SOCY770301 MULTIVARIATE STATISTICS

INTRODUCTION
From the major topic headings you will note that we will focus on three statistical procedures: OLS regression analysis, logistic regression, and factor analysis. But the course is primarily a course on multiple regression and related procedures. In class I will generally focus on the basic concepts and the most essential material. As this course is designed for students who vary greatly with respect to the strength of their mathematical background and extent to which they expect to be using these skills in the future, I have attempted to build in some flexibility with respect to what you will cover in your assignments. Everyone will be expected to demonstrate competence with respect to the basic material covered in class. This will provide an exposure to what multivariate statistics is all about. After you have taken this course you should know when to use each technique, how to set up SPSS runs using the technique, how to interpret what you see in computer printouts using the technique, and how to clearly summarize what you have found in a written report. I also want you all to be able to critically evaluate books and journal articles using the techniques we cover. To that end you will be asked to read and critically evaluate the statistical analysis in published articles using each of these techniques. This year my plan is to also provide a quick overview of discriminant analysis in class, but I do not plan to require that you do your own analysis using that method (however I do provide the reading with the suggestion and hope that some of you will find the time to cover this topic on your own for extra credit). We will also cover how to deal with missing data using a technique called multiple imputation. It is a sophisticated way to deal with problem of missing data for some variables for some cases.

COURSE REQUIREMENTS
Approximately every other week I will give an assignment. I strongly urge you to do it by the specified due date. In some cases, I will often ask you to read and comment on an article, a book chapter, or a table in one or the other that uses a particular statistical procedure. If you turn these assignments in ON TIME, the course TA will provide feedback and suggestions for revision for assignments 1, 2, 4, and 5, but not for assignments 3 or 6 (as they will be due the same day as the mid-term and the final papers respectively). If after doing an assignment you have doubts about what you did or how you wrote it up, come to see either me or the TA, and we will be happy to review your assignments with you. If you have any questions about the comments the TA has made, go see the TA for elaboration or come to see me. If you have doubts about a particular part of an assignment, it might make sense to ask the TA to take a particularly close look at that part of your write-up. I will suggest that you work on one of the datasets that I have prepared for the course as it will save you a lot of time and be easier for the TA and me to understand your analysis. However, if you come to see me, it will, in some cases, be possible to obtain permission to use your own data at least for some of the assignments. In the folder called DATA (see the course folder SOCY7703 on Google Drive) you will find several codebooks (that end with the suffix “.doc”) (GSS2004CB, PCNORC94CB, GSS2000CB, LES101CB, Wk228CB, and WSP362CB); for each of these word files there is a corresponding SPSS system file (file name ending in .sav).

GRADING
Grading will be based my assessment of how much of the material that we have covered you seem to understand, how well you understand it, and how well you communicate that you understand it based on your mid-term and your final papers. This will include how much of what I cover in class you manage to cover in your statistical runs, how thoroughly, accurately, and clearly you write up the results of your statistical computer runs. It will also depend on how impressed I am by your comments on the articles that I assign for you to read and to critically assess. I also urge those you who have the time and the ability to go beyond the basic material that we cover in class to do so. I am not suggesting that you get ahead of the class and cover material in one assignment that the rest of the class will be covering in connection with a subsequent assignment. If you think that might be the case, ask me or the TA. You will be encouraged to find ways to communicate that you have learned interesting things from the reading you have done for the course that we did discuss in class. It will also include exploring some options in connection with this or that statistical technique that we do not have time to cover in class. However, when you do that extra credit work, it must be work that you can do yourself. I do not want to add to the burden on the TA the job of teaching you material that moves beyond the basic material that we cover in class. It is important that you learn to figure things out for yourself because before long you will find yourself in that situation often. I do not grade you on how well informed you seem to be in class. I want you to feel free to ask for clarification at any time or to ask a “dumb” question at any time without feeling that there will be a penalty for showing your ignorance. If you do not understand something that I seem to think is important, please ask, and the sooner you ask the better. I do not ask the TA for his/her assessment of what your grade should be. The TA does not do any grading. I decide for myself so there is no percentage in pretending to know more than you do know when meeting with or deciding to meet with the TA.
You should be careful to allocate the space in your reports so that you at least touch on all of the important concepts and issues that come up in class. As I need to be able to check your work, grading will be influenced by the clarity not only of the writing, but also the clarity of efforts to present relevant documentation from your SPSS runs (including the relevant material from syntax files) to support assertions in the text of your paper. I need to be able to find that documentation very quickly. **It is entirely unacceptable to “borrow” another student’s assignments from this year or a prior year as a “guide” to your analysis. It is also not acceptable to hire a consultant who in essence does much of the assignment for you.** You can ask anyone you like to help you get your SPSS run to work, to help you understand material in the runs that I distribute in class, and how to write up results found in the outputs discussed in class. I encourage you to work with friends in the class on those things and to help one another on those tasks. But you should not be reading preliminary or final drafts of the answers from other students who have taken or currently are taking the course. Similarly, you should not be asking other students to read and make suggestions on your early drafts to answers to questions in the various assignments that you will be dealing with this semester. **All of your written work must be your own work.** If you suspect that what you are doing might be stepping over the line, come to see me and we can discuss whether or not are doing or are considering doing is acceptable. However, if you are not fluent in English, you have permission (and encouragement) to get help with your English from the Connors Family Learning Center (617 552 0611), Room 200 in O’Neill Library. Please go to the following website for information about the issue of academic integrity: http://www.bc.edu/integrity. **I take this issue very seriously.**

