URBP 204: QUANTITATIVE METHODS

FALL 2012

Instructor: Justin Meek (Till September 9)
            Hing Wong (from September 10 till October 5)
            Shishir Mathur (October 8 onwards)

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Office hours: Wednesday 1 pm to 2 pm & by appointment (Justin Meek)
              Monday 3 pm to 4 pm & by appointment (Hing Wong)
              Monday 2:30 pm to 4 pm & by appointment (Shishir Mathur)

Class days/time: Monday/ 4:30 pm to 7 pm

Classroom: WSQ 208

Class website: http://www.sjsu.edu/people/shishir.mathur/courses/204Fall2012Mon430pm/

Prerequisites: None

Units: 4

Course Catalog Description:
Urban research design, measurement, selected statistical research tools and introduction to computer processing. Extensive treatment of survey research.

Course Description and Course Learning Objectives:
The course begins with an overview of social research, and of several research methods frequently used in social science research. Next, it focuses on learning statistical tools needed to answer specific research questions. Thereafter it provides an overview of survey research. It then reviews the elements of research design. In the end it requires the students to conduct statistical analysis of survey data, and to present the research findings to the class.

Upon successful completion of the course, the students will be able to:
1) identify the overall strengths and weaknesses of quantitative, qualitative, experimental, and survey research methods;
2) develop research question worthy of informing public policy, and select the statistical tool appropriate for answering the research question (the tools learned in this class are: Tests
between Means of Different Groups, Tests Between Means of Related Groups, ANOVA, Factorial ANOVA, Correlation, One- and Two- Factor Chi Square; Ordinary Least Squares Regression; Logistic Regression);
3) develop survey research questions that conform to conventional best practices in survey design;
4) critically evaluate the strengths and weaknesses of various non-probability and probability-based sampling techniques;
5) present quantitative data and results in using clear, accurate and compelling charts and tables; and
6) identify the policy implications of statistical test results

Planning Accreditation Board (PAB) Knowledge Components

This course partially covers the following PAB Knowledge Components: 2B and 2C.

2b) Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.

2c) Quantitative and Qualitative Methods: data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.

A complete list of the PAB Knowledge Components can be found at http://www.sjsu.edu/urbanplanning/courses/pabknowledge.html

Required Course Readings:
There are three required text books for this course. They are:
You may also use the 10th edition of the book.
You may also use the 2nd edition of the book.
You may also use the 3rd edition of the book.

Course Assignments and Grading Policy:
This class will be a combination of lectures, discussions, and lab work. MS Excel and SPSS will be the primary statistical software used.

Grades will be based on five take home exercises (5% each for the first and the fifth take home exercise, 10% each for the remaining three take home exercises); term project (30%), the presentation of the term project (5%), and 25% for activities for the engagement unit (details to be provided later in the semester).

Through short answer questions, exercises one and five will test your comprehension of course material covered in week 1 and weeks 12-15, respectively. In exercise 2 you will conduct statistical tests learned in weeks 3 to 6. Exercises 3 and 4 will require you to conduct Ordinary Least Squares
regression and Logistic regression, respectively. The details for the exercises and term project (including term project presentation guidelines) will be handed out later in the semester.

Other Grading and Assignment Issues
Late work will not be accepted, except with the instructor’s prior permission.

The course grade and corresponding numerical grade are as follows:
A+ (96 and above); A (93 to 95); A- (90 to 92); B+ (87 to 89); B (84 to 86); B- (81 to 83); C+ (78 to 80); C (75 to 77); C- (72 to 74); D+ (69 to 71); D (66 to 68); D- (63 to 65); F (below 63)

Course Workload
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Because this is a four-unit class, you can expect to spend a minimum of nine hours per week in addition to time spent in class and on scheduled tutorials or activities. Special projects or assignments may require additional work for the course. Careful time management will help you keep up with readings and assignments and enable you to be successful in all of your courses. For this class, you will have to undertake additional activities outside the class hours, such as, conducting a windshield survey of a San Jose neighborhood and engaging with fellow students through email exchanges and reflective memos. Details on how to complete these activities will be provided on handouts distributed in class later in the semester.

Classroom Protocol
It is expected that students attend each class, be on time, complete the assigned readings prior to each class, and actively participate in discussions with an open mind. If you are unable to attend a class, please notify me in advance.

