

**Fayetteville State University**  
**College of Arts and Sciences—Department of Sociology**  
**SOCI 333-01 Introduction to SPSS**  
**Fall 2009 Semester**

**I. Locator Information:**

Instructor: Samuel Adu-Mireku, Ph.D.

Course # and Name: SOCI 333-01—Introduction to SPSS

Office Location: Taylor Social Science, Room 210-C Semester Credit Hours: 3.0

Office hours: TR 11:00 a.m.-2 p.m.; W 12 noon-2:00 p.m.; and by appointment

Day and Time Class Meets: TR 9:30 a.m. – 10:45 a.m. Office Phone: 910-672-1042

Total Contact Hours for Class: 48

Email address: sadu-mireku@uncfsu.edu

**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto:username@uncfsu.edu)) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at

<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

**II. Course Description:** SOCI 333 is an introduction to the Statistical Package for the Social Sciences (SPSS), a computer software for data processing and statistical analysis, enabling students without knowledge of programming or without programming aspirations to utilize the computer for scientific research (**Prerequisite:** SOCI 210 And SOCI 331).

**III. Disabled Student Services:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910-672-1203.

**IV. Textbook:**

Green, Samuel B and Neil J. Salkind. 2008. *Using SPSS for Windows and Macintosh: Analyzing and Understanding Data*. Upper Saddle River, NJ: Pearson Prentice Hall.  
 [ISBN: 978-0-13-189025-1]

**Additional Reading (Recommended)**

Norusis, Marija J. 2010. *SPSS 17.0 Statistical Procedures Companion*. Upper Saddle River, NJ: Prentice Hall.

**NOTE: SPSS IS A STATISTICAL SOFTWARE PROGRAM FOR DATA ANALYSES. THE MAIN GOAL AND OBJECTIVE OF THE COURSE IS TO ENABLE STUDENTS GAIN INDIVIDUAL PROFICIENCY AND COMPETENCY IN SPSS. TO EARN A PASSING GRADE AT THE END OF THE COURSE, EACH STUDENT MUST DEMONSTRATE PROFICIENCY AND BASIC COMPETENCY IN SPSS. THEREFORE, YOU MUST BE READY TO COMPLETE A NUMBER OF INDEPENDENT ASSIGNMENTS IN THIS COURSE.**

## V. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Create a database using *SPSS*.
2. Analyze research data using *SPSS*.
3. Do cross-platform applications by importing and exporting research data using *SPSS*.
4. Do statistical analyses using *SPSS* and present the results.
5. Integrate the capabilities of *SPSS* with other application software, such as Microsoft Excel, Microsoft Access, and SAS.
6. Generate and edit charts, graphs and tables for research purposes.

## VI. Course Requirements

The following are the minimum requirements of *SOCI 333*:

1. Attend class regularly and participate actively in discussions. The hands-on design of the course requires perfect attendance.
2. Read all assigned materials in the textbook and class handouts.
3. Complete all in-class and out-of-class exercises.
4. Take a number of unannounced quizzes.
5. Take two (2) written and two (2) hands-on comprehensive tests. The examinations will test theoretical and applied knowledge of *SPSS*, as well as knowledge of specific procedures and commands in *SPSS*. During examinations, each student will demonstrate his or her knowledge and skills by executing a number of procedures in *SPSS*.
6. Attend at least two (2) department sponsored events (e.g., presentations, guest lectures, etc.).

### Evaluation Criteria

#### a. Grading Scale

Grade	Credit Hours	Quality Points	Meaning
A	Hours attempted and earned	4 per credit hour;	Exceptionally high
B	Hours attempted and earned	3 per credit hour	Good
C	Hours attempted and earned	2 per credit hour	Satisfactory
D	Hours attempted and earned	1 per credit hour	Marginally passing
F	Hours attempted – Not earned	0 per credit hour	Failing
FN	Hours attempted – Not earned	0 per credit hour	Failing due to non-attendance. (Student registered, but <u>never</u> attended.)
W	Hours attempted – Not earned	No impact on GPA	Class withdrawal prior to deadline (see Academic Calendar)
P	Hours attempted and earned	No impact on GPA	Satisfactory - Assigned only in classes specified as Pass/Fail
WU	Hours attempted – Not earned	No impact on GPA	Withdrawal from all classes for semester or term
AU	Hours attempted – Not earned	No impact on GPA	Auditing

Adding your total points and dividing the sum by the total possible points for the course will determine the course grade (Total earned points/Total possible points) \* 100 = Your Grade Score

**Numerical Course Grading Scale:** A=90-100; B=80-90; C=70-80; D=60-70; F=60 and below. *Note: The cumulative percentage will be rounded to the nearest integer by using the symmetric arithmetic rounding. That is, if your final numerical grade score is 89.5%, it will be rounded to 90. Alternatively, if the score is 89.4, it will be rounded to 89%.*

### ***University-Wide Class Attendance Policy***

Students are expected to attend all class meetings, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. When students must miss class(es) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments. Faculty members will indicate in their syllabi the conditions for making up missed assignments.