**MID-TERM PAPER** (Due Thursday March 2 @3:00 pm). This paper will consist of Assignments 1, 2, and 3. It will make up 40% of your grade for the course. I will need both a hard copy and an electronic copy by this time. What you write must be in 12 point font, single spaced, and the body of your paper must not run more than 60 pages including the imbedded tables. Before each question based on runs that you will submit, please insert the syntax used to generate the tables you will be discussing. Eliminate the tables that you will not be commenting on. **Put any and all extra credit work in bold so I will slow down to take note of it and to assess it importance and accuracy with more than the usual amount of care. You do not need to factor in your extra credit work when it comes to the 60-page limit on your mid-term paper.** If your goal is to get an A in the course, it is probably a good idea to do some extra credit work. This will help compensate for errors that even the best students sometimes make. If your goal is an A- or a B+, skip the extra credit effort and focus on the required material, that is, material at least briefly mentioned in class. You are encouraged to eliminate all tables from your report that you do not at least briefly mention. You can shrink tables a bit, but not to the point that your readers (the TA and me) are going to find it a bit difficult to read. The 60-page upper limit on the midterm paper is an upper limit, not a lower limit. Some strong students can make it very clear that they understand all of the important material that we cover in less than 60 pages. The penalty for a late paper will be minimal until midnight on March 2, modest if in the following morning by 9 am, and no more than grade level if in by March 4 at 5 pm. I will need both electronic and hard copies by the specified deadlines. If not in (so long as both the electronic and hard copies are in by then).

**FINAL PAPER** (Due Thursday May 11 @ 3:00 pm). This final paper will consist of Assignments 4, 5, and 6. It will make up 60% of your grade for the course. I will need both a hard copy and an electronic copy. As with the midterm paper what you write must be in 12 point font, single spaced, and the body of your paper must not run more than 60 pages including the imbedded tables. Before each question insert the syntax used to generate the tables used to address that question. **Again any (optional) extra credit work that you do must be typed in bold.** You can shrink tables, but not to the point that your reader is going to find it hard to read. **The 60-page limit is an upper limit, not a lower limit and it does not include space allocated to extra credit work.** The penalty for a late paper will be minimal until midnight on May 11, modest if in the following morning by 9 am, and no more than grade level if in by May 13 at 5 pm. I will need both electronic and hard copies by the specified deadlines.

**COURSE TEXTS**

**REQUIRED**


2. Norusis, Marija J. 2012. IBM SPSS Statistics 19.0 Statistical Procedures Companion. Upper Saddle River, NJ: Pearson/Prentice Hall. This will be a very useful book as it will discuss various statistics that are presented in your SPSS output. If you buy on line, you may want to buy a less expensive (and less recent editions). The changes from edition to edition tend to be very modest. However, the 2009 edition refers to the statistical package as PASW. This does not mean it differs in a major way from the earlier editions. For the 19th edition of this book the term PASW has been replaced by IBM SPSS. I do not think you will run into problems if you are working with and edition of this manual based on the 16th or later edition. (Use Amazon.com to get a second hand copy of this book.)

