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Lab Instructor/Teaching Assistant
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Course Meeting Times & Location
Lecture: Wed, 4:00-6:30 pm, 270 Urban Center. Lab: Wed, 6:40-7:30, 225 Urban Center.

Required Text

Other optional texts that might be helpful:

Overview
This course is designed to give students the necessary skills to analyze research projects. Together with the first course (offered Spring term), you will receive a relatively thorough and reasonably comprehensive introduction to understanding, critically evaluating, and conducting analyses for most studies in social science-related disciplines. Because of the complexity of hand calculations with regression, there will be only a few simple hand computations and more reading, computer application, and interpretation.

Prerequisites
This course assumes that you have taken the previous course USP 634 Data Analysis or an equivalent course approved by the instructor and prior SPSS experience.

Grades
Your course grade will be based on three homework assignments. Homework assignments are worth 100% of your course grade. Homework assignments will include computer assignments (R or SPSS), result summaries and interpretation, reading an example journal article, and some hand calculation problems. Late assignments are not accepted. If there are serious health problems or family issues, however, please contact me as soon as possible. Homework will include some analysis of your own data.

R and SPSS
The assignments for this course will use your choice of the R free statistical software package or SPSS (Statistical Package for the Social Sciences). No manual or book for either software is required. If you would like an additional reference, there are several useful guides to using R or SPSS that are good. For R, I have some preference for the book by D. W. Gerbing R Data Analysis without Programming. Routledge: New York. ISBN: 0415657202, and, for SPSS, I have some preference for the book by S.B. Green and N.J. Salkind (2013), Using SPSS for the Windows and Macintosh: Analyzing and Understanding Data (Seventh Edition). Upper Saddle River, NJ: Prentice Hall. ISBN: 0205958605. You may be able to acquire one of the last couple of editions for less money and they will work just fine. Either Jamaal or I can provide additional assistance. Don’t be afraid to ask.
### Course Schedule & Readings

**Important dates:**

- **Wednesday, 10/21** - HW 1 Due
- **Wednesday, 11/18** - HW 2 Due
- **Wednesday, 12/9** - HW 3 Due (5 PM)

<table>
<thead>
<tr>
<th>Week of</th>
<th>General Topic</th>
<th>Reading</th>
<th>Optional Sections/Pages*</th>
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| 10/7    | Correlation & Simple Regression | • Chapter 1. Introduction  
• Chapter 2 Bivariate Correlation and Regression  
• Chapter 4 Data visualization, exploration, and assumptions, sections 4.1-4.2 only | 1.3.1-1.3.2, 1.3.4-1.3.5.17-1.8 pp. 44-47, p. 49, 2.9 none |
| 10/14   | Multiple regression I: Partial relationships | • Darlington, Chapter 1 Basic concepts (Statistical Control), pp. 1-6  
• Chapter 3 Multiple Regression/Correlation With Two or More Independent Variables  
• [optional reading] Pedhazur, Appendix A: Matrix Algebra: An Introduction  
• [optional reading] Pedhazur, Chapter 6: General Method of Matrix Regression Analysis: Matrix Operations | none 3.3.3, 3.5.4-3.5.6, 3.6.4, 3.7.3, 3.8.3-3.8.4 all pages all pages |
| 10/21   | Multiple regression II: Dummy coding & ANCOVA | • Chapter 8 Categorical or Nominal Independent Variables  
• Tabachnick & Fidell, Chapter 8 Analysis of Covariance (pp.321-375) | p. 310, 314-315, 8.2.6, 8.3-8.4, 8.5.1-8.5.5, 8.6, 8.7.4 pp. 330-334, 352-256. none |
| 10/28   | Multiple regression III: assumptions, multicollinearity, diagnostics | Chapter 4 Data Visualization, Exploration, And Assumption Checking: Diagnosing and Solving Regression Problems I, sections 4.3-4.6 only | none none |
| 11/4    | Multiple regression IV Interactions & curvilinear effects | Chapter 6 Quantitative Scales, Curvilinear Relationships, and Transformations  
Chapter 7 Interactions Among Continuous Variables  
• [optional reading] Chapter 9 Interactions with Categorical Variables | 6.2-6.2.8, 6.3, 6.4.9-6.4.12 7.8-7.10 all pages all pages |
| 11/11   | Multiple regression V: Correlation, causation, & mediation | • Chapter 12 Multiple Regression/Correlation and Causal Models, sections 12.1-12.2 only  
• Chapter 15 Longitudinal Regression Methods, sections 15.1 and 15.2 only  
| 11/18   | Chi-square & logistic | • Delucchi (1993) On the use and misuse of chi-square, pp. 295-319  
• Chapter 13 Alternative Regression Models: Logistic, Poisson Regression, and the Generalized Linear Model, sections 13.1-13.2.16 only | none none |
| 11/25   | Logistic & multiple logistic | • Chapter 13 Alternative Regression Models: Logistic, Poisson Regression, and the Generalized Linear Model, sections 13.2.17-13.2.19 only | none none |
| 12/2    | Multiple logistic | • Chapter 13 Alternative Regression Models: Logistic, Poisson Regression, and the Generalized Linear Model, sections 13.3-13.6 only  

