



Watts College of Public Service and Community Solutions
SWU 321/394
Statistics for Social Workers
SYLLABUS
SPRING 2025 | IMMERSION
1/13-5/2
Tuesday & Thursday 10:30 AM – 11:45 AM
Classroom: Downtown Campus – UCENT 238

SWU 321 is for undergraduates; SWU 394 is for graduate students taking the course as a pre-requisite for the MSW program. Those enrolled in 321 will receive a letter grade. Those enrolled in 394 will receive a Pass/Fail grade (**B- and better will earn a passing grade**).

Instructor: Hyunsung Oh, PhD, MSW
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Telephone: 602-543-4040
Office: UCENT 822H

Office Hours (UCENT 822H)

Feel free to drop by my office, UCENT 822H with a prior scheduling by email. If you have questions, need clarification, or would like to discuss any aspect of the course, please feel free to schedule an appointment with me following the steps below.

1. To schedule an appointment, please send an email to hyunsung@asu.edu with the subject line "Meeting Request."
2. In your email, provide a brief description of the topics you'd like to discuss during the meeting.
3. **Offer a few options for meeting times** that work for you, and I will do my best to accommodate.
4. I will respond to your email within 12-48 hours to confirm the meeting or propose an alternative time.

I. Program Level: BSW

II. Course Requirement

Credit: Three (3) credit hours
Elective or Required: Required

III. Land Acknowledgement

The School of Social Work acknowledges, with respect, that the physical locations of the Arizona State University School of Social Work are within the ancestral homelands of those American

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Indian tribes that have sustained connections to its lands and waters since time immemorial, including the Akimel O’odham (Pima), Pee Posh (Maricopa), Quechan (Yuma), and Tohono O’odham peoples.

IV. Statement of Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

V. Course Catalog Description

Teaches social work students how to use and interpret descriptive and inferential statistics in social work practice. May be repeated for credit.

VI. General Studies Gold Syllabus Statement

This course fulfills the ASU Quantitative Reasoning General Studies requirement. Students completing a Quantitative Reasoning course will be able to:

1. Understand variables, measurement and data, including how they can be used to pose and answer questions about society and nature, and to manipulate, organize, classify and visualize quantitative data.
2. Evaluate arguments from everyday life or academic fields of study that are represented mathematically, statistically, computationally, or in visualizations.
3. Formulate hypotheses, mathematical models or narratives that are consistent with quantitative data.
4. Communicate how quantitative data, interpretations, or models are connected to outcomes, predictions, decisions, explanations, or future states.
5. Employ one or more digital tools effectively to accomplish these outcomes.

VII. Course Overview

Effective and competent social work practice requires an understanding of statistical analysis. Statistical literacy is crucial to a social work practitioner's ability to inform and guide practice decisions. Unless one can determine if a statistical analysis was performed correctly, one cannot know whether the findings of a research study have credibility or to what degree recommendations derived from the study should be implemented in one's own practice. In addition, a social work practitioner must be able to communicate knowledge generated from his/her own research.

VIII. Course Enrollment Requirement

MAT 142 or General Studies Gold MATH or General Studies Marron MA course OR Visiting University Students

IX. Competencies/Learning Outcomes

| EPAS Competencies | Practice Behavior | Dimensions Measured in Course | Operationalized |
|---|--|--|--|
| <p>Competency 1: <i>Demonstrate Ethical and Professional Behavior</i></p> <p>Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</p> | <p>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</p> | <p>Knowledge Values Skills Cognitive and Affective Processes</p> | <p>1). Read (especially as they appear in research publications) and use basic descriptive, univariate, and bivariate statistical procedures. 2). Develop an appreciation for social statistics and the capacity to see its relevance to other knowledge areas: practice, behavior, and policy. 3). Describe how to employ statistical tools to learn about the characteristics and experiences of groups in our society that have not been as visible as other groups 4). Discuss how to use measures of central tendency and variability to describe differences and</p> |