3. Grotenhuis, Manfred te and Chris Visschder. 2014. How to Use SPSS Syntax. Los Angeles: Sage. (If not in the bookstore, try Amazon). This course is based almost entirely the syntax version of SPSS. For many of you this book may help your learn hot to use it. Consult it when you need it. (See O’Neill Course reserves)

**SUGGESTED FOR AN EXCELLENT, BUT A MORE ADVANCED TREATMENT THAN THE POLIT BOOK:**


**SUGGESTED FOR AN EXCELLENT, BUT A BIT MORE ADVANCED TREATMENT THAN THE WARNER BOOK:**

do not hesitate to use it. Keep in mind that you may find that the chapter number for discriminant analysis or logistic regression does vary from one edition to another. (O’Neill Course reserves)

SUGGESTED ALTERNATIVE FOR A RELATIVELY BASIC TREATMENT

SUGGESTED FOR SPECIFIC TOPICS
Keith, Timothy K. 2006. Multiple Regression and Beyond. Upper Saddler River, NJ: Pearson Education. This book provides a thorough treatment of many of the issues we cover in this course. It is not written at an overly sophisticated level. You might find this book very useful for multiple regression, path analysis, and related procedures.
Namboodiri, Krishnan. 1984. Matrix Algebra: An Introduction. Sage. (GSSW). This is a good place to go if you want to learn the basics of matrix algebra. (O’Neill Course reserves). The Tabachnick, Barbara G., & Linda S. Fidell, 2014 source makes some use of matrix algebra, but cannot understood without first learning it.

TOPICS AND READINGS
Items on reserve at O’Neill are indicated by (O’Neill on Reserve) at the end of the citation. While just (O’Neill) is used to designate a book that is in O’Neill, but not on reserve for this course. Most assigned articles, SPSS runs, “how to” documents, and datasets can be downloaded from the course Google Drive folders. It is best to download files after I tell you to, so that you will have this year’s (and not last year’s version) of the file.

Items that everyone will be required to read are marked with an asterisk. Each of you will read items without an asterisk selectively depending on whether you are looking for a more basic or a more advanced treatment and depending on which version of SPSS you are working with. I recommend that you start by reading the IBM Statistics 19 Statistical Procedures Companion.

Bottom Line: I will be leaving it up to you to decide which of the various sources to use in connection with each procedure and topic. It will depend on how sophisticated a treatment you want. When I cover a technique, concept, statistic, option, etc., after class look it up and read about it in at least one of the sources that I have provided. If you are having trouble finding a relevant discussion in one of the two required books, see me or the TA for the course for help in figuring out where to find relevant material to read. On a few highly specialized topics you will need to get it from the class notes alone or from an item on reserve at O’Neill. Past experience suggests that 80% of the students in the class will get 90% of the basic stats they need from the combination of the book by Polit and the book by Norusis. In general if you want more depth, try Tabachnick, Barbara G., & Linda S. Fidell. 2014. Using Multivariate Statistics. 6th Edition. Boston: Pearson/Allyn and Bacon. If you think you might want to go on to courses like Sc704, Sc705, Sc706 I would suggest that you spend at least some time with one of the more advanced sources such as Tabachnick & Fidell.

MULTIPLE REGRESSION & RELATED TECHNIQUES

OBJECTIVES: To be able to do multiple regression and path analysis using SPSS. After we finish this section of the course you should understand such concepts as:

