 - [LAB] FN&LG Ch. 13; Acock Ch. 10; see readings on BB site
~Oct. 28 – Project Day. Work on your final papers. ***Assignment 3 Due Today***

Week 11 – Multivariate Analysis: Ordinary Least Squares Regression II
~Nov. 2 - [LAB] Stata Lab; (BB) Hamilton Ch. 7; see readings on BB site
~Nov. 4 - [LAB] See Readings on BB site

Week 12 – On Writing a Quantitative Research Paper
~Nov. 9 – [LAB] Open Lab. Project day. ***Assignment 4 Due Today***
~Nov.11 – No Class Today (Veteran’s Day)

Week 13 – On Publishing & Reviewing a Quantitative Research Paper
~Nov. 16 - [LAB] Open Lab; On writing & Reviewing; See readings on BB site
~Nov. 18 - [LAB] Open Lab; Project day.
***SUBMIT METHODS/RESULTS SECTION OF PAPER***

Week 14 – Thanksgiving Week
No Class – Work on Final Projects

Week 15 – Course Wrap Up
Nov. 30-Dec. 2 – Course Wrap Up & Project Sharing

Week 16 – Finals Week
Final papers are due on Thurs Dec. 10 by 8pm.