| EPAS Competencies | Practice Behavior | Dimensions Measured in Course | Operationalized |
|---|---|--|---|
| | | | similarities among social groups. |
| <p>Competency 2: <i>Engage Diversity and Difference in Practice</i></p> <p>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power</p> | <p>Generate research questions that are appropriate for diverse population and address personal biases by using statistics.</p> | <p>Knowledge Values Skills Cognitive and Affective Processes</p> | <p>1). Develop research questions that are appropriate for diverse population. 2). Understand demographic factors’ impacts on a statistical relationship. 3). Understand the attributes of different factors.</p> |
| <p>Competency 3: <i>Advance Human Rights and Social, Economic, and Environmental Justice</i></p> <p>Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies</p> | <p>Develop research questions and examples to advance human rights and social, economic, and environmental justice.</p> | <p>Knowledge Values Skills Cognitive and Affective Processes</p> | <p>Provide examples or develop research questions to advance human rights and social, economic, and environmental justice when examining statistical relationships.</p> |

| EPAS Competencies | Practice Behavior | Dimensions Measured in Course | Operationalized |
|--|---|--|---|
| <p>designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.</p> | | | |
| <p>Competency 4: <i>Engage In Practice-informed Research and Research-informed Practice</i></p> <p>Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.</p> | <p>Use research evidence to inform practice.</p> | <p>Knowledge Values Skills Cognitive and Affective Processes</p> | <p>Develop an appreciation for social statistics and the capacity to see its relevance to other knowledge areas: practice, behavior, and policy.</p> |
| <p>Competency 7: <i>Assess Individuals, Families, Groups, Organizations, and Communities</i></p> <p>Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.</p> | <p>Collect, organize, and interpret client data</p> | <p>Knowledge Skills Cognitive and Affective Processes</p> | <p>1). Appropriately select and correctly use basic statistical procedures, particularly those necessary for practice evaluation. 2). Communicate statistical results and interpretations in terms that are meaningful to other social work practitioners. 3). Interpret a computer generated print-out of statistical procedures</p> |

| EPAS Competencies | Practice Behavior | Dimensions Measured in Course | Operationalized |
|---|--|--|---|
| <p>Competency 9: <i>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</i></p> <p>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</p> | <p>Collect, organize, and interpret client data.</p> | <p>Knowledge Skills Cognitive and Affective Processes</p> | <p>Appropriately select and correctly use basic statistical procedures, particularly those necessary for practice evaluation.</p> |
| <p>Competency 10: <i>Demonstrate working knowledge of the social, political, and cultural diversity of the Southwest and apply that expertise across all practice levels and locations.</i></p> <p>Social Workers in the Southwest develop and apply practical, in-depth knowledge of the cultural, historical, and contextual factors that impact services, populations, and practices. Aligned with the mission of the School of Social Work, social workers trained at ASU understand the intersection of federal, state, international, and tribal governing systems, cultural strengths and barriers to services, and policies and programs that impact service populations and practitioners. Social workers in the Southwest and across the nation understand the significance and complexity of the U.S.-Mexico transborder region; enduring principles of tribal sovereignty and the federal trust relationship with indigenous peoples; and the challenges facing children, youth and families in the social, economic, and political context. Social workers in the Southwest and across the nation understand the social dynamics of human migration and settlement that require responsiveness to Latinx; African American, older adult, recently relocated, immigrant, refugee, and urban American Indian/Alaska Native populations.</p> | <p>Understand statistical examples that are in the context of Southwest.</p> | <p>Knowledge Values Skills Cognitive and Affective Processes</p> | <p>Understand, and interpret the statistical relationships in the context of Southwest.</p> |

X. Course Units

- a. Intro to statistics
- b. Univariate Statistics
- c. Bivariate and multivariate statistics
- d. Applying research into social work practice