<table>
<thead>
<tr>
<th>slope</th>
<th>tolerance</th>
</tr>
</thead>
<tbody>
<tr>
<td>intercept</td>
<td>residual analysis</td>
</tr>
<tr>
<td>least squares line</td>
<td>standardized residuals</td>
</tr>
<tr>
<td>simple vs. multiple regression</td>
<td>assumptions about residuals</td>
</tr>
<tr>
<td>regression coefficient vs. partial regression coefficient</td>
<td>normality</td>
</tr>
<tr>
<td>the multiple correlation coefficient</td>
<td>linearity</td>
</tr>
<tr>
<td>the coefficient of determination</td>
<td>homoscedasticity</td>
</tr>
<tr>
<td>R-square</td>
<td>partial plots</td>
</tr>
<tr>
<td>adjusted R-square</td>
<td>the construction and use of dummy variables</td>
</tr>
<tr>
<td>unstandardized partial regression coefficients</td>
<td>interaction terms</td>
</tr>
<tr>
<td>standardized partial regression coefficients</td>
<td>analysis of interaction</td>
</tr>
<tr>
<td>beta weights</td>
<td>data transformation</td>
</tr>
<tr>
<td>t values</td>
<td>quadratic regression</td>
</tr>
<tr>
<td>hierarchical multiple regression</td>
<td>panel regression</td>
</tr>
<tr>
<td>stepwise multiple regression</td>
<td>path analysis</td>
</tr>
<tr>
<td>forward inclusion</td>
<td>path coefficients</td>
</tr>
<tr>
<td>backward elimination</td>
<td>direct effects</td>
</tr>
<tr>
<td>part correlation</td>
<td>indirect effects</td>
</tr>
<tr>
<td>partial correlation</td>
<td>spurious effects</td>
</tr>
<tr>
<td>collinearity</td>
<td>causal analysis</td>
</tr>
<tr>
<td>multicollinearity</td>
<td>path diagrams</td>
</tr>
</tbody>
</table>
You should be able to interpret an SPSS syntax file for a multiple regression run and you should be able to write a SPSS program (syntax file) to do multiple regression. When doing this here and in all other assignments, please turn in the appropriate syntax file corresponding to any and all SPSS output tables presented. Extract the tables that you will be discussing from the SPSS output using “copy objects” and paste them into a word document at the point you discuss them. Just prior to each set of tables paste in the syntax commands used to generate those tables.

**READING:**

**Textbooks**

*Polit, 2010:*
Chapter 4: Preparing Your Data
Chapter 5: Transforming Your Data
Chapter 9: Correlation and Simple Regression.
Chapter 10: Multiple Regression (a good basic introduction.)
Chapter 14: Missing Values (Good discussion of alternatives for dealing with missing values)

*Norusis, 2012.*
Chapter 4: Preparing Your Data (This is very basic. Review this when we discuss data cleaning)
Chapter 11: Correlation
Chapter 12: Bivariate Linear Regression
Chapter 13: Multiple Linear Regression
This text provides a good statistical overview of regression analysis and what you get when you run it in SPSS, but it does not say anything about the syntax needed to set up your run.

**Warner, 2013 (or 2008) (O'Neill course reserves)**
Chapter 9: Bivariate Regression
Chapter 10: Adding a Third Variable: Preliminary Exploratory Analysis
Chapter 11: Multiple Regression with Two Predictor Variables
Chapter 12: Dummy Predictor Variables and Interaction Terms in Multiple Regression
Chapter 14: Multiple Regression with More Than Two Predictors

**Mertler and Vannatta. 2005.**
Chapter 3: Data Screening,
Chapter 7: Multiple Regression, and
Chapter 8: Path Analysis. (O'Neill)

**SPSS 11.0 Syntax Reference Guide. 2001.**
Chapter 12: This (or a more recent edition of this) manual can be used for information about the syntax you will need to do multivariate regression in SPSS. (O'Neill course reserves)

Chapter 3: Multiple Regression (Good basic treatment of topic)
Chapter 5: Nominal Independent Variables (an advanced version of dummy variable analysis)
Chapter 7: Nonadditive Relationships (good treatment of interaction)
Chapter 8: Causal Analysis I (a good discussion of path analysis). (O'Neill)