* Please note that all boxed material in the Cohen et al. text is optional.

### Supplemental Reading Sources (available online for download at the class website):


### Disabilities

If you have a disability and are in need of academic accommodations, please notify me immediately to arrange needed supports.
My Teaching Philosophy

In general, I work very hard at teaching, and so I expect students to work very hard at learning. I have a heavy emphasis on concepts, especially when it comes to statistics. To me, the concepts and theoretical constructs in statistics are fundamental to understanding and using statistics well. They are also the part I love most about it (ok, maybe "love" is too strong). Despite my bias toward conceptual aspects of statistics, I also believe that the practical applications are extremely important. Don't worry about ever having to memorize formulas, you can always look those up in a book if you need to. What I'd like you to avoid is a recipe approach where you follow steps to get a result without understanding what you are doing. If you follow a menu-driven recipe for getting through a regression analysis, without understanding why you are conducting the test, how to interpret it when it's completed, and when to use it, I've failed miserably in my job.

Statistics Is a Weird Subject: How to Learn It

It's not math and it's not a regular substantive course… it's statistics. Despite what many statistics teachers say, statistics is not math. It's also not a course like political science or biology. Statistics really includes elements of mathematics, substantive material, and a foreign language, and it is important to keep in mind the multifaceted nature of the topic. So, please try to keep an open mind. Don't approach the subject only as mathematics or only as a substantive course; you will miss more than half of what you need to learn. Here's my advice, which I hope will be helpful:

• **It's not like math, it is like math.** Statistics is considerably different from mathematics. In fact, the math required for this course is rarely more complex than what is needed to balance a checkbook. Statistics is like mathematics, however, in that it must be practiced to be learned. One has to work on exercises, analyze different problems, and get experience with different analytic situations in order to absorb the information. Do not think that you can just read through the material and remember everything. You may need to read and apply the material several times. So, don't wait until the last minute!

• **It's like a foreign language.** Statistics does, however, use a lot of symbols like Greek letters, and for this reason it is a bit like learning a foreign language. Think of the symbols as a foreign language vocabulary that has to be learned in order to understand the sentences.

• **It's like other courses.** In this course, there will also be a great deal of practical, conceptual, and other substantive information that will have to be learned; so, you will also have to read the text material, study concepts, and do some memorization like other substantive courses.

• **It's progressive.** Everything builds on everything else. Don't let any misunderstandings slip through the cracks, or it will snowball on you.

• **It's weird.** Statistics is a unique and unusual topic involving some very abstract and weird ideas. The peculiar nature of the subject makes the material very difficult to learn and retain. Despite its seemingly abstract nature, statistics are extremely useful tools that will make you a highly skilled and valued researcher.

A Note on Statisticophobia

Although not an official phobia, many of us have a real and unavoidable fear of all those numbers and Greek symbols. If you are a sufferer of statisticophobia, please don't worry, I fully understand how you feel. Also, remember that you are not alone, and I'll make sure you make it through the course. Believe it or not, most of you will actually wind up finding it interesting; at the very least, you will no longer have a morbid fear of it. I am always available to help, and your classmates can also be an excellent source of support. Chances are if you are having problems, so is someone else. Please don't be afraid to ask for help!

Web Page Material

I will post a page on my website, [http://www.upa.pdx.edu/IOA/newsom](http://www.upa.pdx.edu/IOA/newsom), with links to a copy of the syllabus, homework assignments, data sets, and some of the handouts from class. You can also find supplementary lecture information on most of the topics we will cover under Stats Notes, accessed from the main page on my site. The information there was originally designed for a previous class and does not cover the topics in as much depth as I do in the current class. However, it should be useful overview information on most of the topics we cover this quarter.