XI. Key Course Concepts

| | |
|-----------------------------------|------------------------------|
| Accepting the Alternative | Level of Measurement |
| Alternative (Research) Hypothesis | Level of Significance |
| ANOVA | Mann-Whitney U Test |
| Array | MANOVA |
| Attributes of Distribution | Matrix-Formatted Data |
| Bivariate Statistics | Nominal |
| Causality | Nonparametric Alternative |
| Central Tendency | Nonparametric Statistics |
| Chi Square | Null Hypothesis |
| Continuous | One Sample T-Test |
| Correlation Coefficient | Ordinal |
| Cross-Tabulation Table | Parametric Statistics |
| Data | Pearson R |
| Dependent T-Test | P-Value |
| Dependent Variable | Ratio |
| Descriptive Statistics | Raw Data |
| Discrete | Regression Analysis |
| Error | Research Question |
| Frequency Distribution | Significance Level |
| Hypothesis | Standard Normal Distribution |
| Hypothesis Testing | Statistics |
| Independent Samples T-Test | Type I Error |
| Independent Variable | Type II Error |
| Inferential Statistics | Univariate Statistics |
| Interval | Variability |
| Kolmogorov-Smirnov Two-Same Test | Wilcoxon Sign Test |
| Kruskal-Wallis Test | Z-Score |

XII. ASU and Related Policies

For information regarding course and college policies, please refer to the [Course Policies link](#). Students are responsible for reviewing and complying with all ASU policies.

National Association of Social Workers Code of Ethics:

The National Association of Social Workers (NASW) Code of Ethics is a guide to the everyday conduct of professional social workers. Sections are: 1) The Preamble which summarizes the social work

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profession's mission and values; 2) The Purpose which is an overview of the Code's main functions and a brief guide for dealing with ethical dilemmas; 3) Ethical principles which set forth ideals that all social workers should aspire to base on social work's core values of service, social justice, dignity and worth of a person, importance of human relationships, integrity, and competence; and, 4) Ethical standards to guide social workers' conduct.

Please review at:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-Spanish>

COURSE OUTLINE

XIII. Required Textbook and Readings

Weinbach, R. W., & Grinnell, R. M. (2015 — 9th edition). *Statistics for Social Workers*. Boston, MA: Pearson, Allyn & Bacon.

SWU 321 adopts ASU's Inclusive Access program is designed to deliver digital materials to students at the lowest possible price. In specific, the required material for this course, *Statistics for Social Workers*, will be offered as an e-book and made available at a discounted price significantly cheaper than if purchased directly from the publisher. TO ACCESS THE E-BOOK, CLICK ON THE BRYTEWAVE TOOL IN THE COURSE'S CANVAS SHELL. Please note: the eBook won't appear on your shelf until approximately 5 days prior to the start of classes. If you wish to take advantage of this discounted group price, no additional action is needed. Following the drop/add period, a charge of \$35.00, plus tax, will post to your student account under the header "Bkstr Publisher Negotiated Rate" and your access will continue uninterrupted.

If you'd rather purchase the material from an alternate source, meaning "OPT-OUT of this program", you may choose to opt out of the program at https://includedcp.follett.com/1230*. Enter your ASU e-mail address AS IT APPEARS IN THE ASU DIRECTORY (<http://asu.edu/directory>), then follow the instructions provided. Be aware that if you do opt-out, your access to the e-book will be discontinued. If you need assistance accessing the book or the opt-out portal, fill out the support request form: <https://forms.gle/uD4GhBxMoixnbwYx5>

*Link is campus specific:

Tempe/Online: <https://includedcp.follett.com/1230>

Poly: <https://includedcp.follett.com/1232>

West: <https://includedcp.follett.com/1233>

Downtown: <https://includedcp.follett.com/1234>

Lectures and other readings will be available on the course website.