During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.

**Please note that the WN grade is no longer in effect. Students must not expect faculty to withdraw them from classes.**

## **VI. SOCI 333 Attendance Requirements**

Regular attendance is a key factor to passing this course; therefore, I will record your attendance for each class meeting. In the event of an absence, it is your responsibility to obtain the class notes, assignments, and handouts. I expect perfect attendance and punctuality from all of you. With regard to computer lab sessions, if you miss any one of the *SPSS* data analysis sessions, you will have to make your own arrangement to make up the work and catch up with the rest of the class.

### **a. Graded Assignments**

The course grade will be based on four comprehensive tests (two written and two hands-on), unannounced quizzes, and a number of in-class and out-of-class exercises. You will be tested on materials from lectures, class handouts, and the textbook. Adding your total points and dividing the sum by the total possible points for the course will determine the course grade. **Value of Each Assignment:** None of your scores from the tests, quizzes, and assignments will be weighted in computing your final grade.

### **d. Policy on Missed or Late Assignments**

If you miss a test, an assignment, or a quiz without any prior notification, you will receive zero score. You will be permitted to take a make-up test **ONLY** if you inform me at least a week before the scheduled deadline. Any request for a make-up test must be accompanied by appropriate documentation. **NOTE:** Since I will be discussing every graded assignment, it will not be fair to students who turn in their completed assignments on time for me to accept late assignments. Therefore, I expect you to strictly adhere to all deadlines.

**e. Other: Academic Dishonesty**

Fayetteville State University's policy on academic dishonesty will be enforced. Please refer to the Student Handbook (<http://www.uncfsu.edu/handbook>).

**VII. Academic Support Resources:** Computer Labs; CITRIX—FSU's Virtual Office

**VII. Course Outline and Assignment**

**NOTE. THERE ARE 45 LESSONS IN THE TEXTBOOK AND WE WILL NOT BE ABLE TO COVER ALL OF THEM IN THIS COURSE.**

This is a very flexible schedule. Adjustments will be made to accommodate how fast or slow students comprehend materials in each unit. In addition, test dates are tentative. Note that only about 60 percent of the course materials are covered in the course textbook. The other 40 percent will be based on course handouts.

**Topic(s)**

**Assignment(s)**

**Unit 1—THE BASICS: Getting Started with SPSS    Lessons 1-4 (Green & Salkind)**

Overview of the Research Process; Levels of Measurement;  
Overview of SPSS and Data Analysis; Introducing SPSS for Windows;  
Help and SPSS Tutorials; Sources and Organization of Data

**Unit 2—DATA EDITOR: Creating/Working Data    Lessons 5-9 (Green & Salkind)**

Entering and Reading Data; Saving and Retrieving Files;  
Adding Labels and Missing Value Codes; Specifying Analyses (Point-and-Click);  
Selecting, Copying, Cutting, and Pasting Data

**Unit 3—DATA: Exporting and Importing Data    Lesson 10 (Green & Salkind)**

Importing Data from Spreadsheets (.xls); Importing Data from Database (.dbf);  
Importing non (.sav) SPSS files; Importing Data from a Text File (.txt)

**Unit 4—CHARTS AND GRAPHS    Lessons 16A-18A**

Viewing and Manipulating Outputs; Editing Pivot Tables; Creating Charts & Graphics: Templates and ChartLooks; 3-D Graphs

**Unit 5—DATA TRANSFORMATIONS    Lessons 12-14**

Computing a new variable; Recoding values (existing variables)  
Recoding values (creating a new variable); Automatic Recode  
Selecting Cases for Analysis; Sorting Data; Split-File Processing

**Unit 6—FILE AND DATA MANAGEMENT    Lesson 15**

Multiple Response Variables; Adding Cases from Two Files  
Merging Files: Adding Variables; Aggregating Data

**Unit 7—FREQUENCIES AND DESCRIPTIVES    Lessons 19-20**

Frequency Distribution; Counting Responses; Descriptive Statistics

**Unit 8—CROSSTABULATION/CHI-SQUARE    Lessons 39-41**

Chi-Square Test of Independence; Crosstabulation



**X: Appendix****1. NCDPI, NCATE OR SPECIALTY AREA STANDARDS**

<b>NCDPI Social Studies Standards</b>	<b>NCATE Standard(s)</b>	<b>Assessment(s)</b>
1. Social studies teachers have a broad knowledge of content.	Content Knowledge	Class presentations; Tests; Assignments; Classroom discussions.
2. Social studies teachers know the content appropriate to their teaching specialty.	Content Knowledge	Class presentations; Tests; Assignments; Classroom discussions.
3. Social studies teachers connect social studies with the broad curriculum.	Content Knowledge Professional Knowledge	Class presentations; Tests; Assignments; Classroom discussions.
4. Social Studies teachers know relevant applications of the content.	Content Knowledge Pedagogical Knowledge Professional Knowledge	Class presentations; Tests; Assignments; Classroom discussions.
6. Social studies teachers use appropriate teaching methods.	Pedagogical Content Knowledge	Class presentations; Tests; Assignments; Classroom discussions.

