**CJFS 3710 Social Statistics** Summer Semester 2017 5/15/2017 Handout (HO) #1, page 1 of 4

***Instructor***: John Hazy, Ph.D. ***Email***: JMHazy@ysu.edu

***CRN/catalog #***: 31183/3710 (3 credit hours) ***Phone #***: 330 941-1789 or 330 941-3279—Dept of Criminal Justice & Forensic Sciences (CJFS)

***Class location:*** Rm 2531 Cushwa Hall  ***Office hours***: Mon Wed Fri 12:30-1:30pm and by appointment

***Class time***: Mon Wed Fri 1:30-3:55pm ***Office***: Rm 2167 Cushwa Hall

***Course Description and Learning Objectives***: The purpose of this course is to help students become better users and consumers of statistics relevant to the criminal justice system. In doing so, we will pursue these four student learning objectives (SLO): 1) appreciate, interpret, and evaluate stats; 2) select appropriate stats; 3) calculate/produce and analyze stats; and 4) share/present stats. The course is framed around the functions of stats to describe/summarize, compare, connect, and predict/explain. Throughout this course, students will have opportunities to use computers to manipulate and understand stats. No prior computer experience is necessary. Overall, stats will be covered in its three forms: 1) **Data**-pieces of organized info; 2) **Tools**-devices used to organize info; and 3) **Process**-strategy for problem-solving.

***Helpful Things***: 1) textbook- Soderstrom, Irina R. and Kristie R. Blevins, 2016, Introductory Criminal Justice Statistics and Data Analysis, 2nd Edition, Long Grove, IL, Waveland Press, and URL for another textbook website is <http://studysites.sagepub.com/gau/study/default.htm>); 2) calculator that can do the basics (add, subtract, multiply, divide, and square root); 3) ability to read, write, and communicate effectively; 4) willingness to learn which includes quality study time outside class (anywhere from 3 to 12 or more hours each week) and 5) **Prerequisite**: Criminal Justice 1500 (Introduction to Criminal Justice).

***Format and Responsibilities***: Students are to read the assigned course material before class, visit regularly the course website <http://statistics3710.weebly.com>, ask questions, and discuss issues relevant to criminal justice statistics. In addition, students are to:

1. turn in 5 sets of **Points of Interest** (POI—see HO#2), due dates specified on syllabus page 2; POI are made up of 3 things—*syllabus Q & A* (Quote and Answer) which is a stats-relevant quote and your own 2-sentence response to one of the questions of the week from the syllabus*, your Q & A* (question and answer) about the assigned material relative to your chosen career (***A*** must be 3-sentences), and a *Show and Tell* where you create a graph, figure, cartoon, chart, or table and provide a 3-sentence interpretation of the “Show”—these three things make up one set of POI and do not have to relate to one another, only to one or more things about the agenda for the week (make sure to cite, APA style-see <http://citationmachine.net> , any info that is not your own);
2. turn in 5 **Critical Reviews** (CR—see HO#3), due on dates specified on syllabus page 2; CR are made up of 10 original sentences students write including 2 sentences of “background” about 1 or more of the authors of the CR article, 3 sentences describing the core findings of the article based on its tables/charts, 3 sentences describing a visual from the article that is hazy or interesting, and 2 sentences describing an application/policy/use/ of the article for future efforts; CRs are based on published *research* articles containing stats as tools; the 5 CR articles will be given in class or via email;
3. present material individually and within a small group context (see HO#4);
4. assess criminal justice statistics, research, and literature periodically;
5. utilize library and computer resources (i.e. use Excel and tap into web info); and
6. perform assignments from taking part in computer lab sessions to producing an original dataset project (see HO#5 and HO#6).

***Attendance***: Attendance is crucial and expected. Because of the enlightening class coverage and because exams cover both inside (lecture, discussion) and outside material (readings from the handouts or postings on the course website), I strongly suggest students attend class. Also, videos and invited speakers may be used in class. When students miss class, they must submit a 1-page annotated bibliography of three articles related to the assigned material (see HO#7 for details). If students miss a class and fail to turn in a completed “missed class summary” they lose 33 points for each absence and a max of 100 points throughout the semester.