Additional Optional Readings from which Examples and Practice Questions Come

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- Ell, K., Aranda, M. P., Wu, S., Oh, H., Lee, P.-J., & Guterman, J. (2017). Promotora assisted depression and self-care management among predominantly Latinos with concurrent chronic illness: safety net care system clinical trial results. *Contemporary Clinical Trials*, *61*, 1-9.
- Ell, K., Katon, W., Xie, B., Lee, P.-J., Kapetanovic, S., Guterman, J., & Chou, C.-P. (2010). Collaborative care management of major depression among low-income, predominantly Hispanic subjects with diabetes: a randomized controlled trial. *Diabetes Care*, *33*(4), 706-713.
- Jones, S. E., Ethier, K. A., Hertz, M., DeGue, S., Le, V. D., Thornton, J., . . . Geda, S. (2022). Mental health, suicidality, and connectedness among high school students during the COVID-19 pandemic—Adolescent Behaviors and Experiences Survey, United States, January–June 2021. *MMWR supplements*, *71*(3), 16.
- Kintzle, S., Oh, H., Wilcox, S., Hassan, A., Ell, K., & Castro, C. (2015). Civilian unemployment and mental health: The moderating impact of alcohol misuse in returning national guard. *Military medicine*, *180*(9), 986-993.
- Oh, H., & Ell, K. (2018). Associations between changes in depressive symptoms and social support and diabetes management among low-income, predominantly Hispanic patients in patient-centered care. *Diabetes Care*, *41*(6), 1149-1156.
- Oh, H., & Park, S. K. (2020). Gender and stress-buffering of social capital toward depression among precarious workers in South Korea. *Work*, *66*(1), 53-62.

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XIV. Course Schedule - Plan of Instruction

| week | Topic | Date for Tuesday Class | Content for Tuesday Class | Date for Thursday Class | Content for Thursday Class | Weekly Required Reading |
|------------------------------|---|------------------------|---|-------------------------|---|--|
| 1 | introduction to Class, Understanding Data and Statistics, and Variable's level of measurement | 1/14 | * Introduction of Course * Why We Should Know Statistics * Human Being the Source of Data *Excel Program Education | 1/16 | *Four Levels of Measurement *TYPICAL Ways to Gather Data in Each Level | *Course Syllabus *Chapter 1 Textbook *Lecture note uploaded to Canvas *Excel Basic introduction YouTube |
| 2 | Level of Measurement and Causality Being the Fundamental Assumption Between IV and DV | 1/21 | *Independent Vs. Dependent Variables *Did You Know the Level of Measurement Is Subject to How the Data Is Gathered? * Bivariate-Assumed Research Question | 1/23 | Continue the topic Covered on Tuesday | *Chapter 1 Textbook *Lecture note uploaded to Canvas |
| 3 | Frequency Distributions and Graphs; Visual Presentation | 1/28 | * Raw Data and Array * Types of Frequency & Percentage Tables | 1/30 | Continue the topic Covered on Tuesday | *Chapter 2 Textbook *Lecture note uploaded to Canvas |
| 4 | Univariate (Descriptive) Statistics | 2/4 | * Univariate Vs. Bivariate Statistics *Measures of Central Tendency by Level of Measurement | 2/6 | Continue the topic Covered on Tuesday | *Chapter 3 Textbook *Lecture note uploaded to Canvas |
| 5 | Attributes of Normal Distributions | 2/11 | *What Is the Normal Distribution *Attributes of Distributions *the Standard Normal Distribution *Converting Raw Scores to Z Scores and Percentiles | 2/13 | Continue the topic Covered on Tuesday | *Chapter 4 & 5 Textbook *Lecture note uploaded to Canvas |
| 6 | Research Question and Bivariate Statistics and Causality | 2/18 | * Pose A Research Question with an Assumption of Causality *Null Hypothesis Vs. Alternative Hypothesis | 2/20 | Continue the topic Covered on Tuesday | *Chapter 5 & 6 Textbook *Lecture note uploaded to Canvas |
| 7 | Testing Hypothesis with P-Value (1) | 2/25 | *Sampling Distribution and Standard Error *95% Vs. 99% Confidence interval | 2/27 | *P-Value Less Than 5% and Rejecting the Null Hypothesis | *Chapter 5 & 6 Textbook *Lecture note uploaded to Canvas |
| 8 | Testing Hypothesis with P-Value Less Than 5% (2) | 3/4 | *Group Exercise – Construction 95% Vs. 99% Confidence interval | 3/6 | Continue the topic Covered on Tuesday | *Chapter 5 & 6 Textbook *Lecture note uploaded to Canvas |
| Spring Break (3/9-16) | | | | | | |
| 9 | Mid-Term Exam Week | 3/18 | * Extra-Point: Design Your Own Research Question Review *Last Minute Q&A for Mid-Term Exam | 3/20 | *in-Class Mid-Term Exam (20 Points) | |