We live in a 24/7 connected world. However, I will request that you refrain from texting, tweeting, surfing, and anything else that you can do on an electronic device unless it is for taking notes or for looking up information relevant to the discussion at hand. If you must connect for other reasons, I ask that you either wait until break or do so with discretion. Phones must be off or on silent.

Academic Integrity Statement, Plagiarism, and Citing Sources Properly
SJSU’s Policy on Academic Integrity states: “Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development” (Academic Senate Policy S07-2). The policy on academic integrity can be found at http://www.sjsu.edu/senate/S07-2.htm.

Plagiarism is the use of someone else's language, images, data, or ideas without proper attribution. It is a very serious offense both in the university and in your professional work. In essence, plagiarism
is both theft and lying: you have stolen someone else's ideas, and then lied by implying that they are
your own.

**Plagiarism will lead to grade penalties and a record filed with
the Office of Student Conduct and Ethical Development. In
severe cases, students may also fail the course or even be
expelled from the university.**

*If you are unsure what constitutes plagiarism, it is your
responsibility to make sure you clarify the issues **before** you
hand in draft or final work.*

Learning when to cite a source and when not to is an art, not a science. However, here are some
common examples of plagiarism that you should be careful to avoid:

- Using a sentence (or even a part of a sentence) that someone else wrote without identifying
  the language as a quote by putting the text in quote marks and referencing the source.
- Paraphrasing somebody else's theory or idea without referencing the source.
- Using a picture or table from a webpage or book without reference the source.
- Using data some other person or organization has collected without referencing the source.

The University of Indiana has developed a very helpful website with concrete examples about
proper paraphrasing and quotation. See in particular the following pages:

- Overview of plagiarism at [www.indiana.edu/~istd/overview.html](http://www.indiana.edu/~istd/overview.html)
- Examples of plagiarism at [www.indiana.edu/~istd/examples.html](http://www.indiana.edu/~istd/examples.html)
- Plagiarism quiz at [www.indiana.edu/~istd/test.html](http://www.indiana.edu/~istd/test.html)

If you still have questions, feel free to talk to me personally. There is nothing wrong with asking for
help, whereas even unintentional plagiarism is a serious offense.

**Citation style**

It is important to properly cite any references you use in your assignments. The Department of
Urban and Regional Planning uses Kate Turabian’s *A Manual for Writers of Research Papers, Theses, and
available in the SJSU King Library. Additionally, the book is relatively inexpensive, and you may
wish to purchase a copy. Please note that Turabian’s book describes two systems for referencing
materials: (1) “notes” (footnotes or endnotes), plus a corresponding bibliography, and (2) in-text
parenthetical references, plus a corresponding reference list. The instructor prefers the latter.

**Accommodation for Disabilities**

If you need course adaptations or accommodations because of a disability, or if you need to make
special arrangements in case the building must be evacuated, please make an appointment with me
as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students
with disabilities requesting accommodations must register with the DRC (Disability Resource
Center) to establish a record of their disability.
Library Liaison
The SJSU Library Liaison for the Urban and Regional Planning Department is Ms. Toby Matoush. If you have questions, you can contact her at toby.matoush@sjsu.edu or 408-928-2096.

SJSU Writing Center
The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.
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FALL 2012

COURSE SCHEDULE
(subject to change with fair notice)

Please note: In the Course Schedule below, the chapter numbers for the Earl Babbie book are as per the 13th Edition. The Chapters numbers for the 13th and the 10th editions are provided at the end of the syllabus. If you buy the earlier edition, look for the corresponding chapter titles.

Chapter numbers for the Salkind book are as per the 4th Edition. The Chapters numbers for the 4th and the 2nd editions are provided at the end of the syllabus. If you buy the earlier edition, look for the corresponding chapter titles.

Chapter numbers for the Agresti and Finlay book are as per the 4th Edition. The Chapters numbers for the 4th and the 3rd editions are provided at the end of the syllabus. If you buy the earlier edition, look for the corresponding chapter titles.