***Grades***: Grades are based on: class participation (see parts 1-6 of *Format and Responsibilities* above), presentations, two exams (including one cumulative Final), and one dataset project with two parts. Presentations tap into the student's mastery of the material and often take the form of evidence gathering, data entry, analysis, interpretation, and calculations with short explanations to questions. The exams include: multiple choice questions, true and false statements, short essays or word problems (i.e. describe concepts, give definitions, solve calculations, interpret findings), and more thorough essays (i.e. explain ideas, provide detailed examples, set-up complicated solutions and comment on findings). Use HO#8 to keep track of your grades. The grading scale and the worth of the various components of the student's grade are:

 A = 90-100% (exceptional work) Participation (POI 100 pts, CR 150 pts, & class participation 50 pts) = 300

 B = 80-89% (very good work) Presentations (Visual Project 100 pts and Last Lecture 50 pts) = 150

 C = 70-79% (average to good work) Exam One = 200

 D = 60-69% (fair to quasi-coherent work) Dataset Project (Part1 50 pts and Part 2 200 pts) = 250

 F = Below 60% (< minimum grasp of the essentials) Final (take home) = 100

***Note 1, Make-up Exams***: Make-up exams are given only when students obtain permission from me prior to the exam and/or sufficient documentation of serious illness or emergency is provided. Make-ups are different from original exams. If a make-up is necessary it is the student’s responsibility to make arrangements to take the make-up in a timely fashion.**Schedule** (subject to change) CJFS 3710 **Social Statistics**, Summer 2017 page 2 of 4

**Week Mon Date Agenda Readings (Ch.=Soderstrom Chapter)**

#  Area 1: Describe/Summarize/Profile/Picture

 1 5/15 what will the course cover, how will we cover it, what’s the instructor like Ch.1-3 & HO# 1-10;

 why are stats important, what is the context of statistics within science **POI#1 due 5/17 by 1:30pm**

 what are some basic stats, how do you pick a scientific problem to pursue

 how is knowing stats useful in various CJ occupations; how does mapping use stats, **CR #1 due 5/19 by 1:30pm**

 2 5/22 how do you best summarize data or describe how it is alike Ch.3; **POI#2 due 5/22 by 1:30pm**

 how do you best describe how data are varied, different, or dispersed **iProject1 due 5/24 by 1:30pm**

 what do parametric and nonparametric mean; what’s probability **CR#2 due 5/26 by 1:30pm**

 3 5/29 what are some examples of the stats covered thus far in the CJ-literature **POI#3 due 5/31 by 1:30pm**

#  how do we best interpret stats “in the news” & use computers to create them CR#3 due 5/31 by 1:30pm

 **YSU is closed on Mon 5/29 for Memorial Day**  **Exam One is Friday 6/2**

#  Area 2: Compare (Sample, Estimate, and Hypothesis Test)

 4 6/5 what’s involved with selecting data (sampling) and generalizing Ch.4-9 and handouts

 how do you compare a sample to its population **POI#4 due 6/5 by 1:30pm**

 how do you compare two groups of data **Visual Project due6/7 by 1:30pm**

 how do you compare more than two groups of data (ANOVA or K W) **CR#4 due 6/9 by 1:30pm**

#

#

#  Area 3: Connect/Relate

 5 6/12 how do you know if a dependent pattern exists between 2 vars (chi-square) Ch.8,10, and handouts

 at the nominal level, how do you test for a connection between 2 variables **POI#5 due 6/12 by 1:30pm**

 at the ordinal level, how do you test for a connection between 2 variables **iProject2 due 6/14 by 1:30pm**

 at the interval level, how do you test for a connection between 2 variables **CR#5 due 6/16 by 1:30pm**

#  Area 4: Explain/Predict

 6 6/19 what is the simplest way to use data to explain an outcome of interest (OLS) Ch.11-12 and handouts

 what is a more complicated way to explain an outcome of interest (logistic) **Last Lecture due 6/21 by 1:30pm**

 what is the future potential of CJ stats **Final Exam Fri 6/23 by 3:00pm**

***Note 2, Grace Policy***: Assignments/projects can NOT be handed in late without penalty of 25% off for each class they are late. If you are absent from class and have a valid excuse (medical emergency, death in the family, etc.), you have the number of days you are absent in order to turn in past due work. However, this "grace period" is the first day back for unexcused absences and does NOT exceed Friday, June 23, 2017 at 1:30pm.

***Note 3, Student Norms***: In addition to the reading assignments listed above to be read before class, students are responsible for material covered in class. Written assignments and/or in-class quizzes are given as well. The dates for the assignments are announced in class. Quizzes are NOT announced. If you are absent, it is up to you to find out what has been covered and/or assigned. If you miss a quiz, you must contact me to receive an assignment due the next class meeting after your return. You should make use of a computer to facilitate and enhance your work for class. A failing grade and/or other appropriate action will be given to you if you participate in academic dishonesty as described in the YSU Undergraduate Bulletin. Finally, YSU support services are available for those in need (Writing Center 941-3055, Reading & Study Skills Laboratory 941-3099, and Meshel Hall 941-3036). c:\CJStats\CJS3710syllabus2017summer.doc

**Syllabus Disability Statement, page 3 of 4**

**Statement for students with disabilities:**

In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. You must be registered with the Center for Student Progress (CSP) Disability Services, located at 36 West Wood Street, and provide a letter of accommodation to coordinate reasonable accommodations. You can reach CSP Disability Services at 330-941-1372.