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| week | Topic | Date for Tuesday Class | Content for Tuesday Class | Date for Thursday Class | Content for Thursday Class | Weekly Required Reading |
|------|---|------------------------|--|-------------------------|--|---|
| 10 | Discrete IV & Discrete DV - Cross Tabulation and Chi-Square | 3/25 | * Post Mid-Term Exam Review *When Chi-Square Is Appropriate *Cross-Tabulation Tables | 3/27 | *interpreting Results of A Chi-Square Testing *When Chi-Square Is Not Appropriate | *Chapter 8 Textbook *Lecture note uploaded to Canvas |
| 11 | Discrete IV & Discrete DV - Cross Tabulation and Chi-Square | 4/1 | *Hands-on Exercise with Excel Template for Chi-Square Value and Critical Value Corresponding with P-Value 0.05 | 4/3 | Continue the topic Covered on Tuesday | *Chapter 8 Textbook *Lecture note uploaded to Canvas |
| 12 | Discrete IV & Continuous DV - A Variety of T-Tests | 4/8 | *When to Use T-Test, ANOVA, Or Nonparametric Alternative *When to Use on-Sample T-Test, Dependent T-Test, Or independent T-Test * Misuse of T-Test | 4/10 | Continue the topic Covered on Tuesday | *Chapter 7 Textbook *Lecture note uploaded to Canvas |
| 13 | Discrete Iv & Continuous Dv - anova; Nonparametric Tests | 4/15 | *When to Use Simple anova *Simple (one-Way) anova and Post Hoc Comparison * Nonparametric Alternative | 4/17 | Continue the topic Covered on Tuesday | *Chapter 7 Textbook *Lecture note uploaded to Canvas |
| 14 | Continuous IV & Continuous DV: Pearson's Correlation(R) | 4/22 | *When to Use Pearson's Correlation *Visual Presentation - Scattergram (Scatterplot) | 4/24 | * Correlation Coefficient and Its Meaning * Nonparametric Alternatives | *Chapter 9 Textbook *Lecture note uploaded to Canvas |
| 15 | Applying Research into Social Work Practice | 4/29 | *Applying Research into Social Work Practice | 5/1 | *Review of Materials within Mid-Term Exam Coverage | *Lecture note uploaded to Canvas |
| 16 | Final Exam | 5/6 | in-Class Final Exam (20 Points) | | Have Good Summer Break | |

XV. Assignments and Evaluative Procedures

| | |
|---------------------|------------|
| Mid Term | 20 |
| Final Term | 20 |
| Exercise | 26 |
| Practice | 35 |
| Attendance | 15 |
| Extra Credit | 2 |
| Total Points | 118 |

IMPORTANT NOTE

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1) **Mid-term exam (20 points)** - There are no acceptable reasons for missing tests or quizzes except in the case of a documented illness of students themselves, which requires a signed, written note from a doctor. If you must miss a mid-term due to a serious illness, please contact me by email at least one hour before the exam begins. For a student who has been approved to miss the mid-term exam, an invitation will be extended to visit the instructor's office at an alternative time for another test. In terms of scoring, this student will incur a 10% deduction from the actual score earned in the mid-term exam.

2) **Final exam (20 points)** – No alternative opportunity will be provided in the event of missing the final exam scheduled.