**Tabachnick & Fidell. 2014.**
Chapter 4: Cleaning Up Your Act: Screening Data Prior to Analysis (good discussion of various issues related to getting the data ready for statistical analysis)
Chapter 5: Multiple Regression (a place to go for a more advanced and more detailed treatment of the topic than you will find in the Polit book). If the library does not have the 6th edition ask for the 4th edition (2001) or the 5th edition (2007) keeping in mind that the chapter numbers may change. This book provides a more advanced treatment of multiple regression than you will find in Polit or Warner. Do not be scared by your lack of ability to fully understand the sections that make use of matrix algebra. You will not need to understand the matrix algebra to understand most of what is discussed in this chapter. I do recommend that at some point you take the time to learn the basics of matrix algebra. I suggest you use the Namboodiri (1984) book below, but there are many other books that cover the topic just as well. For a very brief (I think too brief) introduction to matrix algebra see Appendix A of the Tabachnick & Fidell book. (O'Neill)

**Namboodiri, 1984.**
See this book for a more detailed overview of matrix algebra. (O'Neill course reserves)

**Keith, 2006.**
You might find this book very useful for this course and for future work using multiple regression, path analysis, and related procedures. (O'Neill)

**Articles**


Pampel, Fred C., John B. Williamson, and Robin Stryker. 1990. “Class Context and Pension Response to Demographic Structure in Advanced Industrial Democracies.” Social Problems 37:535-550. (This is an example of multiple regression analysis checking for and reporting interaction effects.) (O’Neill) (MyFiles)


Shen, Ce. and John B. Williamson. 1999. “Maternal Mortality, Women's Status, and Economic Dependency in Less Developed Countries: A Cross-National Analysis.” Social Science & Medicine 49:197-214. (This is an article illustrating the use of multiple regression analysis and path analysis.) (O’Neill) (MyFiles)

Book

*Wilkinson, Richard and Kate Pickett. 2010. The Spirit Level: Why Greater Equality Makes Societies Stronger. New York: Bloomsbury Press. You will be asked to make use of this book some assignments. You can probably get a copy at a good price on Amazon.com. I have a few copies that I can borrow, but your will need to return the book so it can be used again next year.

MULTIPLE IMPUTATION

Multiple Imputation is a technique for dealing with missing data that we will use in connection with multiple regression. I have worked with a prior TA for this course (Mehmet Cansoy) to prepare a relatively simple guide to the use of multiple imputation when doing multiple regression in SPSS. When you take more advanced courses you will learn how to do multiple imputation in connection with other statistical packages such as Stata. In some statistical packages this procedure is built in and done automatically.

- Types of missing data: (1) Missing Completely at Random (MCAR), (2) Not Missing at Random (NMAR) (3) Missing at Random (MAR).
- Multiple Imputation with Chained Equations (MICE)
- Picking variables
- Analyzing Missing Data Patterns
- Figure 1 Summary of Missing Values (p. 11 of handout on imputation)
- Figure 2 Missing Value Patterns (p. 12 of handout on imputation)
- Checks for Non-Normality, Syntax for Descriptive Statistics also Table 2 (p. 15)
- Syntax 3 Categorical Recode (p. 16)
- Syntax 4 Bottom-Coding (p. 16)
- Syntax 5 Transformations (p. 16)
- Syntax 7 Imputation Model (p. 20)
- Table 4 Imputation Constraints (p. 21)
- Figure 4 Imputation Error (p. 22)
- Syntax 8: Imputation with More Draws (p. 23)
- Table 6 Imputation Results (p. 24)
- Syntax 8 (p. 24)
- Table 7 Imputation Models (p. 25)
- Table 8 Descriptive Statistics (p. 26)
- F. Analyzing Multiple Imputation Results (p. 27)
- Syntax 0: Crosstabs "Layered" (p. 27)
- Table 10: Layered Crosstabs (pp. 28-29)
- Syntax 11: Regression with Listwise Deletion and Table 11 Regression Results for Original Data (pp. 29-30)
- Syntax 12 Multiple Regression Using Imputed Data Table 12 Variables Entered /Removed, Table 13 Model Summary Table 14 ANOVA Results (pp. 31-32)
- Table 15 Regression Coefficients for Models 0,1,2,3,4,5, and pooled. This is a very important table (pp. 34-37)

READING:

"Introduction to Multiple Imputation Using SPSS" by Mehmet Cansoy with the help of John Williamson Updated April 2015.
LOGISTIC REGRESSION