**Mandatory Statement of Non-Discrimination from the University:**

Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit [www.ysu.edu/ada-accessibility](https://outlook.office.com/owa/redir.aspx?REF=7nZNgG3OkjbQWeKypQpYmioxJ3t0YRBG47s7HHkzFVJCAYxWa3rTCAFodHRwOi8vd3d3LnlzdS5lZHUvYWRhLWFjY2Vzc2liaWxpdHk.) for contact information for persons designated to handle questions about this policy.

**Rationale:**

Students who have disabilities should meet with the instructor, in a confidential environment, to review course requirements, and to discuss the mechanics of providing accommodations that the students need. If there are concerns regarding any accommodations, the instructor should contact CSP Disability Services rather than question students about them.

**Principles:**

Students already working with CSP Disability Services have provided that office with the appropriate documentation of their disability. Instructors should not ask the students for documentation; however, students must present a copy of their accommodation letter.

A statement on the syllabus and an announcement in the class normalizes the accommodation process by treating it as just another part of the course.

 Image of our textbook (2nd edition)

**Criminal Justice and Forensic Science (CJFS) Related Websites, page 4 of 4**

**Summer 2017**

**Top Ten CJFS and Teaching/Education Related Websites**

1) <http://www.thecrimereport.org> current and comprehensive news to CJFS issues

2) <http://www.asc41.com/links/journals.html> links to over 370 CJFS-related journals

3) <https://www.merlot.org/merlot/CriminalJustice.htm> classroom resources & ability to review them

4) <http://writingcenter.unc.edu/handouts> warehouse of writing materials for multiple purposes

5) <http://www.CampbellCollaboration.org> resources for and of systematic reviews of CJFS efforts

6) <http://www.facultyfocus.org> strategies for learning in higher educ & <http://www.cjstudents.com>

7) <http://www.nfstc.org> Nat’al Forensic Science Tech Center (see its CSI & “simplified” pages)

8) <http://www.sentencingproject.org> research and advocacy for criminal justice system reform

9) <http://www.OCJS.ohio.gov> Ohio’s Office of Criminal Justice Services (see its “data dashboard”)

10) <http://www.ojp.gov> US Dept of Justice’s Office of Justice Programs (see at least three of its resources: <http://www.crimesolutions.gov> <http://www.ojp.gov/funding> <http://www.ncjrs.gov>)

**Careers, Education, News, and General Info** <http://www.cjstudents.com> <http://criminologycareers.about.com> <http://www.cjstudents.com/careers.htm> <http://www.criminaljusticecareerguide.com> <http://www.forensicsciencedegree.org> <http://gradschool.about.com> <http://legalcareers.about.com> <http://crime.about.com> <http://www.criminology.com> <http://mycrimekit.pearsoncmg.com> <http://www.bls.gov> <http://www.usajobs.gov> <http://www.monster.com> <http://www.salary.com>

**Data** <http://communitycrimemap.com> <http://www.nsopw.org> <http://www.city-data.com> <http://www.CLRsearch.com> <http://www.bestplaces.net/crime> <http://www.areaconnect.com> <http://www.samhsa.gov> <http://nces.ed.gov/collegenavigator> <http://www.UCRdatatool.gov> <http://datacenter.kidscount.org> <http://www.cdc.gov/data> <http://www.recordspedia.com> <http://mha.ohio.gov/> <http://www.icpsr.umich.edu/icpsrweb/NACJD> <http://www.albany.edu/sourcebook> <http://www.statisticbrain.com/crime> <http://www.sentencingproject.org> <http://www.bjs.gov> <http://www.tracetheguns.org>

**Research** <http://www.NCJRS.gov> <http://www.paulsjusticepage.com> <http://www.ojp.gov/funding>

<http://www.qualitativeresearch.uga.edu/QualPage> <http://CRLSresearchguide.org>

<http://www.socialresearchmethods.com> <http://explorable.com> <http://www.aResearchGuide.com>

**Statistics, Statistical Software, Technology, and Mapping**

<http://davidmlane.com/hyperstat> <http://spreadsheets.about.com> <http://statistics.about.com> <http://statsoft.com/textbook> <http://www.stattrek.com> <http://vassarstats.net/textbook> <http://vassarstats.net> <http://www.emathzone.com> <http://www.fedstats.gov> <http://www.esri.com/industries/apps/education/offers/promo> <http://www.mathisfun.com> <http://www.statisticshowto.com> <http://www.socialresearchmethods.com>

<http://www.gnu.org/software/pspp> <http://www.statpages.org> <http://www.nij.gov/maps> <http://www.justiceatlas.org> <http://www.openoffice.org> <http://gretl.sourceforge.net>

**Writing and Presenting**<http://owl.english.purdue.edu/owl> <http://www.plainlanguage.gov> <http://www.slideshare.net> <http://writingcenter.unc.edu/handouts> <http://www.citationmachine.net> <http://www.APAstyle.org>