3) **Assignments including Practice Questions and Exercise Questions** - Assignments must be submitted on time; late submissions are not permitted. They must be completed by 11:59 PM on their due dates. They should be completed over this course's Canvas shell.

a. Exercise Questions – Due every Monday – No Time limit imposed.

b. Practice Questions – Due every Wednesday – Should be completed in 45 minutes

4) Schedule for Exercise Questions (1 through 13) and Practice Questions (1 through 7)

| Due date (Mon) | Date of Review (Tue) | Exercise (2 points) | Topic for Exercise Questions (Time Limit: NO) | Due date (Wed) | Date of Review (Thur) | Practice (5 points) | Topic for Practice Questions (Time Limit: 45 minutes) |
|----------------|----------------------|---------------------|---|----------------|-----------------------|---------------------|---|
| 1/20 | 1/21 | Exercise 1 | Excel and Math Needed for the Semester | 1/22 | 1/23 | No Practice | No Assignment |
| 1/27 | 1/28 | Exercise 2 | Data, Variable, Statistics, and Level of Measurement | 1/29 | 1/30 | Practice 1 | Data, Variable, Statistics, and Level of Measurement |
| 2/3 | 2/4 | Exercise 3 | Frequency Distributions and Graphs | 2/5 | 2/6 | No Practice | |
| 2/10 | 2/11 | Exercise 4 | Level of Measurement and Univariate Statistics | 2/12 | 2/13 | Practice 2 | Level of Measurement and Univariate Statistics |
| 2/17 | 2/18 | Exercise 5 | Converting To Z Score and Normal Distribution | 2/19 | 2/20 | No Practice | No Assignment |
| 2/24 | 2/25 | Exercise 6 | Research Questions, Null & Alternative Hypothesis | 2/26 | 2/27 | No Practice | No Assignment |
| 3/3 | 3/4 | Exercise 7 | Sampling Distribution and Standard Error | 3/5 | 3/6 | Practice 3 | Contents Covered in Exercise 6, 7, and 8 |
| 3/3 | 3/4 | Exercise 8 | 95% and 99% Confidence interval and Rejecting the Null Hypothesis | 3/19 | 3/20 | No Practice | No Assignment |

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| Due date (Mon) | Date of Review (Tue) | Exercise (2 points) | Topic for Exercise Questions (Time Limit: NO) | Due date (Wed) | Date of Review (Thur) | Practice (5 points) | Topic for Practice Questions (Time Limit: 45 minutes) |
|---------------------------|-------------------------------------|------------------------------------|--|-------------------------------|--------------------------------------|------------------------------------|--|
| 3/31 | 4/1 | Exercise 9 | Chi-Square Analysis | 4/2 | 4/3 | No Practice | No Assignment |
| 4/7 | 4/8 | Exercise 10 | Excel That Helps Find Chi-Square Value | 4/9 | 4/10 | Practice 4 | Contents Covered in Exercise 9 and 10 |
| 4/14 | 4/15 | Exercise 11 | T-Test Analysis | 4/16 | 4/17 | Practice 5 | T-Test Analysis |
| 4/21 | 4/22 | Exercise 12 | ANOVA and Non-Parametric | 4/23 | 4/24 | Practice 6 | ANOVA and Non- Parametric |
| 4/28 | 4/29 | Exercise 13 | Correlations | 4/30 | 5/1 | Practice 7 | Correlations |

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5) Attendance (15 points)

1. When you enter a classroom, be sure to record your attendance.
2. A.K.A. "Two Classes Absent Protection"
3. Starting the third absence, you will lose 1 point from the maximum points possible for attendance.
4. If any unavoidable event (e.g., medical reason) occurs and a student discusses about potential absence due to the event beforehand, then an instructor may not impose this attendance rule.
 1. Points recouped by this policy should be reduced by two due to the "Two Classes Absent Protection" policy.
5. Arriving to class late (<10 minutes) three times will be documented as a class absence. You will be offered a chance to record your attendance report after a class.
6. Attendance points formula
 1. Absent classes fewer than 3 days: Attendance score = 15
 2. Absent classes at least 3 days: Attendance score = 15 - days of absence + (days of absence granted permission from instructor before the class missed - 2)
 3. For example, you missed 7 classes and sent an email five times with justifiable reasons. 11 points earned = 15 - 7 + (5 - 2)

Any cheating or aiding in this process will result in an E in the course and referral to the Standards Committee.