OBJECTIVES: To be able to do logistic regression using SPSS. After we finish this section of the course you should understand such concepts as:

<table>
<thead>
<tr>
<th>the logistic regression curve</th>
<th>odds ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>logit coefficients</td>
<td>assessing goodness of fit of the model.</td>
</tr>
<tr>
<td>standard error of the logit coefficient</td>
<td></td>
</tr>
<tr>
<td>Wald statistic</td>
<td></td>
</tr>
</tbody>
</table>

READING:

Chapter 23, Binary Logistic Regression (Chapter 21 in the 2007 edition) (O'Neill)

*Polit, 2010.
Chapter 13, pp. 389-412.
This is a simple introduction to Logistic Regression. (O'Neill)

*Norusis, 2012.
Chapter 16: Logistic Regression Analysis
This is a good statistical overview of logistic regression and what you get when you run it in SPSS, but it does not say anything about syntax describing how to set up your run

Mertler and Vannatta, 2005.
Chapter 11 (O'Neill)

Tabachnick & Fidell. 2014 (or 2007).
Chapter 10 Logistic Regression.
This is a more advanced treatment of logistic regression than you will find in Polit or Warner.

This gives the details of SPSS syntax for this procedure. (O'Neill, stacks; GSSW, stacks)

Articles:


Gay, David, and John Lynxwiler. 1999. “The Impact of Religiosity on Race Variation in Abortion Attitudes.” Sociological Spectrum 19:359-377. (This is a simple example of logistic regression.) (O'Neill) (MyFiles)


DISCRIMINANT ANALYSIS (This year this material will be optional for extra credit)

OBJECTIVES: To be able to do discriminant analysis (also called discriminant function analysis) using SPSS. You should understand such terms as:

<table>
<thead>
<tr>
<th>discriminant function</th>
<th>unstandardized canonical discriminant function coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>discriminant score</td>
<td>standardized canonical discriminant function coefficients</td>
</tr>
<tr>
<td>group centroids</td>
<td>structure matrix</td>
</tr>
<tr>
<td>eigenvalue</td>
<td></td>
</tr>
<tr>
<td>Wilks' lambda</td>
<td></td>
</tr>
<tr>
<td>canonical correlation</td>
<td></td>
</tr>
</tbody>
</table>
READING

Textbooks

Chapter 18 (Chapter 16 in the 2008 edition): Discriminant Analysis (O'Neil on reserve)

*Polit, 2010.
Chapter 11, pp. 293-298: This is a simple introduction to discriminant analysis.

*Norusis, 2012.
Chapter 15: Discriminant Analysis
This is a good statistical overview of discriminant analysis and what you get when you run it in SPSS, but it does not say anything about how to set up your run.

Chapter 10
(O'Neil)

SPSS 11.0 Syntax Reference Guide. 2001
This gives the details of SPSS syntax for this procedure. (O'Neil on reserve)

Tabachnick & Fidell. 2014.
Chapter 9 (Chapter 11 in the 2007 edition): This is a more advanced treatment of discriminant analysis than you will find in Polit or Warner. (O'Neil on reserve)

Articles


FACTOR ANALYSIS

OBJECTIVES: To be able to do factor analysis using SPSS. By the time we finish this topic you should understand such terms as:

<table>
<thead>
<tr>
<th>common factors</th>
<th>oblique rotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>communality</td>
<td>factor scores</td>
</tr>
<tr>
<td>eigenvalue</td>
<td>factor score coefficient matrix</td>
</tr>
<tr>
<td>scree plot</td>
<td>principal components analysis</td>
</tr>
<tr>
<td>factor loadings</td>
<td>principal axis factoring</td>
</tr>
<tr>
<td>factor pattern matrix</td>
<td>plots of factor loadings</td>
</tr>
<tr>
<td>factor structure matrix</td>
<td>reproduced correlation matrix</td>
</tr>
<tr>
<td>factor rotation</td>
<td>anti-image correlation matrix</td>
</tr>
<tr>
<td>orthogonal rotation</td>
<td></td>
</tr>
</tbody>
</table>

READING

Textbooks

Chapter 20 (Chapter 18 in the 2008 edition): Principal Components and Factor Analysis (O'Neil on reserve)

*Polit, 2010.
Chapter 13: Factor Analysis. This source provides a simple overview.