Week 1: August 27
Course Overview; Social Research
Required reading:
Earl, Babbie. Ch. 2, 3 and 5

Week 2: September 3 (no class)

Week 3: September 10
Statistical Analysis - I
Descriptive Statistics
Required reading:
Salkind, Neil. Ch. 2, 3, and 4
Take Home Exercise Set 1 Introduced

Week 4: September 17
Statistical Analysis - II
Census Overview; Normal Distribution; Hypothesis Testing; T-statistics
Required reading:
Salkind, Neil. Ch. 7, 8 and 9

Week 5: September 24
Statistical Analysis - III
Tests between Means of Different Groups; Tests Between Means of Related Groups; ANOVA
Required reading: Salkind, Neil. Ch. 11, 12, and 13
Take Home Exercise Set 1 Due

Week 6: October 1
Statistical Analysis – III continued
Factorial ANOVA; Chi-squared tests; Correlation
Required reading: Salkind, Neil. Ch. 14, 15, and 17
Take Home Exercise Set 1 Graded
Take Home Exercise Set 2 Introduced
Week 7: October 8
Statistical Analysis – IV
Ordinary Least Squares Regression (OLS)
Required Reading: Agresti and Finlay Ch. 9, 10, 11 and 14
Revised 1st Take Home Exercise Set 1 Due
Term Project Introduced (Review of Survey Questionnaire; Review of Survey Data File)

Week 8: October 15
Statistical Analysis – IV continued
Ordinary Least Squares Regression (OLS)
Revised 1st Take Home Exercise Set 1 Graded
Take Home Exercise Set 2 Due
3rd Take Home Exercise Set Introduced
Neighborhood Profile Memo Due

Week 9: October 22
Statistical Analysis – IV continued; Lab Time for 3rd Take Home Exercise Set
Ordinary Least Squares Regression (OLS)
Take Home Exercise Set 2 Graded

Week 10: October 29
Statistical Analysis – V
Logistic Regression
Required Reading: Agresti and Finlay Ch. 15
Revised Take Home Exercise 2 Due
Take Home Exercise Set 3 Due

Week 11: November 5
Statistical Analysis – V continued
Logistic Regression
Research Questions Due
Revised Take Home Exercise 2 Graded
Take Home Exercise Set 3 Graded
4th Take Home Exercise Set Introduced

Week 12: November 12
Survey Research-I; Lab time for research questions
Required reading: Earl, Babbie. Ch. 9
Revised Take Home Exercise 3 Due
Research Questions Graded

Week 13: November 19
Survey Research-II; Experiments and Qualitative Field Research
Required reading: Earl, Babbie. Ch. 8 and 10
Revised Research Questions Due
Revised 3rd Take Home Exercise Set Graded
Take Home Exercise Set 4 Due
Take Home Exercise Set 5 Introduced
Week 14: November 26
Research Design; Lab Time for Term Project
Required reading: Earl, Babbie. Ch. 4 and 6
Term Project Analysis Report Due
Take Home Exercise 4 Graded

Week 15: December 3
Research Design; Lab Time for Term Project
Term Project Analysis Report Graded
Mid-Term Exam Due
Revised Take Home Exercise Set 4 Due
Take Home Exercise Set 5 Due

Week 16: December 10
In-Class Presentation of Term Project
Revised Term Project Analysis Report Due
Revised Take Home Exercise Set 4 Graded
Take Home Exercise Set 5 Graded

Week 17: December 17 (Final’s Week)
Please note that the class will meet from 5:15 pm to 7:30 pm
In-Class Presentation of Term Project
Revised Take Home Exercise Set 5 Due
Revised Term Project Analysis Report Graded
APPENDIX

Chapter Titles: Babbie 13th edition

Ch. 1: Human Inquiry and Science
Ch 2: Paradigms, Theory and Social Research
Ch 3: The Ethics and Politics of Social Research
Ch 4: Research Design
Ch 5: Conceptualization, Operationalization, and Measurement
Ch 6: Indexes, Scales, and Typologies
Ch 7: The Logic of Sampling
Ch 8: Experiments
Ch 9: Survey Research
Ch 10: Qualitative Field Research
Ch 11: Unobtrusive Research
Ch 12: Evaluation Research
Ch 13: Qualitative Data Analysis
Ch 14: Quantitative Data Analysis
Ch 15: The Logic of Multivariate Analysis
Ch 16: Statistical Analyses
Ch 17: Reading and Writing Social Research