XVI. **Grading** (Make sure that this grading scale is correct!)

| | | Grade |
|------|-----|--------------|
| 113 | 118 | A+ |
| 109 | 112 | A |
| 104 | 108 | A- |
| 101 | 103 | B+ |
| 97 | 100 | B |
| 93 | 96 | B- |
| 88 | 92 | C+ |
| 81 | 87 | C |
| 70 | 80 | D |
| 69.9 | | E |

a. **Grade Scale**

An "A+" grade at the undergraduate level means that a student is doing exceptional work. The student attends class regularly (for online students, they frequently check course announcements and/or course messages frequently and reach out to their instructor with any questions or inquiries for points of clarity), completes all of the course assignments, and demonstrates a detailed, comprehensive grasp of the material in the assignments and in class participation. To receive an "A+" grade a student must achieve at the highest level; such grades are rare and may not be given during any one semester.

An "A" grade at the undergraduate level means that a student is doing outstanding or

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excellent work. The student attends class regularly (for online students, they frequently check course announcements and/or course messages frequently and reach out to their instructor with any questions or inquiries for points of clarity), completes all of the course assignments and demonstrates a thorough grasp of the material through course assignments and in class participation. To receive an “A” grade a student must go well above and beyond the basic expectations for the course.

An “A-“ grade at the undergraduate level means that a student is doing **excellent** work. The student attends class regularly (for online students, they frequently check course announcements and/or course messages frequently and reach out to their instructor with any questions or inquiries for points of clarity), hands in all of the course assignments and in the majority of coursework, demonstrates a thorough grasp of the material. To receive an “A-“ grade a student must go above and beyond the basic expectations for the course.

A “B+” grade at the undergraduate level means that a student is doing **well above average** work. The student attends class regularly (for online students, they frequently check course announcements and/or course messages frequently and reach out to their instructor with any questions or inquiries for points of clarity), completes all of the course assignments and demonstrates a strong grasp of the material.

A “B” grade at the undergraduate level means that a student is doing **above average** work. The student attends class regularly (for online students, they frequently check course announcements and/or course messages frequently and reach out to their instructor with any questions or inquiries for points of clarity), hands in all of the course assignments and demonstrates (at the very least) a strong grasp of the material. In most courses, a majority of students would be expected to achieve at this grade level.

A “B-“ grade at the undergraduate level means that a student is doing **slightly above average** work. The student attends class regularly (for online students, they frequently check course announcements and/or course messages frequently and reach out to their instructor with any questions or inquiries for points of clarity), completes all of the course assignments and demonstrates understanding of the material.

A “C+” grade at the undergraduate level means that a student is **doing at least satisfactory** work, and meeting more than the minimum requirements for the course. The student misses several classes (for online students, they do not frequently check course announcements and/or course messages; students do not reach out to their instructor with any questions or inquiries for points of clarity), does not hand in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A “C” grade at the undergraduate level means that a student is doing **at least satisfactory** work and meeting the minimum requirements for the course. The student misses several classes regularly (for online students, they do not frequently check course announcements and/or course messages; students do not reach out to their instructor with any questions or inquiries for points of clarity), hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A “D” or “E” at the undergraduate level means that a student is doing **unacceptable** work, demonstrating a complete lack of understanding of course concepts.

