



**SAN JOSÉ STATE
UNIVERSITY**

Seminar in Applied Statistics in Justice (JS 203)

Spring, 2012

T 5:30 – 8:15 PM

SH 242

Instructor:	Michael Vallergera, M.A.
Email:	michael.vallergera@sjsu.edu
Office Hours:	Tuesdays 3:30 – 5:00 PM (MH 521) and By Appointment
Companion Website	SJSU Canvas

COURSE DESCRIPTION

Catalogue Description: An evaluation of specific statistical methods for quantitative and nonquantitative analyses, concentrating on applications and interpretations in justice related settings.

Prerequisite: STAT 95 or equivalent, JS 114 or equivalent, and graduate standing.

Instructor's Description: This is a core course in graduate students' training to do professional work in justice-related settings. The goal is for students to learn the quantitative statistical procedures most commonly used by social scientists. This course will build upon students' undergraduate and graduate statistics and research methods foundations. In essence, students will be learning *how* quantitative social scientists analyze information when discovering new knowledge or evaluating organizations. By the end of the semester, students should be capable of generating knowledge by employing the techniques we cover in their work. Students should also learn how to read scientific research reports and appropriately criticize them. This course also provides analysis skills that students can take to a Ph.D. program or be used in a job; the skills students learn should be highlighted in their resumes.

JUSTICE STUDIES READING AND WRITING PHILOSOPHY

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

REQUIRED READING MATERIAL/SOFTWARE

- *Discovering Statistics Using SPSS*, Andy Field (ISBN: 978-1-4462-4918-5).
- Students are required to have access to *SPSS*. The university provides this for a \$15 fee in Student Support Services in Clark Hall.
- Other material may be posted on the companion website on Canvas

ASSIGNMENTS AND GRADING POLICY

Quizzes and Assignments. It is important that students keep up with the course, applying skills as we learn them. To encourage students to read and keep up with the course, there will be quizzes and assignments.

The quizzes will be administered on the Canvas site and consist of questions that are intended to gauge whether students understand key aspects of the readings and the course. The homework assignments will be used to help students learn the material. The assignments will be distributed and submitted by students on the Canvas site. Quizzes and assignments will compose 25% of the final grade. One cannot make up a missed quiz or assignment; it counts as zero. However, the three lowest scores in this category will be dropped for grading purposes.

Research Paper. Conducting research is an active process, one that is learned through “doing,” and that culminates in a written document. For this reason, students will create a quantitative research paper over the course of the semester. It will be due in increments (which for grading purposes will count as assignments) with each part’s due date noted on the course schedule. The paper will take quite some time to complete, so it should be approached with a dedicated attitude. The final paper will be worth 25% of the final grade.

Exams. There will be two exams. The final exam will be comprehensive. Each exam will count as 25% of the final grade. The final exam may not be taken early for any reason. Exams will be conducted online using the “Quiz” function in the Canvas system.

Final Grade. The final course grade will be based on a 100-point scale. Since the grade is based on mastery of the material, it is theoretically possible for everyone to earn an A.

My grading scale is:

98 – 100 A+	92 – 97 A	90 – 91 A-
88 – 89 B+	82 – 87 B	80 – 81 B-
78 – 79 C+	72 – 77 C	70 – 71 C-
68 – 69 D+	62 – 67 D	60 – 61 D-
59 and below F		

The grade is composed of:

Class Assignments	25 points
Final Paper	25 points
Mid-term Exam	25 points
Final Exam	25 points
Total:	100 points

No 'I' grade except in the most extreme emergencies.

Federal Workload Statement

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 9 hours per week, including time used for lecture) for instruction or preparation/studying or course related activities.

Attendance and Participation. Daily class attendance is not required, but students will want to show up and participate—in person or online. Contributing to and witnessing class discussions are important components of the educational experience. For learning methods and analysis skills, they are essential. **In past classes, students who did not attend regularly typically failed to achieve a B- or better in this core course.**

Missing an exam or any other deadline without submitting a medical or university excuse may result in a grade of zero for that item. Excuses must be submitted, and arrangements for making up (if allowed) an exam or assignment must be made, by the next class after the absence. The nature of make-up exams is at my discretion. One cannot make up a missed quiz or assignment for any reason.

PROFESSOR VALLERGA'S COMMITMENT TO STUDENTS

I feel fortunate to be able to teach this class. I love research and am pleased to help provide the skills to others so that they can participate in research as well. Because I see teaching this class as a privilege and an honor, I strive to meet it with an equal measure of effort and respect, in that I will provide as thorough a set of tools to learn and use statistics as I can. Students deserve every opportunity to make their investment of time and money at San Jose State go as far as it can. Therefore, it is appropriate for students to expect me to be an expert in research methods and a master at helping them to learn how to do research.

I commit myself to:

1. Help students see the significance of what is being learned
2. Focus on the most important and relevant topics
3. Provide materials that facilitate learning

4. Be approachable and responsive to all students regardless of background
5. Structure assignments in ways that enhance learning
6. Grade in ways that provide meaningful feedback and valid evaluations of performance.

If I fail to meet these goals, please let me know so that I may improve my teaching.