Chapter Titles: Babbie 10th edition

Ch.1: Human Inquiry and Science
Ch 2: Paradigms, Theory and Social Research
Ch 3: The Ethics and Politics of Social Research
Ch 4: Research Design
Ch 5: Conceptualization, Operationalization, and Measurement
Ch 6: Indexes, Scales, and Typologies
Ch 7: The Logic of Sampling
Ch 8: Experiments
Ch 9: Survey Research
Ch 10: Qualitative Field Research
Ch 11: Unobtrusive Research
Ch 12: Evaluation Research
Ch 13: Qualitative Data Analysis
Ch 14: Quantitative Data Analysis
Ch 15: The Elaboration Model
Ch 16: Social Statistics
Ch 17: Reading and Writing Social Research
Chapter Titles: Salkind 4th edition

1. Statistics or Sadistics? It's Up to You

Part II
2. Means to an End: Computing and Understanding Averages
3. Vive la Diff,rence: Understanding Variability
4. A Picture Really Is Worth a Thousand Words
5. Ice Cream and Crime: Computing Correlation Coefficients
6. Just the Truth: An Introduction Understanding Reliability and Validity

Part III
7. Hypotheticals and You: Testing Your Questions

Part IV
10. Only the Lonely: The One-Sample Z Test
11. t(ea) for Two: Tests Between the Means of Different Groups
12. t(ea) for Two (Again): Tests Between the Means of Related Groups
13. Two Groups Too Many? Try Analysis of Variance
14. Two Too Many Factors: Factorial Analysis of Variance
15. Cousins or Just Good Friends? Testing Relationships Using the Correlation Coefficient
16. Predicting Who'll Win the Super Bowl: Using Linear Regression
17. What to Do When You're Not Normal: Chi-Square and Some Other Nonparametric Tests
18. Some Other (Important) Statistical Procedures You Should Know About
19. A Statistical Software Sampler

Part V
20. The Ten (or More) Best Internet Sites for Statistics Stuff
21. The Ten Commandments of Data Collection
Chapter Titles: Salkind 2nd edition

1. Statistics or Sadistics? It's Up to You

Part II
2. Means to an End: Computing and Understanding Averages
3. Vive la Diff,erence: Understanding Variability
4. A Picture Really Is Worth a Thousand Words
5. Ice Cream and Crime: Computing Correlation Coefficients

Part III
6. Hypotheticals and You: Testing Your Questions
7. Are Your Curves Normal? Probability and Why It Counts

Part IV
9. t(ea) for Two: Tests Between the Means of Different Groups
10. t(ea) for Two (Again): Tests Between the Means of Related Groups
11. Two Groups Too Many? Try Analysis of Variance
12. Two Too Many Factors: Factorial Analysis of Variance
13. Cousins or Just Good Friends? Testing Relationships Using the Correlation Coefficient
14. Predicting Who'll Win the Super Bowl: Using Linear Regression
15. What to Do When You're Not Normal: Chi-Square and Some Other Nonparametric Tests
16. Just the Truth: An Introduction Understanding Reliability and Validity
17. Some Other (Important) Statistical Procedures You Should Know About
18. A Statistical Software Sampler

Part V
19. The Ten Best Internet Sites for Statistics Stuff
20. The Ten Commandments of Data Collection
Chapter Titles: Agresti and Finlay 4\textsuperscript{th} edition

1. Introduction
2. Sampling and Measurement
3. Descriptive statistics
4. Probability Distributions
5. Statistical inference: estimation
6. Statistical Inference: Significance Tests
7. Comparison of Two Groups
8. Analyzing Association between Categorical Variables
9. Linear Regression and Correlation
10. Introduction to multivariate Relationships
11. Multiple Regression and Correlation
12. Comparing groups: Analysis of Variance (ANOVA) methods
13. Combining regression and ANOVA: Quantitative and Categorical Predictors
14. Model Building with Multiple Regression
15. Logistic Regression: Modeling Categorical Responses
16. Introduction to Advanced Topics

Chapter Titles: Agresti and Finlay 3\textsuperscript{rd} edition

1. Introduction
2. Sampling and Measurement
3. Descriptive statistics
4. Probability Distributions
5. Statistical inference: estimation
6. Statistical Inference: Significance Tests
7. Comparison of Two Groups
8. Analyzing Association between Categorical Variables
9. Linear Regression and Correlation
10. Introduction to multivariate Relationships
11. Multiple Regression and Correlation
12. Comparing groups: Analysis of Variance methods
13. Combining regression and ANOVA: Analysis of Covariance
14. Model Building with Multiple Regression
15. Logistic Regression: Modeling Categorical Responses
16. Introduction to Advanced Topics