**7. CORE STANDARDS**

<b>NCDPI Core Standards</b>	<b>Assessment(s)</b>
1. Teachers know the content they teach.	Class presentations; Tests; Assignments; Classroom discussions.
2. Teachers know how to teach students.	Class presentations; Tests; Assignments; Classroom discussions.
6. Teachers respect and care about students.	Class presentations; Tests; Assignments; Classroom discussions.

**8. DIVERSITY**

<b>NCDPI Diversity Standards</b>	<b>Assessment(s)</b>
1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful, and culturally relevant for diverse learners.	Class presentations; Tests; Assignments; Classroom discussions.
2. Teachers understand how student's cognitive, physical, and socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making	Class presentations; Tests; Assignments; Classroom discussions.

instructional decisions.	
4. Teachers acknowledge and understand that diversity exists in society and utilizes this diversity to strengthen the classroom environment to meet the needs of individual learners.	Class presentations; Tests; Assignments; Classroom discussions.

## 9. TECHNOLOGY

This course will help strengthen and enhance the students' technological competence and skill in using technology. Students will use a variety of technologies to enhance their knowledge of technology in this course.

	<b>Technological Applications for this Course</b>
√	Productivity tool (Power Point)
√	Presentation software
√	Internet
√	SPSS for Windows
√	E-mail
√	Desktop computers
√	BlackBoard
√	SmartBoard
√	Synchrone Eyes
√	LCD projector

<b>NCDPI Technology Standards</b>	<b>Technological Applications Used in this Course</b>
1. Teachers demonstrate a sound understanding of technology operations and concepts.	SPSS, MS Excel, dBase, PowerPoint, Blackboard, Synchrone Eyes, Internet, e-mail.
2. Teachers plan and design effective learning environments and experiences supported by technology	SPSS, MS Excel, dBase, PowerPoint, Blackboard, Synchrone Eyes, Internet, e-mail.
3. Teachers implement curriculum plans that include methods and strategies by applying technology to maximize student learning.	SPSS, MS Excel, dBase, PowerPoint, Blackboard, Synchrone Eyes, Internet, e-mail.
4. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.	SPSS, MS Excel, dBase, PowerPoint, Blackboard, Synchrone Eyes, Internet, e-mail.
5. Teachers use technology to enhance their productivity and professional practice.	SPSS, MS Excel, dBase, PowerPoint, Blackboard, Synchrone Eyes, Internet, e-mail.

## 10. DISPOSITIONS

Dispositions will be addressed through readings, modeling, reflecting, field experiences, discussion and other approaches. This course will seek to enhance and strengthen the dispositions listed below.

<b>Professional Competence</b>		<b>Professional Responsibilities</b>	
√	Appreciates and engages in self-reflection	√	Dresses appropriately for the setting
√	Shows a commitment to ongoing learning	√	Is punctual
√	Desires to learn and apply new technologies	√	Attends class regularly and participates in the class
√	Is receptive to new ideas and feedback	√	Completes assignments and tasks in a timely manner
√	Writes and speaks clearly and effectively	√	Willing to go beyond required assignments
√	Uses culturally sensitive language when communicating with families	√	Shows initiative and motivation
√	Respects the privacy of students and their families	√	Assumes fair share of responsibilities
<b>Professional Dispositions and Qualities</b>		<b>Professional Integrity</b>	
	Believe all children can learn	√	Displays high and ethical professional standards
	Understands the culture of students and their families	√	Is honest and dependable
√	Values and respects diversity and individual differences	√	Is courteous and respectful
√	Demonstrates flexibility and adaptability	√	Has a positive professional attitude
	Treats all students fairly and equitably	√	Accepts and uses constructive criticism
√	Is sensitive to the feelings of others	√	Maintains emotional control and appropriate behavior
√	Interacts appropriately and positively with others		

### 11. NATIONAL COUNCIL FOR THE SOCIAL STUDIES STANDARDS (NCSS)

<b>National Council for the Social Studies Standards</b>	<b>Assessment (s)</b>
<b>1.2 Time, Continuity, and Change.</b> Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.	Quizzes; Tests; Assignments
<b>1.5 Individuals, Groups, and Social Institutions.</b> Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and social institutions.	Quizzes; Tests; Assignments
<b>1.8 Science, Technology, and Society.</b> Candidates	Quizzes; Tests; Assignments

in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology, and society.	
---	--