CONDUCT

Students are expected to behave in accordance with the highest standards of academic honesty. The university's Academic Integrity Policy requires students to be honest in all academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development. A few students get into trouble because they are unaware of what constitutes academic misconduct. Academic misconduct includes cheating, fabrication, plagiarism, interference (e.g., stealing another student's work), violating course rules, and facilitating academic dishonesty. Academic misconduct could result in failure for an assignment (typically a grade of zero) or for the course or even in expulsion from the university. The academic integrity policy can be found at: <http://www.sjsu.edu/studentconduct>. My punishments will be in accordance with university policies—I will not tolerate academic misconduct.

Students are also expected to respect the right of their fellow students to learn. In all course activities, students must maintain a respectful demeanor toward fellow students regardless of personal assessments of them. *Failure to act according to the standards set forth here will have consequences. For example, students may be dismissed from the course, and a complaint made to the Office of Student Conduct and Ethical Development.*

DISABILITIES

I believe strongly in the right of everyone to have equal access to learning. If students have a specific disability that may be addressed with academic accommodations, please notify me as soon as possible. I will work with students to ensure that they have a positive learning experience. Students should inform me of necessary course adaptations or accommodations because of a disability, or if they need special arrangements in case the building must be evacuated. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with AEC to establish a record of their disability. This office is located in Administration Building, Room 110. I am inclined, however, to address other needs that may not be verifiable disabilities. Therefore, if one is not registered with AEC, one should still discuss their issues to see if I may help.

NOTES FROM THE UNIVERSITY

Student Technology Resources: Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Computers are also available for checkout in the CASA Student Success Center and in the Martin Luther King, Jr. Library. It is my understanding that all of the computers listed above have SPSS installed on them. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens, monitors, and AV adapters for Mac computers.

CASA Student Success Center: The Student Success Center in the College of Applied Sciences and Arts (CASA) provides advising for undergraduate students majoring or wanting to major in programs offered in CASA Departments and Schools. All CASA students and students who would like to be in CASA are invited to stop by the Center for general education advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. Looking for academic advice or maybe just some tips about how to navigate around SJSU? Check out the CASA Student Success Center! It's also a great place to study, and students can check out laptops.

Location: MacQuarrie Hall (MH) 533 - top floor of MacQuarrie Hall. Contact information: [408.924.2910](tel:408.924.2910). Website: <http://www.sjsu.edu/casa/ssc/>.

SJSU Writing Center: The SJSU Writing Center is available to help students improve their writing. It is located in Room 126 in Clark Hall, and it is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. The 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/>.

Peer Connections: The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, campus resource referrals, and to speak with a peer who has been trained to assist other students going through the college experience.

Services: In addition to offering appointments for small group and individual tutoring (same day appointments are often available) for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including

preparing for the Writing Skills Test (WST), improving learning and memory, alleviating procrastination, surviving the first semester at SJSU, and other college success related topics. A computer lab is also available for student use in Room 600 of the Student Services Center (SSC).

Locations: We are located in SSC 600 (the 10th Street Garage on the corner of 10th and San Fernando St.), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. The peer connections website is located at <http://peerconnections.sjsu.edu>. Please be sure to come see us!

Dropping and Adding: Students are responsible for understanding the policies and procedures about add/drops, academic renewal, and so forth. Students should also be aware of the current deadlines and penalties for adding and dropping classes. Policies for adding classes are available at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-1800.html>. Policies for dropping classes are found at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-1809.html>, and information about late drops is available at <http://www.sjsu.edu/aars/policies/latedrops/>. Finally, deadlines for adding and dropping classes are listed on the registration calendar available at <http://www.sjsu.edu/registrar/calendar/>.

**Seminar in Applied Statistics in Justice Studies (JS 203)
Spring 2014, Course Schedule**

The schedule is subject to change with fair notice to the class during class sessions. *Additional reading may be assigned.* Reading assignments listed next to each date should be completed before you come to class on that date. *Exam dates will not change.*

Week	Date	Topics	Readings, Assignments
1	January 27	Syllabus, Course Information	
2	February 3	Review of Basic Concepts	Field, Chapters 1, 3, 4
3	February 10	Statistical Inference	Field, Chapter 2
4	February 17	T-tests	Field Chapter 9; IRB Proposal Due
5	February 24	ANOVA	Field, Chapter 11
6	March 3	Crosstabulation	Field, Chapter 18, section 5 (18.5)
7	March 10	Bivariate Regression	Field, Chapter 7 & 8.1 – 8.4
8	March 17	Mid-term Exam	
9	<i>March 24</i>	<i>Spring Break—Act Like a College Student!</i>	
<i>10</i>	<i>March 31</i>	<i>Cesar Chavez Day – Campus Closed</i>	
11	April 7	Multiple Regression	Field, Chapter 8.5 – 8.14
12	April 14	Multiple Regression	Online 1 Paper Proposal Due
13	April 21	Multiple Regression	Field 10.5
14	April 28	Logistic Regression	Field, Chapter 19; Online 3
15	May 5	Paper Draft Due	
16	May 12	Scales & SEM	Field, Chapter 17; Online 4, 5
17	May 19	Final Exam Final Paper Due	Final Time 1715-1930