A “EN” (Failing never participated) grade at the undergraduate level means that a student is failing the course as a result of not participating or turning in assignments

A “EU” (Failing did not complete) grade at the undergraduate level means that a student did some work in the course, but is failing as a result of not completing all of the course assignments

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A “I” (Incomplete) grade at the undergraduate level is given by the course instructor when a student is otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond their control. Students are required to arrange with the instructor for the completion of the course requirements. The arrangement is recorded on the Request for Grade of Incomplete form. Students do not re-register or pay fees to complete the course. The completion date is determined by the instructor but may not exceed one calendar year from the date the mark of “I” is recorded. When the student completes the course, the instructor must submit an online grade change request. If a student receives an "I" in an undergraduate course the grade will be automatically changed to a failing grade "E" if the student does not complete the course within one calendar year. Marks of "I" are changed to a grade of "E" (0.00) for purposes of evaluating graduation requirements for undergraduate students.

A “NR” (No Report) grade simply means that a grade has not yet been reported. Once final grade processing takes place for the semester, most classes will have an actual grade posted instead of the "NR". If an "NR" grade appears for a course in a prior semester, students should contact the instructor of the course to find out why a final grade was not recorded.

A “W” (Withdrawal) means that a student withdrew from a class after the first week of school; students receive a mark of "W" on their transcript and earn no credit or grade for withdrawn classes.

A “Y” (Satisfactory) grade is generally used as a grade for successfully completed internships, projects, readings and conference, research, seminars, theses, dissertations, and workshops. Students earn hours for a "Y" grade, but the grade is not used for computing their GPA.

A “XE” (Academic Dishonesty) grade denotes failure due to academic dishonesty and is treated the same as an "E" for the purposes of GPA, course repeatability, and academic standing determination. A student may not avoid any penalty for academic dishonesty by withdrawing from a course. A student may be reinstated to a course to receive a penalty of a reduced or failing grade or XE. The grade of XE may only be assigned in accordance with ASU's Student Academic Integrity Policy, and not as part of the normal end of the semester grading process.

Incompletes

You may be granted a grade of incomplete during the last week of the course provided that: (1) you remained up-to-date in the course for at least 2/3 of the semester; (2) you request an incomplete during the last week of class, before the course end date; (3) the instructor decides that an incomplete is appropriate under the circumstances; AND (4) you are earning a passing grade in the class. The deadline for completion of the course is within 4 weeks following the last day of the semester

XVII. Course Policies

Citation Style

Students are required to use the citation style and format of the American Psychological Association (APA) 7th Edition. Review the [APA Referencing and Citation Guide](#) or the [APA Citation Style tutorial](#). It is acceptable to cite legal materials (cases, statutes, regulations, etc.) in accordance with the style specified in *The Bluebook: A Uniform System of Citation* in all papers.

Course Evaluation

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Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Drop and Add Dates/Withdrawals

This course adheres to a schedule and may be part of a sequenced program, therefore, there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Due Dates, Late, or Missed Assignments

This is not a go-at-your-own pace course. There are hard deadlines for quizzes, participation assignments, and the final. I know that situations beyond your control arise from time to time. **Please contact me BEFORE the assignment due date. Depending on your circumstance, you may be granted an extension, but you will only receive partial credit. You will NOT be granted an extension if you contact me AFTER the due date.** There are a couple of extra credit opportunities built into the course. It is in your best interest to complete these extra credit opportunities as they become available.

Email

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. ***All instructor correspondence will be sent to your ASU email account. Please ensure Canvas notifications are being sent to your email.***

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Tips for Success

- Check the course **daily**, to stay in touch with the material and activities
- **Read announcements and check email!** This is the only way your instructor can update you on course information.
- Create a **personal organization system** to keep track of due dates specified.
- **Communicate regularly** with your instructor and peers.
- **Create a study and/or assignment schedule** to stay on track.
- Set aside **regular times** in which you can do your classwork with minimal interruptions or distractions. Avoid multitasking while studying.
- Learn about and use the student resources available to you! You can get free assistance from the [ASU Library](#), [IT Support](#), the [Writing Center](#), and more.