*Norusis, 2012.
Chapter 18: Factor Analysis. This is a good statistical overview of factor analysis and what you get when you run it in SPSS, but it does not say anything about how to set up your run.
Chapter 9: This book provides an alternative to the Polit text written at about the same level. (O'Neill)

Tabachnick & Fidell. 2014.
Chapter 13: This is a more advanced treatment of factor analysis than you will find in Polit or Warner. (O'Neill on reserve)

SPSS 11.0 Syntax Reference Guide. 2001
This gives the details of SPSS syntax for this procedure. (O'Neill on reserve)

Articles


1. You are free to submit your original assignments without making changes. Alternatively, you can make some revisions if you so elect. It is not a problem if there are some comments from the TA on the version that you submit to be graded by me, but you are not obligated to show me the TA comments on your assignments.

2. It is very important that you include the SPSS tables (that the TA and I will need to check what you have done). Do not include tables that you do not discuss in your report. It works best to use the “copy objects” function to insert tables into the body of your write-up the segment at the appropriate place. It is important to make it very easy for us to find the relevant material in the tables presented. Highlighting specific numbers in a table that you discuss in the narrative can help a lot.

3. I will give you a page limit for each assignment. So that I can read your work, I am going to require that in all assignments your writing be in a 12-point font, and the words and numbers in the tables must be very easy to read by me in hard copy (and I find fine print hard to read!).

4. The most important time during the course to avoid getting behind is toward the end, specifically when doing assignments 5 and 6. Those assignments often take longer than the others. By that time in the semester the course will seem to be moving very quickly and most of you will experience increased time demands from other courses. The solution: keep up, particularly toward the end of the course.

5. Does it make sense to try to show that you have learned some tricks that we did not cover in class? If you have the time to do some of the optional supplementary reading and if you understand what you have read and if you can find a way to do some computer runs using this new material, then be sure to find a way to show this in your assignments. If you elect to learn optional advanced material, it is up to you to learn this new material on your own (do not expect the TA to teach it to you). If you do so and understand what you have read, then there will be some extra credit. I suggest that you find a way to work in some additional runs using some tricks (options, etc.) that we did not cover in class, options that are not covered in the runs we have (or will have) gone over in class. Be sure to include a discussion of the runs to illustrate that you understand how to interpret what you have found. There is no extra credit for just doing the run that does something new. Also there is no extra credit for doing something early; that is, doing it before we get to it in class. If you are not sure whether or not we are going to cover the topic in class later in the course, please ask. When you are doing something in the hope of getting some extra credit for your efforts, be sure to put that material in bold.

6. Why do extra credit material? (1) intellectual curiosity, (2) you will learn more from the course, (3) it will help compensate for credit lost due to errors that you do make or for the omission or inadequate coverage of topics that I feel are important, and (4) as an insurance policy (particularly for those who received an A on the mid-term paper). That said, there is typically at least one person in the class who manages to get an A on either the mid-term or the final paper without having done any extra credit work. This can happen if your presentation of the basic material covered in class is thorough and nearly flawless.

7. Is there a penalty for turning in a late mid-term for final paper? Except for very unusual circumstances (hospitalization, etc.) THERE IS A PENALTY when a paper comes in late. Think of it this way, (1) I do not want to create an incentive for turning in a paper late in an effort to get a better grade and (2) I want to protect students from the serious completion problems that in the past have come up when I have allowed people to turn in their assignments late. If you are considering turning in your assignment late, I urge you to first review the discussion of grading earlier in this syllabus. Due to the technical nature of what we cover in this course many students start to forget material that was once very clear. Within a few weeks after the end of the semester it can become very hard to finish assignments and after a few months, it becomes very hard. The good news is that no student has ever turned in a final paper more than 10 years after taking the course.

If you find yourself in a situation in which it becomes obvious that you are not going to be able to finish your mid-term or for final paper on time, my advice is to focus on the most important material that we have covered and leave out some of the more difficult material. If you do not leave out too much of that material, you are very likely to pass albeit with a lower grade.